



# PROGRAMMES & SERVICES



Table of Contents

# Table of Contents



<b>Introduction</b>	<b>03</b>
<b>What We Do Best</b>	<b>04</b>
<b>Our Theory of Change</b>	<b>05</b>
<b>Our Approach to Learning</b>	<b>06 - 10</b>
<b>Our Programmes</b>	<b>11 - 16</b>
<b>Student Programmes</b>	<b>17 - 23</b>
<b>Teacher Programmes</b>	<b>24 - 30</b>
<b>Middle Leaders</b>	<b>31 - 35</b>
<b>Senior Leaders</b>	<b>36 - 38</b>
<b>LeapEd Core Series</b>	<b>39 - 42</b>
<b>Community</b>	<b>43 - 45</b>
<b>System</b>	<b>46 - 48</b>
<b>Monitoring &amp; Evaluation</b>	<b>49 - 52</b>
<b>LeapEd Academy</b>	<b>53 - 66</b>

# INTRODUCTION

Every child deserves a great future.

We have worked for more than a decade to transform students' learning experiences. We combine international research and best practice with local expertise to create contextually relevant world-class learning solutions that respond to education challenges and contribute to the global education community.

Every child has the potential to succeed.

We embrace and actively promote an inclusive and future-focused approach, underpinned by Education for Sustainable Development (ESD) principles. Our scope of experience encompasses elite learning institutions as well as those serving Malaysia's highest need communities (Orang Asli, Indigenous populations, B40, Asnaf, and students with Special Educational Needs).



Through strategic partnerships with the Ministry of Education Malaysia, universities, governmental and non-governmental agencies, we have worked with 160 public schools, impacting 6,000 teachers and 71,000 students in urban and rural settings.



# What We Do Best

We provide a variety of bespoke learning solutions to support you to lead transformational change in any environment.



The global education landscape is complex and through our experience designing learning solutions to support policy implementation, we have gained a deep understanding of what it takes to create positive and lasting change. Our Theory of Change has been developed as a result of our learning over the last 10 years and focuses on engagement, collaboration and innovation at all levels.

Motivated by holistic student outcomes we;

prioritise positive engagement among and across all stakeholders

advocate for meaningful collaboration to maximise impact

develop innovations to unlock sustainable solutions to wicked problems

LeapEd is a **Social Enterprise**. We believe that investing in education is the smartest decision you can make.

We believe innovation in education is essential.

## What does this mean to us?

**Social Cause** – We advocate to enhance community values through quality education

**Approach** – We partner with stakeholders to develop innovative solutions and services

**Sustainability** – We reinvest all profits to increase our impact through education solutions, campaigns and research and development.

**Goal** – We want to enrich lives and add-value to society

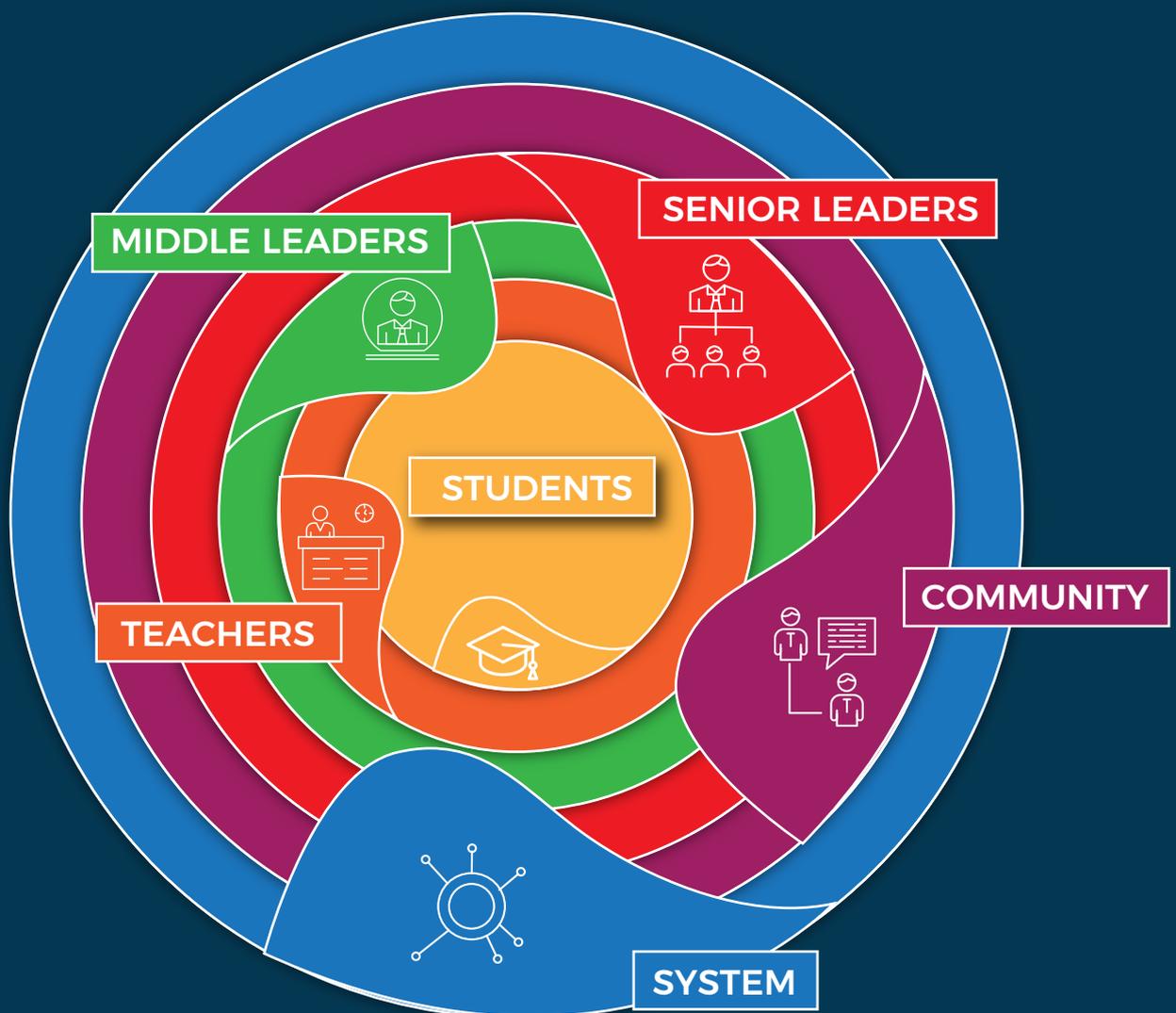


# Our Theory of Change



- Students are at the heart of everything we do.
- Our experience has shown us the complexities of positively impacting students and education systems at scale.

The concentric circles highlight key elements of the interconnected support required for lasting change.





# Our Approach to Learning

“

We provide high-quality learning programmes for adults and students, designed to unlock learning power and support life-long learning.

”



# LeapEd Programmes for Educators

Educator programmes are developed according to instructional design principles. Effective adult learning takes place when it is relevant to daily work.



We have seen first-hand the power of collaboration so our programmes are designed to facilitate meaningful peer learning. We do this through hands-on Workshops, Communities of Practice and Professional Learning Communities. Our programmes combine adult learning principles with authentic learning contexts and prioritise:



## **Self-directed learning:**

Learners evaluate their current skills and needs, link new learning to existing practices, and gain tools and strategies to apply learning.



## **Real-life application:**

Learning is practical and focused on implementation.



## **Critical thinking:**

Programmes are scaffolded and provide a range of activities at different levels of challenge.



## **Challenging beliefs:**

Using case studies, guided reflections and discussions, learners explore and link beliefs to current practices, identifying alternative approaches and solutions.



## **Guided Reflection:**

Learners enhance awareness of current skills, knowledge and beliefs gaining insights into leading their own learning during and beyond the programme.



We offer a range of bespoke programmes that can be tailored to your needs, please see below for an overview of our scope of packages.

<p><b>DIGITAL APPROACH</b></p> <p>Using technology to support and develop your teaching practice</p>	<p><b>POSITIVE LEARNING ENVIRONMENTS</b></p> <p>Creating an inclusive, high performing, student-centred learning environment</p>	<p><b>REFLECTION AND DEVELOPMENT</b></p> <p>Using reflections tools, learning walks and lesson observations to develop teaching practice</p>	<p><b>MANAGING PERFORMANCE</b></p> <p>Developing a framework, skills for performance conversations</p>	<p><b>CHANGE MANAGEMENT</b></p> <p>Developing, delivering and monitoring a School Improvement Plan (SIP)</p>
<p><b>COLLABORATIVE LEARNING STRUCTURE</b></p> <p>Strategies to develop socio-emotional and cognitive skills</p>	<p><b>MODERN PEDAGOGIES</b></p> <p>Applying student centred and collaborative principles</p>	<p><b>DATA-DRIVEN DECISION-MAKING</b></p> <p>Evidence-based practices to support effective implementation of SIPs</p>	<p><b>EVIDENCE-BASED CLASSROOM PRACTICES</b></p> <p>Assessment for Learning (teacher and student) strategies</p>	<p><b>EFFECTIVE PROFESSIONAL DEVELOPMENT</b></p> <p>Cycles of Inquiry, Teacher Learning pathways</p>
<p><b>INSTRUCTIONAL LEADERSHIP</b></p> <p>Creating the conditions for learning to flourish at all levels</p>	<p><b>DIFFERENTIATION</b></p> <p>Skills and strategies to create inclusive learning experiences to support and challenge every student</p>	<p><b>COACHING AND MENTORING</b></p> <p>Skills and strategies to support teachers and leaders to develop as coaches and mentors for sustainable development</p>	<p><b>DISTRIBUTED LEADERSHIP</b></p> <p>Empowering staff to drive a positive learning environment</p>	<p><b>STAKEHOLDER MANAGEMENT</b></p> <p>Understanding and harnessing your school's stakeholders to enhance teaching and learning</p>

Find out more at [www.leapedservices.com/bespoke-training](http://www.leapedservices.com/bespoke-training)

We offer a range of different delivery methods depending on your needs or the programme aims and objectives. For each programme, you will see the following symbols to show you which delivery method is used for that programme.

If you find a programme or service that you like but is not in your preferred delivery method, please contact us. All our programmes are flexible.

<p>Workshops</p>	<p>Online &amp; Blended Learning</p>	<p>Face-to-face</p>
<p>Advisory Services</p>	<p>Professional Learning Communities</p>	<p>Toolkits</p>



# LeapEd Student Programmes

## Today's students are tomorrow's leaders and change-makers.

Aligned to international pedagogical best practices, our programmes combine design-thinking and project-based learning to enable students to build skills and thrive in an uncertain future.





# Focus on Sustainability

Designed with sustainability in mind, our programmes are underpinned by two key principles that work in tandem:

## ✓ Empowerment through Coaching:

Anchored in a Growth Mindset, we believe in the power of coaching to build capacity, ownership, problem-solving and self-direction.

## ✓ Embedded Monitoring & Evaluation:

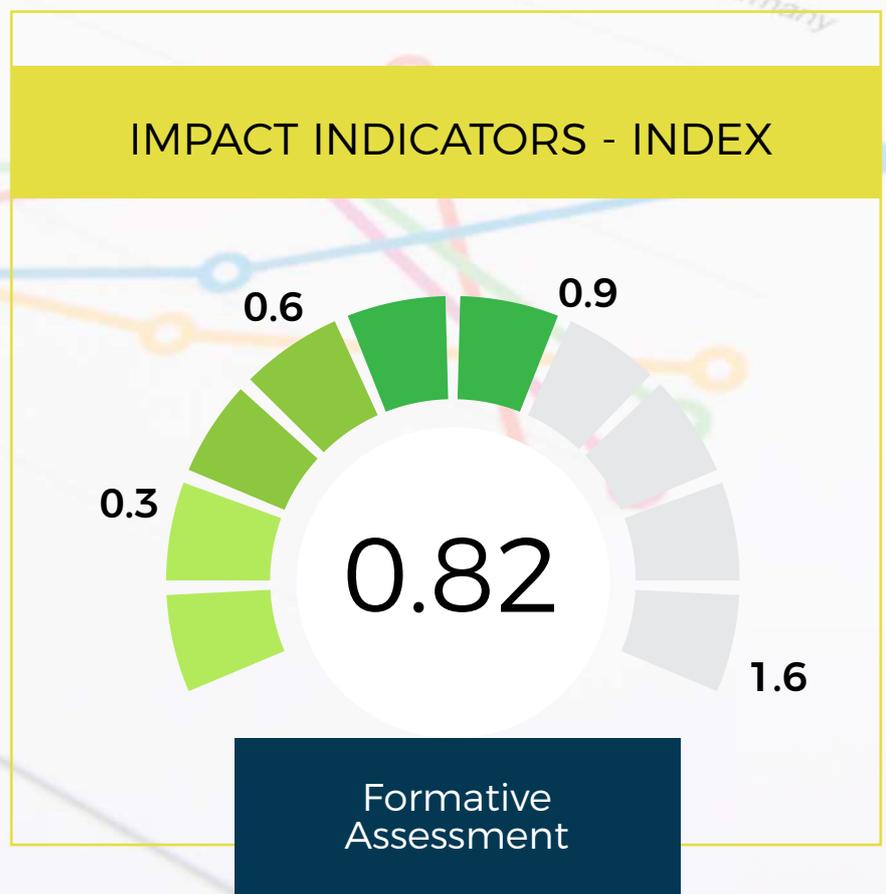
We believe knowledge is power. We follow a results-based approach, using logic models to ensure monitoring and evaluation is integrated in all our programmes, enabling achievement of outcomes as well as continuous improvement and enhancement of our programmes.



