



# STORIES BY LeapEd ALUMNI

LeapEd's Stories  
Submitted to Voluntary National Review 2021  
United Nations Global Compact

**Nurlida Ahmad** who was from the Ministry of Education and joined LeapEd to provide the much-needed localised context of the education system.

I joined LeapEd on 1 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 transformation I have witnessed in Trust Schools has 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.



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**Liew Ee Hua** was a teacher in a Trust School who believed in LeapEd's cause and joined them upon retirement.

At the launch of the TSP, I had already served as a science teacher for 30 years. In 2011, the school I taught at – SMK Seri Setia – was chosen to be part of the inaugural cohort of TSP.

I started out as a Middle Leader and worked my way to the role of SISC+ where I had the privilege to support 50 panel heads (Ketua Panitia) from 25 schools, using knowledge and skills I gained from TSP. When I left the Civil Service after 34 years, I was recommended for a role as an Education Partner, coming full circle in my Trust Schools journey.

I believe if all Trust Schools continue to practice the four strategic goal standards, they will set the example of true education transformation.



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**Rabiah Ghani** was a teacher in a Trust School who believed in LeapEd's cause and joined them upon retirement.

With six years to go before my retirement from teaching, my school was selected as one of the pioneer schools for 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 of our students.

I have very fond memories of our Education Advisors who were excellent role models for school leaders. I hope to be able to contribute to TSP further albeit in a different role, in order to impact others through this programme as much as I have gained.