

TEACH FOR MALAYSIA

Impact Report 2022



Foreword

We know that a great teacher can make a transformational difference for students—developing them with the skills, knowledge and mindsets to unlock their potential. Since 2012, Teach For Malaysia has been building a transformational movement in our education system by placing the country's most promising leaders as full-time teachers in Malaysia's most challenging schools to combat education inequity. In 2020, we expanded our work to also coach in-service public school STEM teachers through the 2-year *Program Duta Guru* (PDG). Each year, we measure and evaluate the outcomes of our work across our strategic goals. This report highlights the impact and key achievements in the past year.



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Message from our CEO



Chan Soon Seng
CEO, Teach For Malaysia

It is my privilege to present to you **Teach For Malaysia's 2022 Impact Report**, a summary of the collective impact displayed by our Fellows, *Program Duta Guru* teachers, student leaders, volunteers, staff, and all of our brilliant Alumni. This Report is but a snapshot of their tireless efforts towards providing quality education to all children in Malaysia, and I hope we have done you justice.

As I reflect on our impact over the past year, I am in awe of how many breakthroughs and milestones Teach For Malaysia has charted despite countless challenges and frustrations with the education landscape. If 2022 was the year of us finding our footing in the new normal, I can confidently say that we have emerged stronger than before.

Last June, we placed our 10th Cohort of Fellows in Perak. This was a watershed moment for the organisation, as it was the first time we have ventured into primary and Orang Asli schools, as well as the launch of the Teaching Partner Pathway. I am immensely proud of how the 2022 Cohort has pioneered co-teaching for the Fellowship to provide quality learning and access to opportunities both in and outside of the classroom for their Orang Asli students. I highly encourage you to learn more about their inspiring work in the "Collective Impact: New Leadership" chapter.

In 2022, we also witnessed the graduation of 253 teachers from the 1st Cohort of *Program Duta Guru*, in partnership with Yayasan PETRONAS. These participants (now officially *Duta Guru*!) persevered through numerous transitions between in-person and virtual training over the course of their 2-year programme. Our *Duta Guru* are leading the way to building a community of STEM role models, championing higher order thinking skills and interest in STEM education in Malaysia.

2022 was the year Teach For Malaysia celebrated our 10th Anniversary. In the past decade, we have impacted 330,285 students, through 474 Fellows from 10 Fellowship Cohorts, 572 PDG Teachers from 3 PDG Cohorts, and partnerships with 893 Schools across 13 states and 3 Federal Territories. We are incredibly honoured to have also received the Merdeka Award for the Education & Community Category in September, in recognition of our work towards closing the education gap in our nation.

Building on 10 years of impact, in 2022 we looked ahead to Teach For Malaysia's next decade, and dared to dream big. We launched our 2030 Strategy and Aspiration of building a movement of 30,000 leaders by 2030, driven by a shared commitment to our mission and vision. We are taking this big leap because of a deep belief in the transformative power in education, and the urgency of generating a critical mass to end education inequity in our country.

Last, but most importantly, I express my sincere gratitude to all our fantastic partners and supporters from across the private and public sectors, who enable us to make the impact that we do. The following pages would not be possible without your continued support.

Thank you.



Education Inequity in Malaysia



Education Inequity in Malaysia

Where physical classrooms exist and are fit for learning, one also needs teachers. This too, presents as a challenge in Sabah and Sarawak, where a shortage of teachers is particularly severe (Daily Express, 2023) and where prospective teachers would reject placement (The Star, 2023) despite having gone through a rigorous selection process.

Perhaps the most alarming manifestations of education inequity in Malaysia can be observed amongst the Indigenous Peoples of Malaysia, the Orang Asli and Orang Asal. Between 2012-2016, the average UPSR passing rate of Orang Asli students were 43.8%, far below the national average of 86.5% (Kementerian Pendidikan Malaysia, 2017).

Figures reporting the dropout rate amongst Orang Asli school children range from 10% to nearly 43% and the most often-cited reasons include poverty, bullying, racism, and the lack of infrastructure. Related to the inequities in Orang Asli children's access to education are inequities in their health and well-being.

Given the complexities of the challenges contributing to education inequities in Malaysia, addressing the challenges cannot effectively be done by individuals or individual organisations working in silos. **Collective leadership is necessary to drive change in multiple levels of the education ecosystem.**





The story of education inequity in Malaysia is not one that is obscure. There are ample media headlines and research reports that continue to highlight barriers to quality education, often experienced by the most vulnerable groups of students.

At present, the most pressing issue in our education system is arguably learning loss due to the COVID-19 pandemic. The Movement Control Order (MCO) resulted in Malaysian students experiencing one of the highest learning losses among Asian developing nations, potentially resulting in a lifetime income loss of 767.5 billion ringgit for the 5 million+ students in Malaysia (World Bank, 2021 and Asian Development Bank, 2021). For children coming from marginalised communities who were already behind pre-pandemic, prolonged lockdowns and school closures meant a steeper climb out of the effects of the pandemic; 61% of parents from low-income families reported that their children have lost interest in studying while 1 in 2 parents believe that their child's mental health was affected during the lockdowns (UNICEF Malaysia and UNFPA 2021).



Vision & Mission

Our Vision is to see a Malaysia where **all children** have the opportunity to realise their potential through quality education.



OUR STUDENT VISION

We envision a future in which we see a Malaysia where all children are empowered to be leaders of their own learning, their future and the future of Malaysia.