# Data-driven and Evidence-based Design

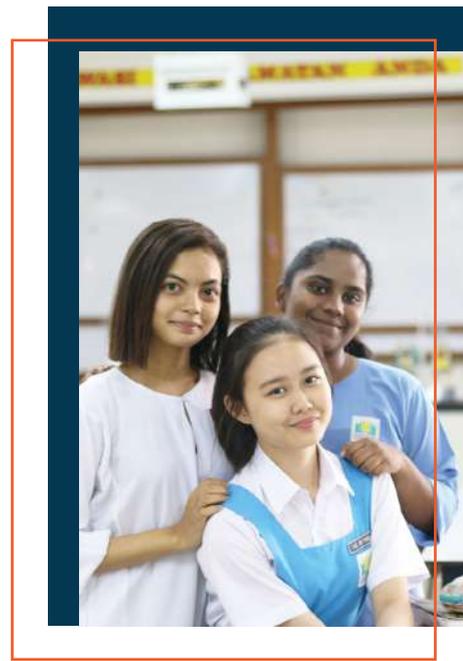
We are part of a global education community dedicated to designing programmes that make a difference. As well as using our own data-driven insights, we align our programmes to the growing bank of global knowledge of what really works in capacity building for educators.

In each section, we link our programmes to John Hattie's ongoing and globally recognised meta-analyses of what really works to improve student outcomes. **The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.**

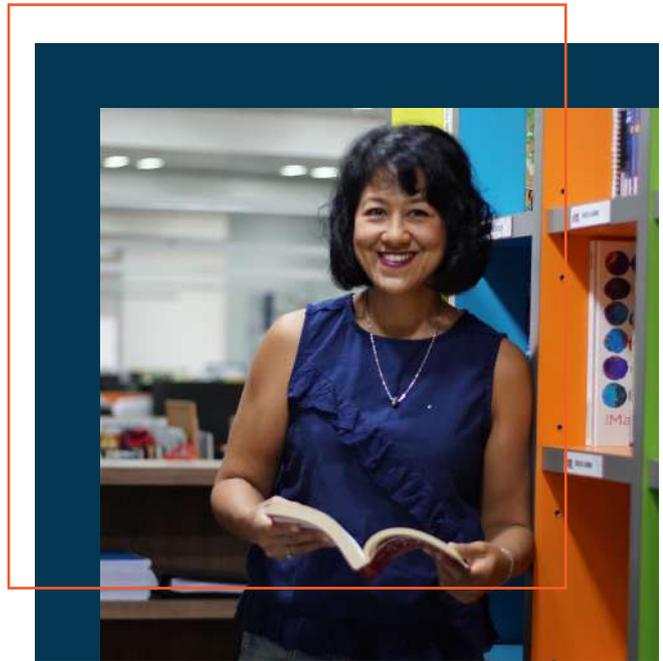
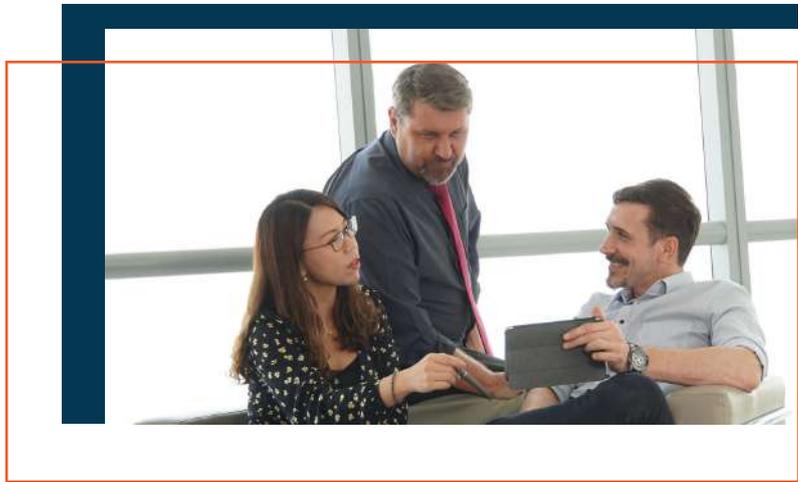




# Our Programmes



We are best known for our flagship Trust Schools Programme, launched in 2011. We have spearheaded a variety of school transformation initiatives. We currently offer a variety of School Transformation Programmes that can be tailored to your needs and context.



# TRUST SCHOOLS PROGRAMME 2.0



Programme Duration: 3 - 4 Years

**Who it is for:**  
Schools looking to make significant improvements to their current practices

**Delivery method:**  
In-school support

A comprehensive multi-year programme designed to transform all aspects of your school. Our flagship transformation programme combines international research with extensive local expertise. We work with School Leaders (LeadED), Middle Leaders (MidLED), Teachers (TeachSmart), Students (Student Voice) and the wider community (PIBG & Stakeholder Engagement) to deliver a whole-school transformation programme that reflects each school's unique identity and strengths.

Our programmes include face-to-face and blended professional learning programmes, on-going support from our advisory experts as well as consultancy services from our monitoring and evaluation team. We tailor every programme to meet the needs of each school, providing additional programmes and services where needed.

We put a major focus on building relationships and understanding each school community; what is working, what needs improving and what matters most to the individuals working in the school. Our responsive and flexible approach is broken down into four phases:



Collective Teacher Efficacy



Response to Intervention



Leader, Middle Leader & Teacher Credibility



School Leaders

**Phase 0**

Needs analysis and co-construction of strategic plan

**Phase 1**

Capacity building and engage whole-school community

**Phase 2**

Deepening practice through application of new skills and evidence-based reflection

**Phase 3**

Embedded practice and sustainable culture of continuous learning

\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

## This programme supports schools to:

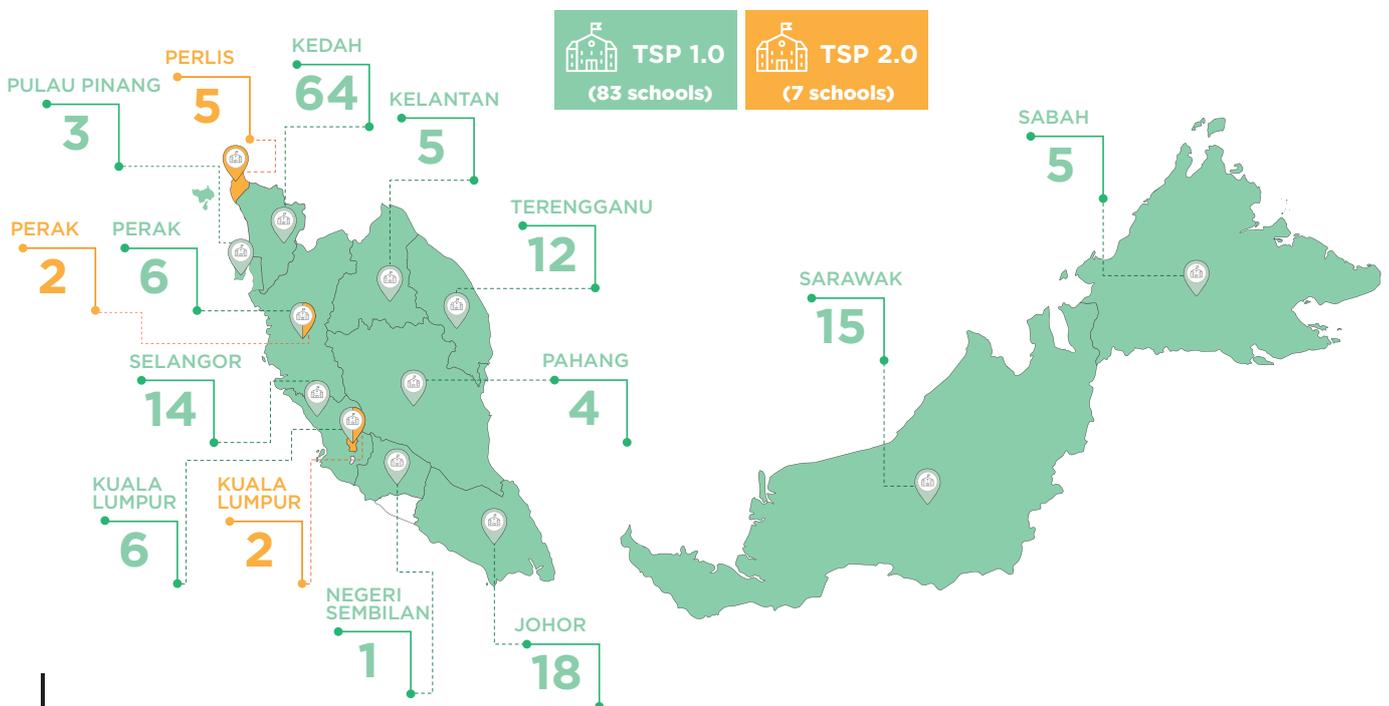
- ▶ SG1 - Develop high quality leadership and management
- ▶ SG2 - Improve the quality of 21<sup>st</sup> century teaching
- ▶ SG3 - Maximise student achievement, confidence and potential
- ▶ SG4- Strengthen the engagement of parents, the community and other stakeholders

Data aligned to the four Strategic Goals (SG) for schools that have completed at least four years, as of 2019



**88%** Primary | **91%** Secondary

students perceive the quality of teaching to be high



# ISLAMIC SCHOOL ENHANCEMENT PROGRAMME (ISEP)

Programme Duration: 3 Years + 1 Year Optional Support

**Who it is for:**  
Islamic Schools/Sekolah Agama, Tahfiz

**Delivery method:**  
Face-to-face, online workshop and PLCs

We created this programme to meet the growing Islamic education sector's needs. Based on our research into Islamic education in Malaysia and beyond, we established a need to enhance teaching and learning practice, school leadership, and the holistic student experience. ISEP works with School Leaders, Middle Leaders, Teachers, Students, and the wider community to deliver a holistic school enhancement programme that reflects each school's unique identity and strengths.



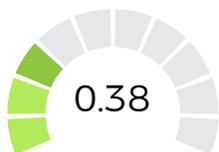
Collective Teacher Efficacy



Response to Intervention



Leader, Middle Leader & Teacher Credibility



School Leaders

## This programme supports schools to:

- ✔ Develop high quality leadership and management
- ✔ Improve quality of 21<sup>st</sup> century teaching and learning in an Islamic education context
- ✔ Maximise student achievement, confidence and potential
- ✔ Strengthen the engagement of parents, community and key stakeholders

“Since the ISEP Programme was implemented in Maahad, I have seen a positive change in the attitudes of the teachers - lessons are more robust and classrooms are more organised and have become ‘living labs’: aligned to 21<sup>st</sup> Century learning. I am also actively involved in the programme in that I use the ‘Learning Walk’ strategy to monitor effectiveness and participate in lesson observations to experience PdPc first-hand”.



**Dato' Dr. Hj Zulkifle bin Hj Ali**  
CEO of Maahad Tahfiz Negeri Pahang (MTNP)

\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



## Student Voice

A 3-hour introductory workshop with ongoing advisory support

### Who it is for:

All school staff

### Delivery method:

Face-to-face, online workshop and PLCs

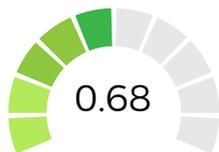
There is growing global recognition that empowering students to have a say in their education and school lives lays the foundation for students to understand their rights as individuals in society. LeapEd's Student Voice programme brings together the school community to explore the place of student voice in their school. By the end of the programme, schools will be well-positioned to make the first steps in empowering their students to speak up and have a collective voice.



Self-Efficacy



Classroom Discussion



Learning Goals

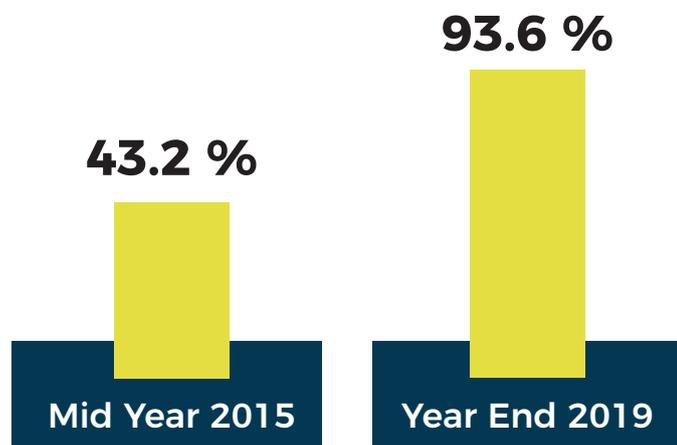


Cooperative vs Individualistic Learning

## This programme supports schools to:

- ✓ Support the growth of a philosophy of empowered students
- ✓ Provide opportunities for students to contribute to education decisions that have an impact on their school lives
- ✓ Provide a platform for students to have a say in their education
- ✓ Begin the process of empowering students to generate ideas for and run student-led activities within the school

## Increase in students' personal, social, and emotional development



Trust Schools Impact Study, 2018



\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

“Because I am an SVG member I was able to perform at the national level”.

“My academic performance has improved”.

“Student voice teaches me to communicate with the community”.



Students from SMK Bongawan II, Kimanis



Aiman Abd Razak  
SK Pekan Kimanis, Papar

“I am very fortunate and grateful to be able to serve the school as a student voice member because I can lead the reading of the ‘Selawat’ that my Ustaz recently introduced”.



# Student Programmes

The aim of our Student Programmes is to develop skills which enable students to be mindful and agile leaders, entrepreneurs, innovators, and global citizens.

**Design thinking**

**Project-based learning**



**Student Programmes**



**Problem solving**

**Collaborative and independent reflection**

## Digital Citizenship: (Contextualised for local contexts)

Programme Duration: Self-paced - recommended over 8 weeks

### Who it is for:

Secondary and Tertiary Students, Teachers, Leaders and Parents

### Delivery method:

Online and blended

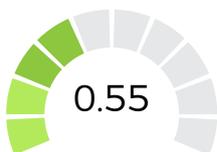
A blended programme comprising 8 modules, designed to enable participants to effectively and safely navigate the online world. Participants will learn how to build a positive digital footprint, constructively contribute to local and global communities as well as how to avoid common pitfalls.



Self-Efficacy



Self-Verbalisation and Self-Questioning



Technology in other subjects



Information Communication Technology

## This programme supports students to:

- ✓ Apply skills and behaviours needed to be a well-informed digital citizen
- ✓ Positively interact and communicate within online communities
- ✓ Evaluate risks to digital safety and online identity
- ✓ Develop a positive digital footprint



**DIGITAL FOOTPRINT & REPUTATION**



**DIGITAL ETIQUETTE**



**DIGITAL SECURITY**



**DIGITAL LITERACY**



**DIGITAL COMMUNICATION**



**DIGITAL COMMERCE**



**DIGITAL HEALTH & WELLNESS**



**DIGITAL RIGHTS & RESPONSIBILITIES**

\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

## Student Feedback:

“It was great and very beneficial for me as we are growing up in the internet world”.



“Informative and entertaining videos and exercises helped us inform and review the information learned”.

“It is because of this course that I am more aware of what I can do with my smartphone”.



## Leap4Ward

Programme Duration: Flexible

**Who it is for:**  
Secondary students

**Delivery method:**  
Face-to-face and blended

A blended programme that prepares students for the future. Through project-based learning and design thinking approaches, students work together to solve real life challenges. The foundational elements of the 5 modules of Leap4Ward are centred around ESD (Education for Sustainable Development) principles, such as equity, diversity, integrity and inclusiveness in the education ecosystem.



Self-reported Grades



Strategy to Integrate with Previous Knowledge



Self-Efficacy



Self-Verbalisation and Self-Questioning

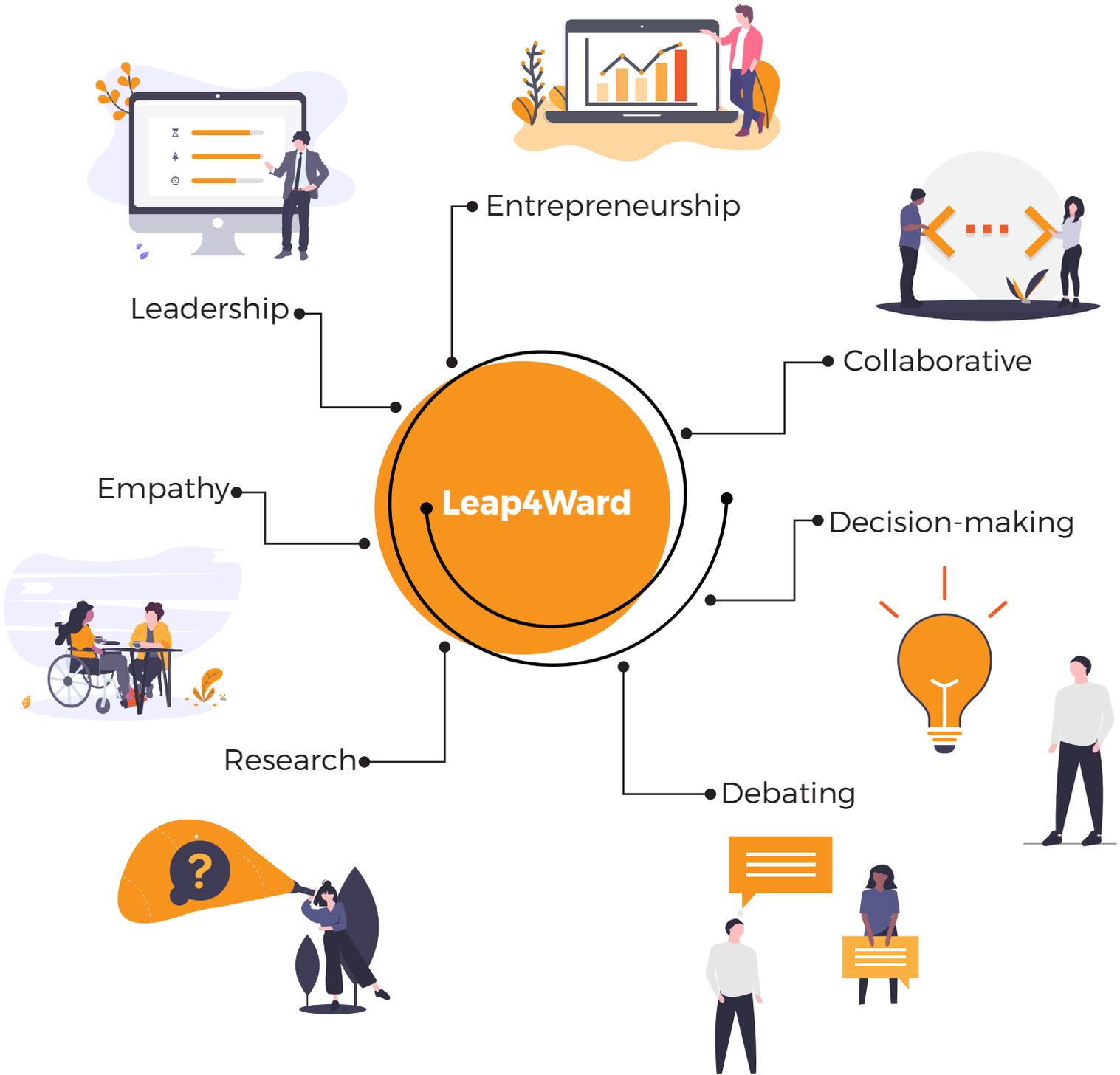
### This programme supports students to:

- ✓ Collaborate with others to create solutions to social and environmental problems
- ✓ Empathise with a wide range of people
- ✓ Evaluate different types of information to support decision making
- ✓ Reflect on strengths, areas of focus and progress
- ✓ Communicate effectively to share and develop group ideas
- ✓ Demonstrate entrepreneurial skill



\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



**75%**

of students say they have confidently advanced in their skills and knowledge, based on each of the module objectives.



## Orang Asli Communities: Inclusive Education

Programme Duration: 1 Year

We are committed to deepening our understanding of indigenous population groups, with the aim of establishing equitable working partnerships focused on reducing inequalities and empowering all stakeholders.

Our work with indigenous population groups in Malaysia spans whole-school transformation projects, targeted student programmes as well as ongoing contributions to global research through our partnership with UNESCO focused on Indigenous Youth.

### Who it is for:

Secondary Orang Asli students

### Delivery method:

Face-to-face and blended

This programme is designed to empower students by bringing together curriculum objectives with a design thinking approach.

Students will develop skills such as leadership, collaboration, entrepreneurship and decision-making, in relation to career and academic aspirations. They will do this through culturally relevant activities, case studies, and designing sustainable solutions to community challenges.



Response to Intervention



Strategy to Integrate with Prior Knowledge



Self-Efficacy

## This programme supports students to:

- ✓ Explore and share their cultural identity
- ✓ Use design and divergent thinking tools to solve community challenges
- ✓ Engage in guided activities and reflection to explore academic and career aspirations
- ✓ Use different forms of communication to advocate for change and raise awareness



\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

## EcoWira

Programme Duration: 6 months

**Who it is for:**  
Primary and Secondary

**Delivery method:**  
Face-to-face and blended

EcoWira is an eco-education project-based learning programme which encourages students to work through a design thinking cycle to develop solutions for local environmental issues. This programme was developed in conjunction with Dr Jane Goodall, the Jane Goodall Institute, and Roots & Shoots Malaysia.



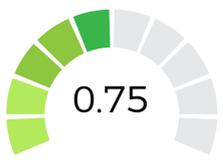
Self-reported Grades



Strategy to Integrate with Prior Knowledge



Self-Efficacy



Elaboration and Organisation

### This programme supports students to:

- ✓ Empathise with local environmental issues
- ✓ Understand how actions at a local level have a global impact
- ✓ Use design thinking to come up with creative solutions to local and global issues
- ✓ Collaborate effectively with peers to make campaign for eco-friendly actions



\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



# Teacher Programmes

We know that teachers are the single most important factor in improving student outcomes, which is why we advocate for quality, continuous professional development. LeapEd Teacher Programmes are aimed at supporting teachers as they become motivated, lifelong learners who are able to see their role in the bigger picture of their students' lives, their school, and their community.

**Experiential Learning**

**Life-long learners**

**Teacher Programmes**



**Professional Collaboration**

**Focus on immediate application**

# TeachSmart

Programme Duration: 1 - 3 years

**Who it is for:**  
Teachers

**Delivery method:**  
In-school support, face-to-face, blended and online

A comprehensive and flexible programme that supports teachers to transform their teaching and learning practices.

Through continued application and reflection, teachers engage in self-directed and self-paced learning. An inquiry-based approach promotes problem-solving and evidence-based practices.

The programme provides a range of structures to support different professional learning needs, from hands-on workshops, micro-teaching sessions to Professional Learning Communities and Action Research projects.

A strong emphasis is placed on peer-learning and collaboration, designed to enable teachers to create professional networks that support continuous learning.



Collective Teacher Efficacy



Response to Intervention



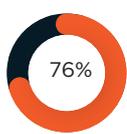
Conceptual Change Programmes



Strategy to Integrate with Prior Knowledge

## This programme supports teachers to:

- ✓ Create positive learning environments that support student well-being
- ✓ Identify and respond to student needs using a variety of student evidence
- ✓ Guide and challenge students with student-centred Assessment for Learning strategies
- ✓ Facilitate differentiated student-centred lessons
- ✓ Empower and support students to set learning goals, track progress and evaluate their own learning
- ✓ Reflect on current teaching practices to identify strengths and next steps



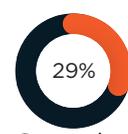
Primary



Secondary



Primary



Secondary

Teachers felt they had progressed by a minimum of **1 level**.

Teachers felt they had progressed by a minimum of **2 levels**.

\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

## Gen-T – Generalist Classroom Teacher

Programme Duration: 2 years

**Who it is for:**  
Primary Teachers

**Delivery method:**  
Face-to-face, blended and online



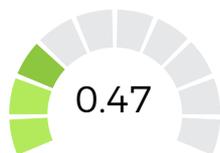
Collective Teacher Efficacy



Reciprocal Teaching



Teacher Clarity



Integrated Curricular Programmes

\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

The Generalist Teacher Programme has been specifically designed to enable primary teachers to put a focus on educating the whole child, fostering curiosity and deeper conceptual understanding from a young age.

Through a series of workshops, teachers revisit how they work with the curriculum and how learning can be enhanced through effective integration of cross-curricular links across subjects.

Teachers are shown how to map concepts across subjects and apply strategies to integrate links in lesson plans.

### This programme supports teachers to:

- ✓ Create safe and nurturing learning environments that support emotional security
- ✓ Strengthen personalised student-teacher relationships
- ✓ Integrate cross-curricular links in lesson plans
- ✓ Facilitate differentiated student-centred lessons
- ✓ Empower and support students to set learning goals, track progress and evaluate their own learning
- ✓ Reflect on current teaching practices to identify strengths and next steps



“The way Gen-T is constructed creates a natural platform of higher order thinking skills for the students as a result of the cross-curricular links”.

Trust School Gen-T teacher

## LeapN2 Series

Programme Duration: Flexible

### Who it is for:

Teachers

### Delivery method:

Face-to-face, blended and online

The LeapN2 series provides subject specific programmes to target specific teacher professional development needs. The programme enables participants to deepen subject knowledge while integrating international best pedagogical practices into daily teaching and learning. The series includes:

- **Literacy English & Bahasa Melayu**
- **Maths**
- **Science**



Teacher Credibility



Scaffolding



Deliberate Practice



Teacher clarity  
(including success criteria + setting student goals)

### LeapN2 Literacy (English & Bahasa Melayu)

#### This programme supports teachers to:

- ✓ demonstrate understanding of key concepts related to reading in a second language
- ✓ identify different reading skills and strategies
- ✓ share and apply pre-reading classroom strategies and activities
- ✓ identify lesson activities that support different reading skills
- ✓ articulate the rationale of post-reading skills and choose text-appropriate post-reading lesson activities



\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

## LeapN2 Series

Programme Duration: Flexible

### LeapN2 Maths

#### This programme supports teachers to:

- ✓ use student evidence to inform maths curriculum and lesson planning
- ✓ create planning documents to ensure continuity and connections across areas
- ✓ effectively use mathematical language to support students' conceptual understanding
- ✓ integrate investigative and problem-solving activities to enhance critical thinking skills
- ✓ provide scaffolding and differentiated activities to support student mastery



### LeapN2 Science

#### This programme supports teachers to:

- ✓ create effective planning documents and progressions of skills, knowledge and outcomes to inform daily planning
- ✓ develop lessons that effectively combine knowledge and skills to foster curiosity and scientific thinking
- ✓ plan student-centred, hands-on learning activities that motivate and engage students
- ✓ identify different types of scientific inquiry
- ✓ challenge students to develop scientific thinking through engaging in a variety of inquiry-based learning opportunities



## Special Education Needs

Programme Duration: Flexible

**Who it is for:**  
Teachers

An innovative programme designed to support teachers to embed inclusive education approaches in their lessons. The focus is on learning and applying strategies to support every student. Practical workshops enable teachers to create learning environments that are inclusive of learning differences while promoting progress towards, and achievement of holistic and academic outcomes.



Teacher Credibility



Interventions for students with learning need



Teacher clarity (including success criteria + setting student goals)



Not labelling students

### This programme supports teachers to:

- ✓ Take an inclusive approach, placing an emphasis on student progress as well as what students can do rather than what they can't
- ✓ Create differentiated learning opportunities to accommodate and support a variety of learning needs and levels
- ✓ Implement strategies which support the inclusiveness of students who are on the SEN spectrum - from challenged to gifted
- ✓ Regularly collect student evidence to track progress and identify how teaching and learning can be enhanced to support every student
- ✓ Facilitate participation and inclusion into mainstream learning activities where possible



\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

## Counsellor

Programme Duration: Flexible

### Who it is for:

Counsellors, or teachers with counselling or pastoral responsibilities

### Delivery method:

Face-to-face, blended and online

Understand the value and need for a strong counselling programme within their schools. As well as sharpening their counselling skills, counsellors will plan to create awareness and deal with misconceptions about what counselling is and what counselling is not for all school stakeholders.



Student expectations



Response to intervention



Classroom behaviour

## This programme supports teachers to:

- ✓ Build awareness across the school community about what counselling is, why it matters and how it links to student well-being and learning
- ✓ Set up an inclusive counselling programme across the school
- ✓ Effectively share details of their programme with a variety of stakeholders (students, parents, teachers and senior leaders)
- ✓ Establish systems to support effective caseload management and student referral processes as well
- ✓ Include higher order thinking and reflection during counselling sessions to support critical thinking and problem-solving

\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

Nor Khalilah binti Mustafa,  
MTNP School Counsellor

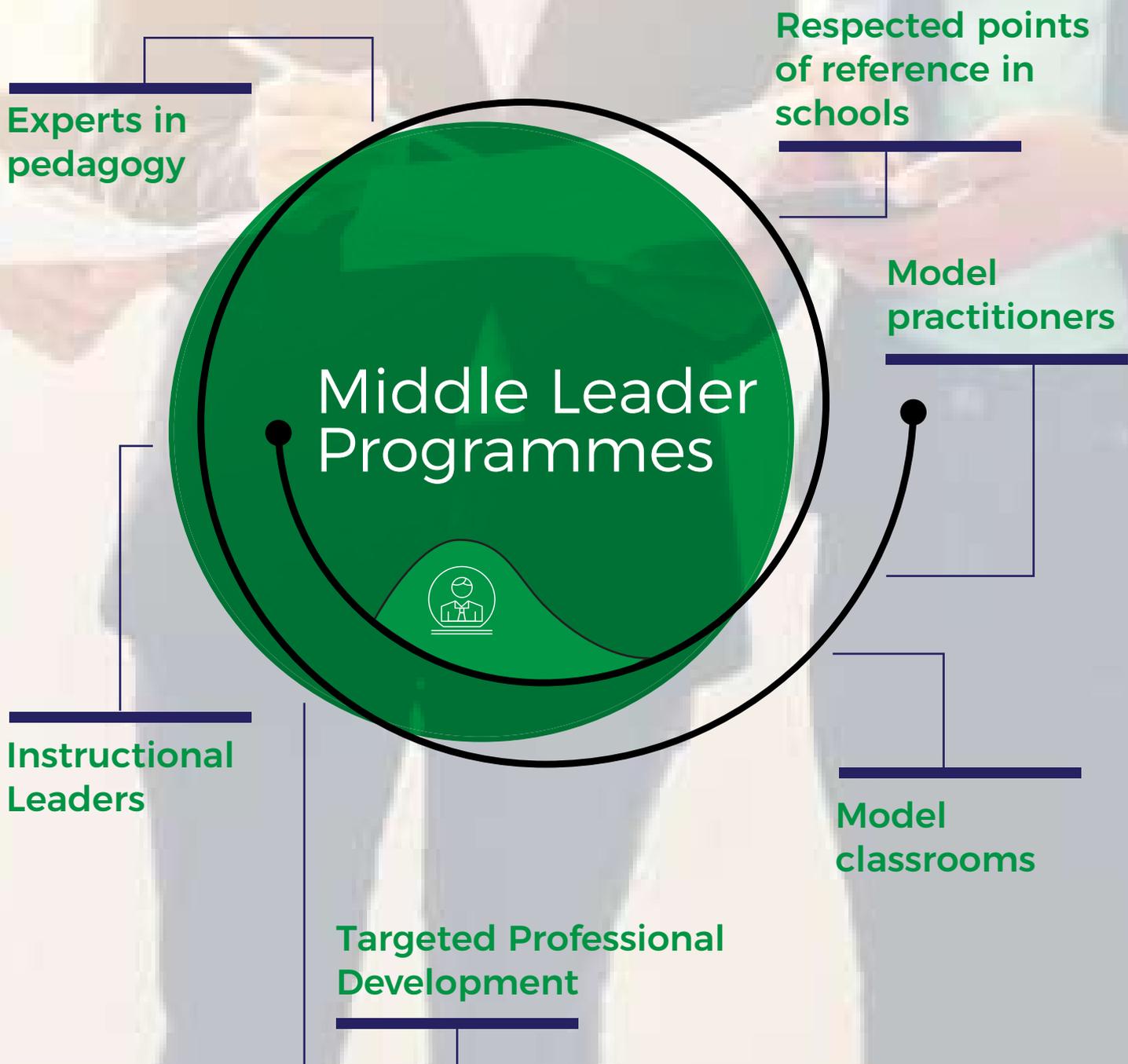
“I feel empowered from doing the counsellor programme because it gave me a voice as a counselor and helped school leaders understand my role. It gave me a sense of fulfillment as I am able to share my genuine interest in nurturing my students’ potential”.





# Middle Leaders

Middle Leaders are the key to lasting and meaningful change in schools, which is why all our Middle Leader programmes aim to create confident instructional leaders who really do make a difference. Our programmes give Middle Leaders the skills and knowledge to conceptualise and lead targeted professional development to enhance teaching and learning in their schools.



## MidLED

Programme Duration: 1-3 years

### Who it is for:

Teachers with high potential for leadership roles, Heads of Department, Influential Teachers, Middle Leaders

### Delivery method:

Face-to-face, blended and online

A comprehensive and flexible programme that supports Middle Leaders to raise the level of teaching and learning practices in their schools.

Starting with themselves, Middle Leaders learn to hone their skills by using an inquiry-based approach that promotes real-life problem-solving and evidence-based practices.

With a strong foundation of excellent instructional practices, Middle Leaders grow into their role by learning and applying the skills of instructional leadership with the aim of driving high quality and targeted professional development for their school.

The programme provides a range of structures to support different professional learning needs, from hands-on workshops, micro-teaching sessions to Professional Learning Communities and Action Research projects.

## This programme supports Middle Leaders to:

- ✓ Develop pedagogical skills to be able to lead learning
- ✓ Become instructional leaders capable of supporting and driving teaching and learning excellence in their schools
- ✓ Support other teachers' professional growth
- ✓ Create a culture of collaborative professionalism
- ✓ Use principles of coaching to drive teaching excellence
- ✓ Align their departments' professional development needs to the wider school strategic plan
- ✓ Inspire professionalism by being a model of professional practice



Collective Teacher Efficacy



Middle Leader and Teacher Credibility



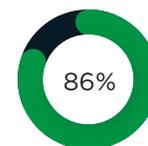
Formative Assessment



Conceptual Change Programmes

## MidLED Impact

Middle Leaders felt they had progressed by a minimum of **1 level**.



Primary



Secondary

**>40%** of primary and secondary school MLs felt they had progressed by a minimum of 2 levels.

✓ **>8%** of primary school MLs indicated progress of 3 levels.

✓ MidLed has had a **positive impact** on the professional competencies of Middle Leaders.

\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



## Middle Leader Coaching: Grow Your Teachers

Programme Duration: 3-days workshop with school visits and online support

### Who it is for:

Middle Leaders and senior teachers who want to support ongoing professional growth for their teachers through coaching

### Delivery method:

Face-to-face, blended and online

This programme provides Middle Leaders with the fundamental skills required to create a coaching culture in their schools. In this 3-day workshop for Instructional Leaders, participants will discover the power of coaching, practice the required skills, and finish with how to implement and support a sustainable culture of coaching in their schools.

## This programme supports Middle Leaders to:

- ✓ Promote a culture of coaching across their school
- ✓ Identify opportunities for coaching conversations
- ✓ Gain a deeper understanding of themselves, their goals and how to overcome barriers
- ✓ Create stronger working relationships through effective coaching conversations
- ✓ Unlock team potential through applying Active Listening
- ✓ Questioning and Feedback strategies in their conversations
- ✓ Use instructional coaching techniques to support teacher growth



Teacher Clarity



Evaluation and Reflection



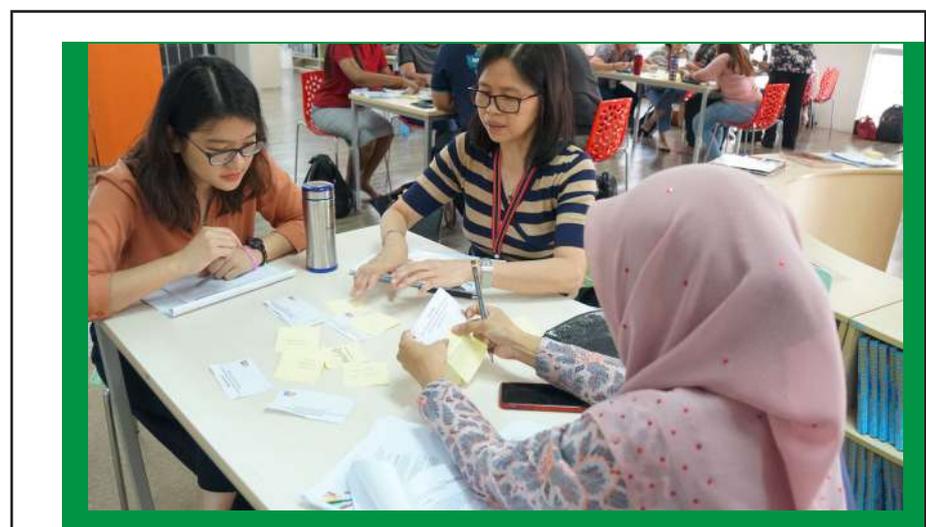
Feedback



Setting Standards for Self-Judgement



\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



Virtual Platform to support Middle Leader collaborative learning

**Delivery method:**

Face-to-face, blended and online

A key part to sustainable and continued Middle Leader growth is the ability to feel connected to a wider network of like-minded professionals, both locally and internationally. Having identified a need for Middle Leaders to collaborate and share best-practice within and beyond their schools, we created MidLeN; a community platform where Middle Leaders can inspire each other to continued professional growth.

MidLeN is available for all Middle Leader programmes.



Collective Teacher Efficacy



Middle Leader and Teacher Credibility



Middle Leader and Teacher Clarity

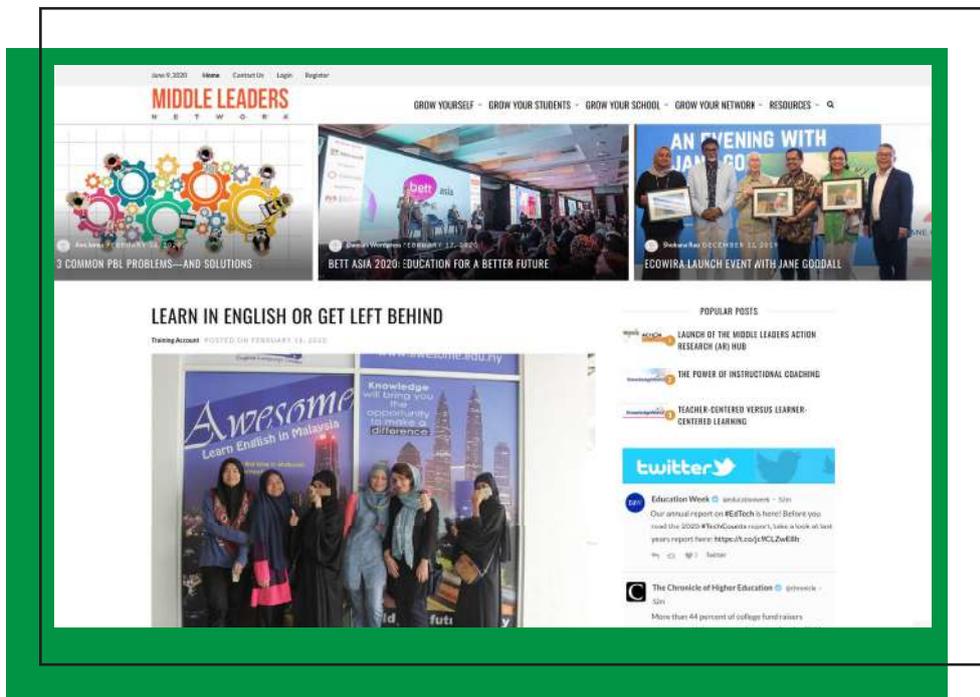


Comprehensive Instructional Programmes for Teachers

\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

**MidLeN supports Middle Leaders to:**

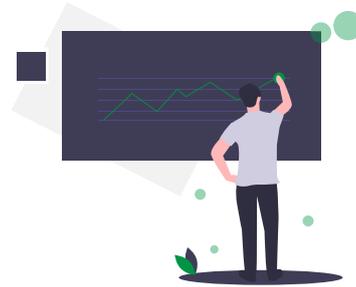
- ✔ Share best practices and resources
- ✔ Collaborate across wider areas to solve current educational challenges through networking and action planning
- ✔ Become part of a thriving online community of engaged practitioners
- ✔ Contribute to the wider education community in raising teaching and learning quality
- ✔ Discuss contemporary education issues with like-minded professionals



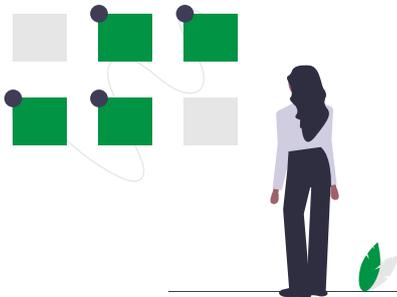
## Examples of current ongoing projects led by Middle Leaders on MidLeN:



Upskilling teacher leaders in succession planning



How to use Assessment for Learning



Effective Learning Walk tools



Aligning SKPMg2 with other school progress measurements



How to use Google Classroom effectively



Lesson Studies and Lesson Observations



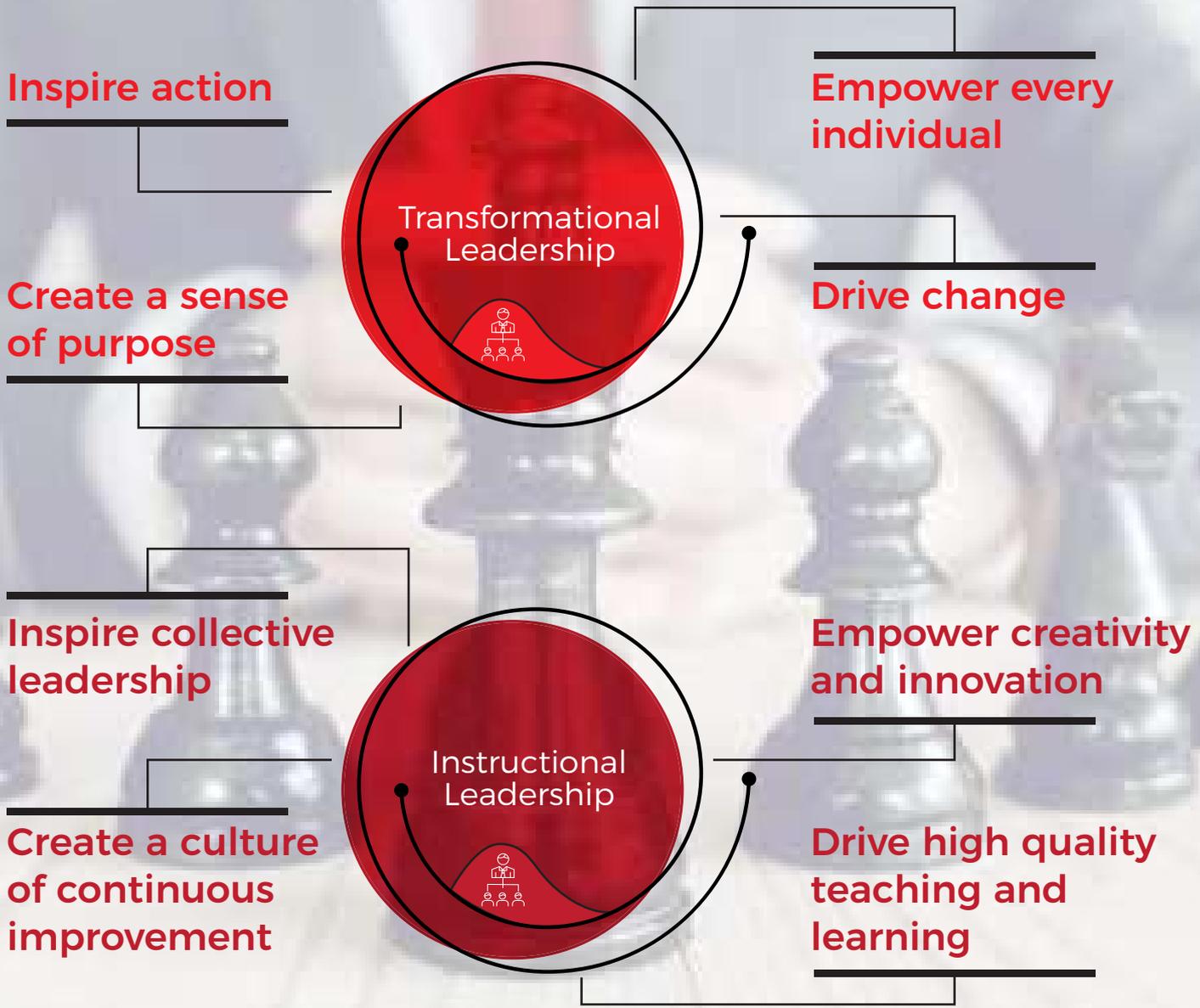
Pedagogical and Content knowledge



# Senior Leaders

Our suite of Senior Leader programmes focuses on giving educational leaders the skills, knowledge and behaviours to enable and inspire successful school transformation and enhancement activities.

Our Senior Leader programmes are designed around the principles of transformational and instructional leadership.





# LeadED

Programme Duration: 1 - 3 years

**Who it is for:**  
All Senior Leaders or Senior Middle Leaders with strategic leadership responsibilities

**Delivery method:**  
In-school support, Face-to-face, blended & online

A comprehensive and flexible programme that supports Senior Leaders to improve student outcomes by raising the level of teaching and learning practices in their schools.

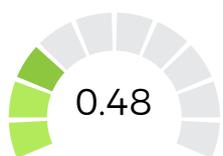
Senior Leaders taking this programme will work on their general leadership skills as well as leadership skills relevant for education contexts. Focusing on school culture, strategic planning, and creating a sense of purpose, they will bring the whole school community together to work towards a common vision that puts the student at the heart of all decisions.



Collective Teacher Efficacy



Educator's Credibility



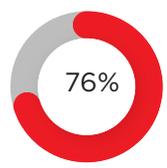
Generalised School Effects

\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

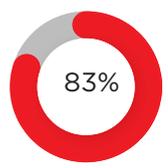
## This programme supports Senior Leaders to:

- ✓ Understand their role as transformational and instructional leaders in the 21st century school setting
- ✓ Lead their school community with the purposeful and empowering vision for transformation
- ✓ Enable and empower key members of the school community to drive pedagogical excellence
- ✓ Be a model of instructional practices
- ✓ Engage the wider school community including local community, parents and alumni to work towards common goals of school improvement
- ✓ Use data-driven practices to ensure change initiatives are impactful and sustainable
- ✓ Create a culture of teaching and learning excellence

Senior leaders indicated that they had progressed by a minimum of **1 level.**



Primary



Secondary

**>12%**

of primary and secondary school SLTs felt they had progressed by a minimum of **2 levels.**



LeadED has had a **positive impact** on the professional competencies of SLTs.



## Senior Leadership - Professional Learning Communities and Coaching

Programme Duration: 12 weeks

### Who it is for:

Senior Leaders who want to lead a school transformation project in their school, using change management strategies and coaching

### Delivery method:

Face-to-face, blended & online

A 12-week programme that brings Senior Leaders together in small Professional Learning Communities. Combining online learning and small group coaching, leaders will work together on a transformation project of their choice with the aim of learning and applying tools to create sustainable change within their schools.

### By completing this blended course, participants will be able to:

- ✓ Gain a deeper understanding of themselves, their goals and how to overcome barriers
- ✓ Create stronger working relationships with other Senior Leaders by building a Professional Learning Network
- ✓ Ensure that school transformation initiatives have sustainable impact and support their staff teams in embedding new ideas
- ✓ Promote a culture of coaching across their school
- ✓ Problem solve problems that are unique to their own schools by sharing experiences with colleagues in similar situations



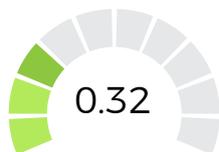
Collective Teacher Efficacy



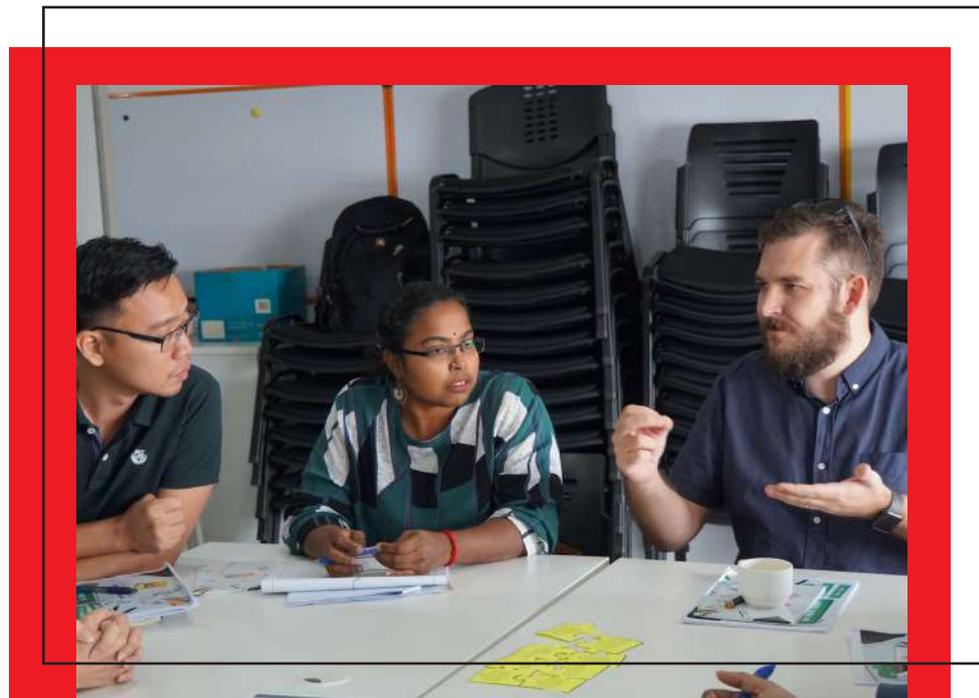
Teacher Efficacy



School Climate



Principals / School Leaders



\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



# LeapEd Core Series

The LeapEd Core Series is designed to build capacity at every level, within your school community, to facilitate better academic and socio-economic outcomes for its students. Our team can deliver all or part of this training programme, depending upon your school's needs.

The Core Series has been developed for whole school sustainable development. Each Unit prepares participants to take ideas back into school, empowering them to cascade knowledge and upskill colleagues across the school.





Programme Duration: Flexible

### Who it is for:

All school staff

### Delivery method:

Face-to-face, blended & online

A targeted modular programme designed for schools who wish to put a primary focus on improving teaching and learning rather than whole-school transformation.

The programme brings together learnings from the last decade, placing an emphasis on improving teachers' meta-cognitive awareness of classroom practices and pedagogy.

This blended programme incorporates face-to-face training units, pre and post tasks, in-school activity kits, and practical activities to enable teachers to use ideas that really work in their classrooms.



Collective Teacher Efficacy



Response to Intervention



Conceptual Change Programmes



Strategy to Integrate with Prior Knowledge

### The programme has three levels:

- ▶ Foundation
- ▶ Intermediate
- ▶ Advanced

### This programme supports teachers to:

- ✔ Create positive learning environments that support student well-being
- ✔ Identify and respond to student needs using a variety of student evidence
- ✔ Guide and challenge students with student-centred Assessment for Learning strategies
- ✔ Facilitate differentiated student-centred lessons
- ✔ Empower and support students to set learning goals, track progress and evaluate their own learning
- ✔ Reflect on current teaching practices to identify strengths and next steps

"I intend to try out a few strategies discussed during this session on a particular class. I shall improve on it/adapt it to suit the class. Then I shall slowly extend these to my other classes."

Core Series participant

"I loved everything about the module and I would definitely want more because I am always desperate to learn new things."

Core Series participant

\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



Programme Duration: Flexible

### Who it is for:

Teachers with high potential for leadership roles, Heads of Department, Influential Teachers, Middle Leaders.

### Delivery method:

Face-to-face, blended & online

A targeted modular programme designed for schools who wish to put a primary focus on improving teaching and learning through Middle Leaders rather than whole-school transformation.

The programme brings together learnings from the last decade, placing an emphasis on firstly strengthening Middle Leaders' instructional practices and then enhancing instructional leadership skills to create lasting and meaningful change across the whole school.

This comprehensive, and blended programme incorporates face-to-face training units, pre-and post-tasks, in-school activity kits, and practical activities to enable Middle Leaders to use ideas that really work in their classrooms and schools.



Collective Teacher Efficacy



Middle Leader and Teacher Credibility



Formative Assessment



Conceptual Change Programmes

### The programme has three levels:

- ▶ Foundation
- ▶ Intermediate
- ▶ Advanced

## This programme supports Middle Leaders to:

- ✔ Develop pedagogical skills to be able to lead learning
- ✔ Become instructional leaders capable of supporting and driving teaching and learning excellence in their schools
- ✔ Be able to support other teachers' professional growth
- ✔ Create a culture of collaborative professionalism
- ✔ Use principles of coaching to drive teaching excellence
- ✔ Align their departments' professional development needs to the wider school strategic plan
- ✔ Inspire professionalism by being a model of professional practice

Very beneficial and I would recommend leaders out there in the education field, whether they are young or old to attend the [LeapEd Core Series] Middle Leaders Session because they will be able to learn a lot from what is shared in this session and they will understand some of the key skills and dispositions that are needed in order to be a great leader. I also believe meeting other leaders or teachers aspiring to be leaders someday is a nice way to learn different strategies on how to be better because when it comes to being a leader, there is never really one right answer and you can always learn from others

### Vijeeta Sri Kumar

LeapEd Core Series for Middle Leaders Participant

\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



Programme Duration: Flexible

### Who it is for:

Senior Leaders, Senior Middle Leaders, Middle Leaders with high potential for further leadership roles

### Delivery method:

Face-to-face, blended & online



Collective Teacher Efficacy



Senior Leader and Teacher Credibility



Generalised School Effects

\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.

A targeted modular programme designed for schools who wish to put a primary focus on improving teaching and learning through Senior Leaders rather than on whole-school transformation.

Senior Leaders taking this programme will work on their general leadership skills as well as leadership skills relevant for education contexts. Focusing on school culture, strategic planning, and creating a sense of purpose, they will bring the whole school community together to work towards a common vision that puts the student at the heart of all decisions.

This comprehensive, and blended programme incorporates face-to-face training units, pre-and post-tasks, in-school activity kits, and practical activities to enable Middle Leaders to use ideas that really work in their classrooms and schools.

### The programme has three levels:

- ▶ Foundation
- ▶ Intermediate
- ▶ Advanced

## This programme supports Senior Leaders to:

- ✔ Understand their role as transformational and instructional leaders in the 21st century school setting
- ✔ Lead their school community with a purposeful and empowering vision for transformation
- ✔ Enable and empower key members of the school community to drive pedagogical excellence
- ✔ Be a model of 21st century instructional practices
- ✔ Engage the wider school community including local community, parents, and alumni to work towards common goals of school improvement
- ✔ Use data-driven practices to ensure change initiatives are impactful and sustainable
- ✔ Create a culture of teaching and learning excellence

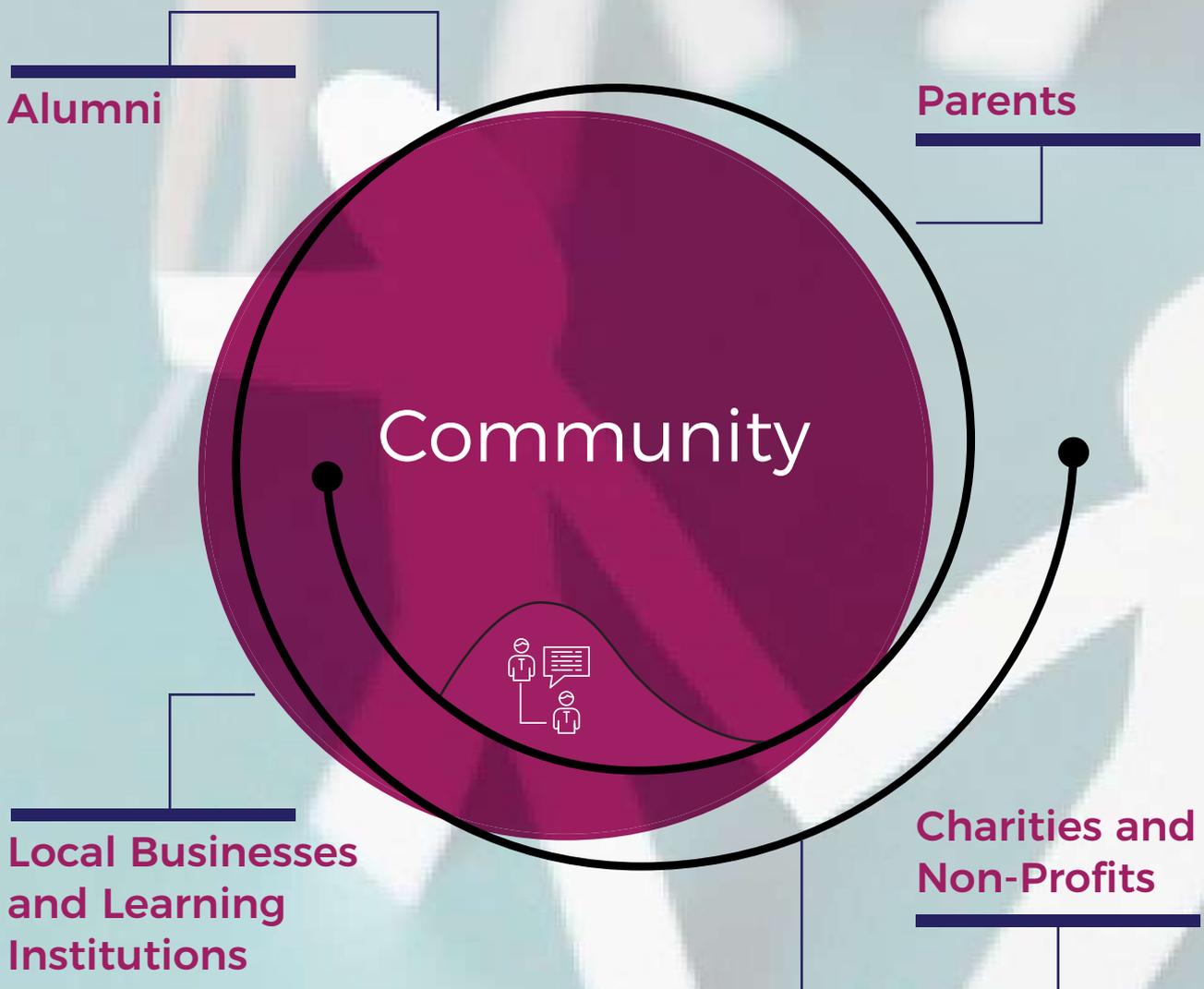
This programme helped me reflect on the differences between managing, administration, and leading.

*LeapEd Core Series for Senior Leaders. participant A*



# Community

We help schools connect the dots with the wider community. Parent and community engagement is often overlooked, yet can have a powerful impact on children's learning. We work hard to ensure that schools maximise parent and community engagement by creating programmes that strengthen parent and alumni groups.



Alumni – Parents – Local Businesses and Learning Institutions – Charities and Non-Profits

## Parents, Alumni, & Community

3-hour workshop & ongoing Professional Learning Communities

### Who it is for:

Parents, teachers, school leaders, counsellors or a mix of all of the above.

### Delivery method:

Face-to-face & Professional Learning Communities

A half-day workshop with follow up PLCs, this programme aims to create a culture of engaged parents, alumni, and community to support schools in their strategic aims. Traditionally, ideas of parent and community groups are limited to fund raising. This programme shifts the focus to include parents, alumni, and the community in important strategic decision-making for the school and then empowers them to lead initiatives.



Parental Involvement



Positive Family Home / Dynamics

## This programme supports participants to:

- ✓ Create partnerships between parent, alumni, and community groups
- ✓ Strengthen whole-school community collaboration to meet strategic goals
- ✓ Collaboratively generate solutions to common school challenges

\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.





## Inclusive & Special Education

Programme Duration: 1 year (but can be individual 3 hour workshops)

### Who it is for:

Teachers, Classroom Assistants, Middle & Senior Leaders

### Delivery method:

Face-to-face, online & blended

A comprehensive programme that aims to build whole school awareness of inclusive education. The programme provides opportunities for schools to collaborate on the value of inclusion and create inclusive and special education integration plans.

## This programme supports schools to:

- ✓ Deepen their awareness of the impact of inclusive and special education on children
- ✓ Apply integration strategies to facilitate best-practice inclusion and special education
- ✓ Create a culture of inclusion for all students

“Following the Inclusive and Special Education Pilot for TSP 2.0, participants demonstrated a marked improvement in engagement and commitment to widening their pedagogical skills to include all students”.

### After the introductory workshop;

Knowledge increased by **28.5%**



Skills increased by **28.5%**



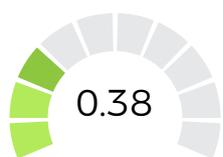
Confidence increased by **27%**



Response to Intervention



Prior Ability



Intervention for Students with Learning Needs

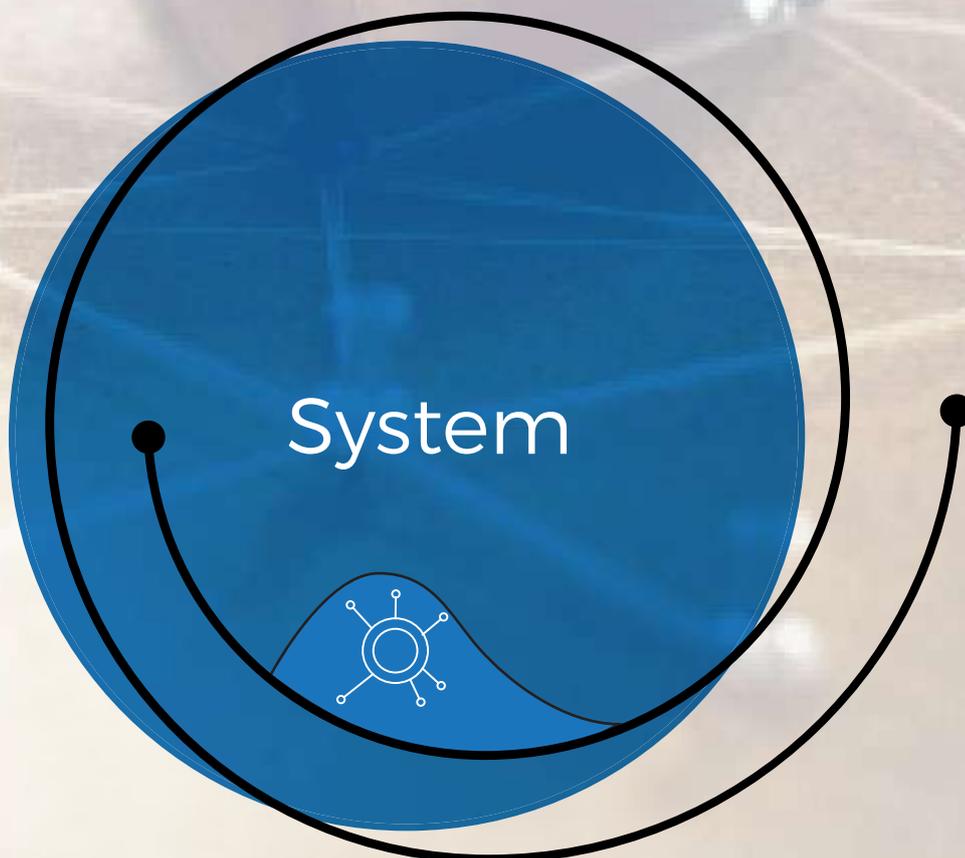
\* The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



# System

We know excellent school environments are dependent on many factors. Over the years, we have learned about the importance of school and system partnerships when driving sustainable transformation at-scale.

We offer two programmes designed to build capacity at the school and system level while creating dynamic and collaborative change communities; ELITE, a nationwide transformation programme, that facilitates system and school partnerships to drive sustainable school transformation through supportive ecosystems; SETUP operates at the state level sparking system-wide reform, supporting State and District Officers to drive school transformation.



## ELITE - Empowering Leadership in Transforming Education

Programme Duration: 1 year programme

### Who it is for:

Educational Leaders,  
Ministries of Education  
and School Networks

### Delivery method:

Face-to-face, blended  
& online

ELITE has been designed to drive ambitious school reform initiatives at scale. While it can be adapted to a variety of contexts - the key is creating dynamic and cross-functional teams to improve school effectiveness. Through a combination of technical training and one-on-one coaching the programme focuses on each member of the ecosystem working in partnership to create a culture of high performance in every school.



Collective Teacher Efficacy



Teacher Efficacy



Micro-teaching/video review of lessons



Comprehensive instructional programmes for teachers

## This programme supports leaders to:

- ✓ Identify their role in leading change
- ✓ Collaborate in cross-functional teams to lead transformation
- ✓ Articulate essential elements of change management and organisational effectiveness
- ✓ Combine instructional and transformational leadership to create high-performing learning environments for adults and students
- ✓ Manage and support staff performance to create a culture of learning and achievement
- ✓ Combine evidence-based and reflective practices to continuously increase effectiveness

## Participant Feedback:

“Superb modules. You guys really thought into it on what was supposed to be done. Assisted us to do sessions in school. Activities were really interesting”.

“Honestly, this is the best course I have attended. Come from many resources, schools, PPD, IAB involve many level of people in education part. This is the best way to do school transformation for 21<sup>st</sup> century learning”.

\*

The number on the dial refers to how impactful this kind of intervention is on student learning. The higher the number, the better.



## SETUP - State Education Transformation Upskilling Programme

Programme Duration: 3 years

**Delivery method:**  
Face-to-face, blended & online

Achieving system wide education transformation requires both a top-down and a bottom-up approach. System-level actors such as high-ranking district officers can be powerful influencers in spreading change outward and downward while implementing officers work with schools to spread change outward and upward.

Between 2017 and 2020, we led the design, implementation and evaluation of the District Transformation Programme (DTP) AMAN, an education transformation initiative that builds capacity in state and district officers to lead school transformation across the entire state. We are now offering SETUP to be tailored to your specific needs and objectives.

### System-wide transformation at the school level is implemented through two key areas:

Organisational Enhancement is aimed at enhancing capability and capacity of state and district leadership to support district implementation teams.

District implementation teams work directly with school and middle leaders to drive school-wide sustainable school improvement.

In Year **1**

**the focus is on....**Developing an increased awareness of systemic change in driving school transformation; Enhanced skills & knowledge in key practices of system wide school transformation.

In Year **2**

**the focus is on....**Improving teamwork; aligning processes and policies with the aim of driving system-wide school transformation; enhanced best practice sharing with other stakeholders.

In Year **3**

**the focus is on....**Increasing effectiveness of implementation, through backwards planning and integrated monitoring and evaluation systems ; enhanced dissemination of knowledge and skills to system-level stakeholders.

## Participant Feedback:

“SETUP is a programme that gives me a new perspective and hope on how to bring about holistic changes and transformation in schools. It provides the knowledge, skills and support on how to bring about the best out of every school, working within their own capacity and perimeters with the spirit of sharing and collaborating towards their own aspiration”.

Solahuddin Mahmud,  
DTP Coordinator

Kogila Ramakrishnan,  
SISC+

“I am given autonomy to decide. Hence sometimes it works, whereas sometimes it doesn't but my PLT Team let me work it out. It feels good when the team actually listens to my opinions or listens to how I can do my job better. The most satisfying part is to realize that I have turned out to be a better reflective practitioner, listener, empathetic, rational and more resourceful and to have the best team”.



# Monitoring & Evaluation

The Monitoring and Evaluation (M&E) department helps us to tell the story of LeapEd's positive impact in an evidence-based way. We begin all our projects with the end goals in mind and build our M&E methodology around the impact we wish to see through rigorous data collection and management. We can also help you to ensure that your initiatives demonstrate and achieve the impact that you or your sponsors expect, and that the beneficiaries can sustain the benefits long after your project has concluded.

## How can LeapEd help you with M&E?

Active monitoring against a set of measurable outputs and outcomes helps to keep your project on track and results focussed. It also helps your team to understand what is and is not working early, informing you to adjust the delivery plan accordingly. This builds into your project an efficiency and effectiveness mindset that only uses resources that contribute to achieving impact.

During and after implementation, an objective evaluation can help you to quantify the success of the project and whether the intended results were achieved. A comprehensive post-implementation review allows you to apply learnings to other projects for continuous improvement, and it helps to justify the 'return on investment', especially for sponsors and budget holders.

## M&E & LeapEd

At LeapEd, we have a dedicated team of certified M&E specialists that can provide M&E services to all sorts of projects, including our own. We have a broad range of experience which includes working with NGOs, universities, government ministries, not-for-profit corporations and of course social enterprises such as LeapEd.

### Our services include:

#### Tool Development

Identifying the right quantitative and qualitative tools and instruments to measure what you want to improve.

#### Surveys

Administer surveys on your behalf to receive honest feedback and input from the right audience and verify the findings via triangulation from other sources.

#### Baseline Assessments

Conducting baseline assessments to understand your current situation to help you determine the level of improvement or correct interventions required.

#### Needs Analysis

Conduct an independent Needs Analysis to help you identify strengths which can be leveraged and opportunities for development.

## Data Services and Programme Design & Evaluation

#### Theories of Change

Co-developing Theories of Change to understand steps necessary to achieve desired results.

#### Logic Models

Creating Logic Models that can define how to convert inputs and activities into outputs, outcomes and, ultimately, impact achievement.

#### Project Evaluation

Evaluate your project to explain how your results were achieved, what could have gone better, and what practices should be adopted for future projects.



# Advisory Services & Resources

We understand that every context is unique and that sometimes the best solution is our Advisory & Consultancy services. We offer a wide range of services to help you create and sustain positive change.

## Our services include:

---



Consulting



Solutioning



Coaching



Project Planning  
& Implementation



Impact  
Investing



Project  
Management



In-school  
Support



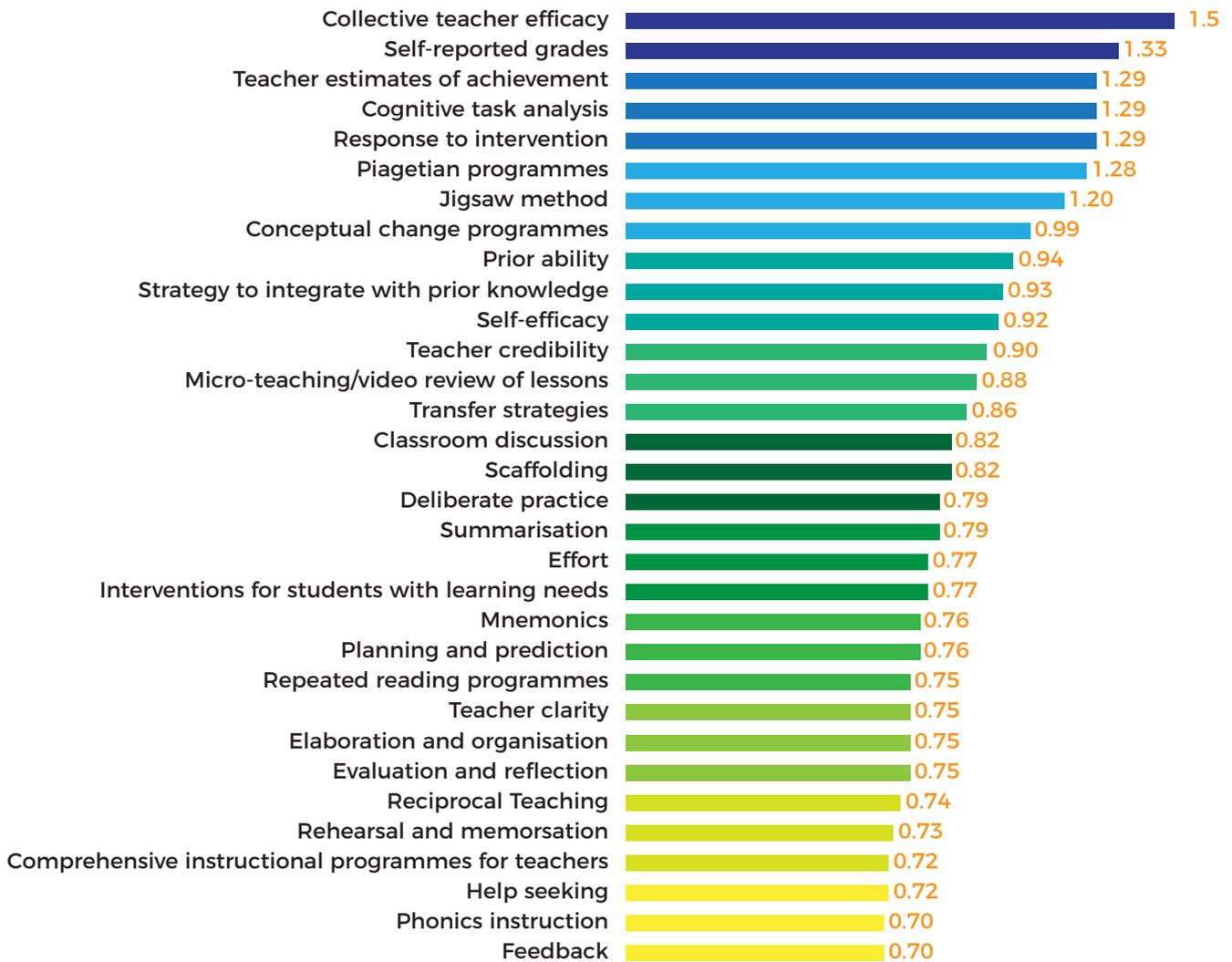
Expert Curricular  
Knowledge



Lesson  
Observations



# What Works Best in Raising Student Achievement?



FROM <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

## How do we know what has the most impact?

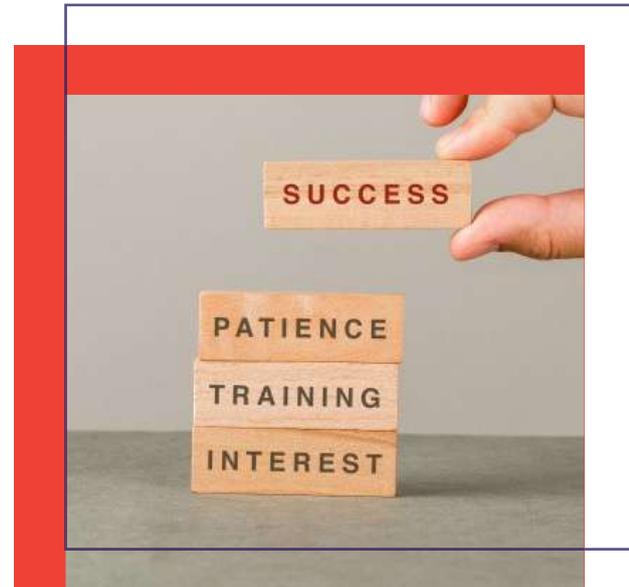
> 0.40	= Zone of optimal learning effects
0.20 to 0.39	= Typical teacher effects
0 to 0.19	= Developmental effects
< 0	= Learning is negatively affected



# LeapEd Academy



The LeapEd Academy prides itself on the ethos of active & participative learning. The academy offers a range of general to specific and targeted training sessions to unlock individual potential and continuously support professional development. These offerings range from introductory workshops, skills and competency development, knowledge and awareness sessions, strategic implementation for various areas in development and training and application of practical tools and techniques. The broad offerings can be further tailored to bespoke sessions which are developed to suit specific needs of learners.



## What the LeapEd Academy offers

Our trainers and facilitators comprise a team of highly qualified professionals with Bachelor, Masters, PostGraduate and Doctoral degrees, and certifications (CELTA, ABDI, ICF, DELTA, TESL, MACC, HRDF and ICF) from a range of recognised local and international institutions of higher learning, with extensive experience and expertise in best practice teaching and learning approaches and strategies.

An extension of a specific focus area for targeted professional development can be crafted by our skilled team of programme developers, encompassing specialised post-workshop activities, toolkits, learning packs and resources, as well as monitoring and evaluation rubrics and tools to support implementation and ensure sustainable and progressive shifts in practice.

## LeapEd Academy Impact

Our solution-focused training sessions unlock potential, build capacity, enhance and develop skill sets, create engaging collaborative platforms for meaningful dialogue and inspire like-minded individuals to be game changers. Through ongoing facilitative support during the workshop to post session advisory guidance, academy trainers support learners in their transformation efforts ensuring that there is transferability of knowledge and skills from the training room to real world applications and contexts.





## INTRODUCTION TO PROJECT MANAGEMENT

### Delivery method:

This is a Face-to-face  
2-day programme

This 2-day programme provides a practical approach to effective project management, exploration of easy to use tools as well as insights into collaborative, results-driven project team leadership.

### This programme will support you to:

- ✓ Develop key project management skills
- ✓ Explore a variety of useful project management tools
- ✓ Identify characteristics of an effective project team
- ✓ Gain clarity on roles and responsibilities of an effective project team

### Participant Feedback

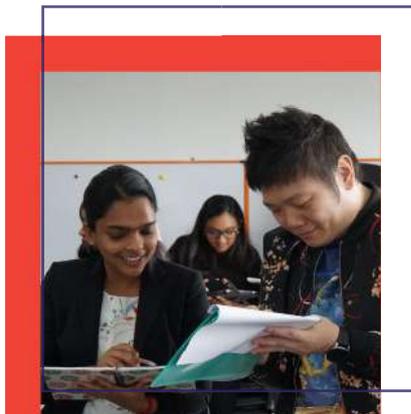


“Effectively apply the knowledge & skills gained in my project management role”.

*Introduction to  
Project Management  
Programme Participant*

“The module content was highly relevant to my needs”.

*Introduction to  
Project Management  
Programme Participant*



“I love how the facilitators were so supportive and encouraging in the activities - also by allowing us to make mistakes so we can learn from it”.

*Introduction to  
Project Management  
Programme Participant*





## CHANGE MANAGEMENT

### Delivery method:

Face-to-face (1 day) &  
Online Course (2 days)  
eLearning

This programme provides an opportunity to explore established Change Management Frameworks, evaluate strategies as well as gain insights into how to avoid common pitfalls and monitor progress.

### This programme will support you to:

- ✓ Link change management frameworks to real-life scenarios
- ✓ Effectively plan for the complex nature of leading change
- ✓ Apply appropriate change management strategies to your context
- ✓ Recognise and prepare to avoid common pitfalls of change management
- ✓ Monitor and evaluate the effectiveness of your progress

### Participant Feedback



“The LeapEd Change Management Framework was most relevant & useful”.

*Change Management Programme Participant*



“The change management plan was highly useful”.

*Change Management Programme Participant*



“The workshop was very interactive, which benefitted us enormously! We had the opportunity to share our plan and discuss in a group feedback which felt safe and encouraging”.

*Change Management Programme Participant*



## EMOTIONAL INTELLIGENCE

### Delivery method:

This is a 1-day  
Face-to-face  
programme

This 1-day programme allows you to explore key facets of emotional intelligence as well as understand and apply DISC principles to successfully navigate authentic professional relationships.

## This programme will support you to:

- ✓ Deepen your understanding of emotional Intelligence and its role in professional success
- ✓ Develop awareness of yourself and your colleagues, via exploration of DISC personality types
- ✓ Apply DISC principles to enhance your professional dialogues and relationships
- ✓ Extend your professional network through effective communication strategies

## Participant Feedback



“Thought provoking and eye/mind opening session with like-minded professionals who want to further solidify their skills in EQ”.

*Emotional Intelligence  
Programme Participant*



of participants claimed this workshop was highly relevant to their team

“Well-presented and very enthusiastic. Great knowledge base from facilitators”.

*Emotional Intelligence  
Programme Participant*



found the workshop to be relevant to their individual needs



## CONFLICT MANAGEMENT

### Delivery method:

Face-to-face (1 day) &  
Online Course (2 days)

This programme enables you to identify common causes of workplace conflicts as well as explore strategies to positively manage and harness conflict to create a more dynamic and creative working environment.

## This programme will support you to:

- ✓ Unpack common causes of conflict in the workplace
- ✓ Apply effective techniques and strategies to manage workplace conflict
- ✓ Leverage conflict to increase creativity and motivation

## Participant Feedback



“Many ideas shared were straightforward but until then I haven’t considered them so important. I believe many people think as I did before...I would highly recommend this course to others”.

*Conflict Management Programme Participant*



“This is an excellent program! The examples are superb resources for learning how we can use the strategies described to handle conflict”.

*Conflict Management Programme Participant*



82% of participants can manage conflict in teams effectively & manage conflict wisely as a result of strategies learnt.



100% of participants found the “Steps to Resolve Conflict” strategies useful.



## EFFECTIVE TRAINER

**Delivery method:**  
Face-to-face (1 day)

Enhance your training skills and foster life-long learning with our 1-day trainer programme. You will have the opportunity to explore and practise a variety of advanced facilitation techniques designed to increase participant engagement, motivation and learning.

### This programme will support you to:

- ✓ Evaluate your training skills and competencies
- ✓ Identify your current facilitation style, leverage on your strengths and develop your areas of focus
- ✓ Continuously increase your effectiveness and impact as a trainer and facilitator
- ✓ Integrate globally recognised principles of andragogy into your training sessions

### Participant Feedback



“I will adopt Glaser's model when training, to be more cautious/detailed on the content to ensure it is relevant to Adult Learning needs”.

*Effective Trainer  
Programme Participant*



“A practical hands on session that enabled us to make links to what we already know (from our work) to exploring new and innovative global best practices on training”.

*Effective Trainer  
Programme Participant*

“The most relevant aspect was developing facilitation skills, role plays and reflection.. understanding and exploring various aspects of an effective trainer, i.e. systematic, directive, etc”.

*Effective Trainer  
Programme Participant*





## LEADING EQUALS

---

### **Delivery method:**

Face-to-face (1 day) &  
Online Course (2 days)

A 1-day programme designed to equip managers and aspiring leaders with key skills to lead effectively and identify and develop leadership skills of managers or aspiring leaders.

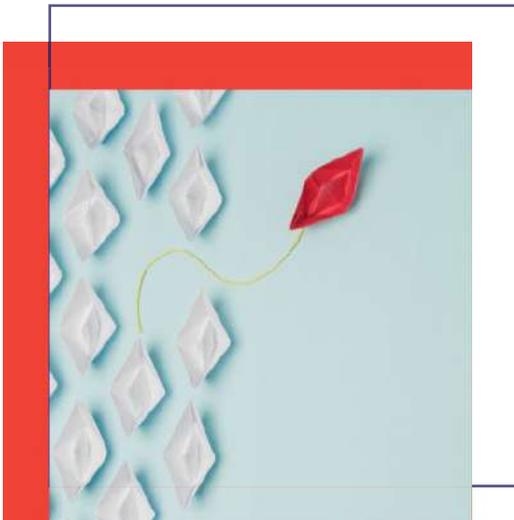
## **This programme will support you to:**

---

- ✓ Understand the concept of leadership
- ✓ Recognise different leadership styles

## **Participant Feedback**

---



“Meaningful opportunities to practice leadership skills”.

*Leading Equals  
Programme Participant*

“This course allowed for opportunities for my team to develop and practice their leadership skills in different contexts”.

*Leading Equals  
Programme Participant*





# ASSOCIATE COACH PROGRAMME (ACP)

## Vision

Develop coaching communities of practice to build capacity and enhance productivity

## Mission

**An ICF-certified coaching team committed to:**

- inspiring people with our passion, professionalism and enthusiasm
- delivering a wide range of innovative, specialised coaching training to meet the needs of both the education sector and corporate world
- promoting inclusiveness through group coaching, coaching clinics and online coaching services
- fostering a high level of integrity and accountability through effective monitoring & evaluation of coaching

## List of Modules

ACP	Face-to-face	Online
Module 1: Introduction to Coaching	2 days (16 hours)	2 days (10 hours)
Module 2: Ready to Coach	2 days (16 hours)	3 days (15 hours)
Module 3: Coach in Action	3 days (24 hours)	4 days (20 hours)



## Number of student contact hours included in programme

### Face-to-face (60 hours)

- Training (7 days x 8 hours)  
= **56 hours**
- Coaching Clinics (4 sessions x 1 hour each)  
= **4 hours**

### Online (49 hours)

- Online Training (9 days x 5 hours)  
= **45 hours**
- Coaching Clinics (4 sessions x 1 hour)  
= **4 hours**

## Learning Goals

- Apply coaching strategies and tools to have effective coaching conversations and conduct professional coaching
- Apply the 11 ICF competencies and coaching power tools in a professional coaching session
- Conduct structured formal coaching sessions based on the 10 Key Stages

## Coaching Philosophy

Our coaching is built on the firm belief that every individual and organisation is unique. We provide coaching that is tailored to the needs and objectives of the individual or the organisation.

Our approach is based on the Leaped Coaching Framework which supports analytical reasoning, using a structured approach to support the client to achieve results that are based on clearly defined goals and action steps. As coaches, we assure a deep level of commitment to support our clients.

Our programme design and contents are underpinned by the 11 ICF Core Competencies and principles, and founded in Appreciative Inquiry, Positive Psychology and Solution-Focused Methodology. Our coaching strategies are founded on the latest research in human behaviour, leadership and organisational consulting.

## Our Coaching Philosophy





# Learning Goals

The 10 Key Stages of our LeapEd Coaching Framework will allow us to focus on the changes you want to make. Through our partnership, we will support you to identify clear, manageable goals, develop action plans and apply effective tools.

We will support you to identify factors that may be preventing you from achieving your goals and guide you to create a plan to move you forward. You will identify your strengths and areas of development and identify opportunities for personal growth. This partnership will motivate you to take action and help you shift to a higher level of achievement and fulfilment.

Through a coaching cycle we will support you to make lasting and sustainable change. Through feedback, accountability and support we will work together with you to achieve your desired goals.



## Coaching Model: eGROWp

Coaching Approach:

**Face-to-face training, online and coaching practice sessions.**

Language used in programme delivery ▶ **English**

How the programme is delivered ▶ **Face-to-face & Online**

Intended participants ▶ **Corporate & Education sectors**

Entry Requirements must meet to enter the ACP programme ▶ **Basic level of English language proficiency**



# INTRODUCTION TO COACHING

### By end of the course you will:

Be equipped with knowledge, skills and tools for coaching conversations

Explore the benefits and impact of coaching

Be able to incorporate coaching in your daily life

Practice your coaching skills with your peers

### What you will get:



10-hour workshop over 2 days (Online), 16-hour (Face-to-Face)



1 hour follow-up coaching clinic



Personalised feedback from ICF certified coaches

## Who is the course for?

Anyone interested in getting started with coaching either personally or professionally





# READY TO COACH & COACH IN ACTION

## By end of the course you will:

Be able to embark on a professional pathway to receive your first level of ICF-certification, which is the Associate Certified Coach (ACC) credentials

Be able to differentiate between casual coaching and professional coaching

Be equipped with knowledge, skills and tools to conduct professional coaching sessions

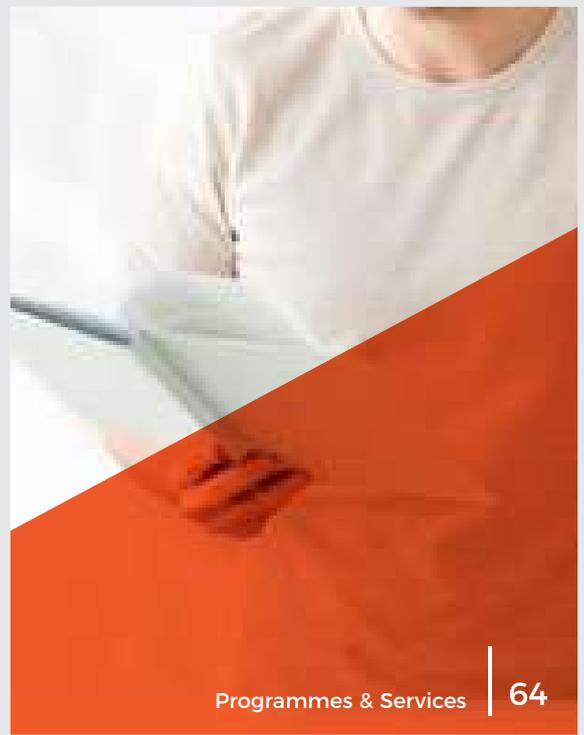
Be able to apply the 11 ICF competencies in your professional coaching sessions

## What you will get:

- ✓ 35-hour workshop over 7 days (Online), 40-hours (Face-to-face)
- ✓ 3 coaching clinic sessions
- ✓ Personalised feedback from ICF certified coaches
- ✓ A certificate of completion of an ICF-accredited programme, specifically the ACSTH track
- ✓ Guidance to become an ICF-credentialed coach for the first level, the Associate Certified Coach (ACC) credentials

## Who is the course for?

Individual who has completed the Introduction to Coaching course and has completed 5 coaching hours





## FOUNDATION TO COACHING

### By end of the course you will:

Be able to conduct structured formal coaching sessions

Be able to apply the 11 ICF Core Competencies in formal coaching sessions

Be able to apply essential competencies in creating a positive coaching presence, planning and setting effective coaching goals

Embark on a pathway to become a professional ICF coach

### What will you get:



24-hour workshop Face-to-face or 20-hour Online



2 coaching clinic sessions



Personalised feedback from ICF-credentialed coaches



Guidance to become a professional ICF coach





The 3-day module serves to enable participants to have a better understanding and knowledge of LeapEd's very own Coaching Framework and Model, and the 11 ICF Core Competencies which are critically important to the practice of coaching. Participants will be able to use the Three Power Tools which are Powerful Questioning, Active Listening and Direct Communication to maximise and develop their personal and professional coaching skills.

At the end of this module, participants will be able to conduct effective formal coaching sessions by incorporating essential competencies in creating a positive coaching presence, planning and setting effective coaching goals. The delivery of the module will be done by skilled ICF-ACC certified trainers.

	Introduction to Coaching (Non-ACSTH Track)	Introduction to Coaching (ACSTH Track)
Certification	<ul style="list-style-type: none"> <li>LeapEd</li> </ul>	<ul style="list-style-type: none"> <li>ICF</li> </ul>
Course Duration (Face-to-Face)	<ul style="list-style-type: none"> <li>Introduction to Coaching (2 days)</li> <li>Foundation in Coaching (3 days)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Coaching (2 days)</li> <li>Ready to Coach (2 days)</li> <li>Coach in Action (3 days)</li> </ul>
Course Duration (Online)	<ul style="list-style-type: none"> <li>Introduction to Coaching (2 days)</li> <li>Foundation in Coaching (4 days)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Coaching (2 days)</li> <li>Ready to Coach (3 days)</li> <li>Coach in Action (4 days)</li> </ul>
Practical Component	<ul style="list-style-type: none"> <li>Coaching Clinics (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Coaching Clinics (4 hrs)</li> </ul>

### Professional Coaching Modules\*

-  Instructional Coaching
-  Life Coaching
-  Organisational Coaching
-  Leadership Coaching

**LeapEd is in the process of ACP-ICF accreditation.**



*because every child deserves a great future*

Level 52, Menara TM,  
Jalan Pantai Baharu,  
50672 Kuala Lumpur

+603 2282 3456  
+603 2282 3457

[www.leapedservices.com](http://www.leapedservices.com)

## CALL FOR COLLABORATION

# Join us in transforming education across Malaysia and beyond

We have a team of 100+ dedicated professionals ready to help, with subject matter experts from Malaysia and around the world, who have worked in or with education systems across the ASEAN region, Europe, China, India, the Middle East, North America, and Africa. If you are as passionate about education as we are, join us on this life-altering journey.

Contact us today if you are:

a Corporate, NGO or a foundation looking to make meaningful and measurable social impact through education



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*