The circumstances of a child's birth no longer predict their outcomes. All children will have the opportunity to realise their potential and be empowered to be leaders of their own learning, their future.

Our Vision, Mission, Student Vision and Student Learning Vision are frameworks that guide all the work that we do. Our Vision captures our bold aspirations for a better Malaysia. We want quality education to be accessible to all children, and we want the education accessed to empower our children to realise their potential. To achieve these aspirations, we focus our work, our Mission, on building a movement of leaders in the education ecosystem to empower all children in Malaysia because we believe that collective leadership is needed to

OUR STUDENT LEARNING VISION

What we believe quality education means is, for students to say:

- **I know what I've learned so far and where I am at now.**
- **I know what I want to learn and I'm aware of how much I need to progress.**
- **I know who can help me and what I can do to get to where I want to be.**

effectively address complex challenges in the education ecosystem.

Our Student Vision and Student Learning Vision articulate our aspirations on a more granular level. The Student Vision answers the question "What will it look like when we have quality education?" while the Student Learning Vision clarifies features of learning experiences that will help us achieve the Student Vision.



Our Theory of Change

Our Theory of Change

Central to our Theory of Change is the belief that effective leadership

- the kind that allows for systemic, sustainable change to happen - matters.

1 RECRUIT AND DEVELOP LEADERS IN THE CLASSROOM

We select participants with high leadership potential and provide both leadership and pedagogical training. This allows the participants to make immediate impact by improving student learning outcomes and gain deep contextual knowledge to inform future initiatives designed to bring out long-term impact.



2 APPLY LEADERSHIP COMPETENCIES TO EMPOWER STUDENTS IN HIGH-NEED COMMUNITIES

Participants receive leadership training and coaching throughout their engagement with TFM. Part of the training is to apply leadership competencies learnt to empower students by expanding student capabilities, voice and values. Participants also work in high-need communities that are often characterised by low income and limited access to learning resources.



3 MOBILISE MOVEMENT OF LEADERS TO BRING ABOUT DESIRED IMPACT

The leaders that come through our various programmes belong to a movement guided by similar core values and desire to end education inequity. While their initial involvement may have been through different pillars, in the long run, our Fellowship Alumni, *Persatuan Duta Guru*, Community Mobilisation project volunteers, community and student leaders work together at different levels in the public and private education sector, oriented towards the same vision.



4 SET THE EDUCATION SYSTEM ON A TRANSFORMATIONAL PATH

With the collaboration and support from the Ministry of Education and corporate partners, our movement of leaders - equipped with the leadership competencies most relevant for addressing complex challenges in the education system - will be able to set the education system on a transformation path of holistic education and student empowerment.



Our Theory of Leadership



“Who are the leaders we need to create systemic change in Malaysian education?”

The TFM Theory of Change posits collective leadership as being central to enduring, systemic change in our education system. Naturally, a question that follows is “Who are the leaders we need to create this systemic change?”

Our Theory of Leadership, or ToL, is our attempt to answer this question, based on empirical evidence and input from relevant stakeholders. The framework consists of three domains; Lead Self, Lead Others and Lead Change. Each domain is characterised by Core Competencies most relevant to that particular domain. Our belief is that leaders who embody these Core Competencies are on track towards making meaningful impact in the education ecosystem.

The TFM movement of leaders engage with this framework at various stages and in different levels of intensity. Our Fellows are introduced to the framework at their pre-service training and continue to apply the framework to make impact in the classroom. Our student leadership programme directly teaches selected Core Competencies from the framework. The same Core Competencies are reflected in the TFM staff performance and management framework.

Leadership at all levels of the ecosystem

TFM Theory of Leadership framework helps to ensure that our Alumni are well-prepared to be effective leaders. Of equal importance is also for us to ensure that our Alumni have the opportunity to continue applying their leadership competencies to lead at different levels of the education ecosystem. We need leaders in the classroom, at the district, state and federal levels. We also need leaders driving education non-profits and social enterprises, leaders in research and innovation, and leaders pushing forward policies that best support learning. Our Alumni pathways are therefore strategically designed to enable all of these.









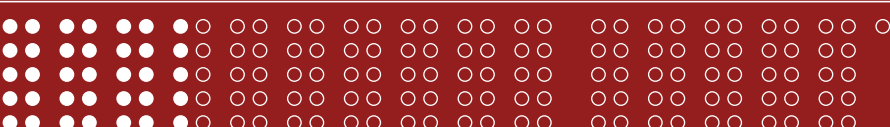

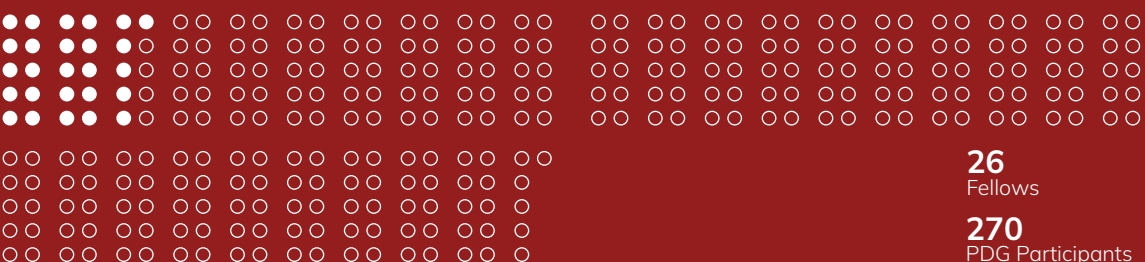
11
STATES

10
COHORTS

267
SCHOOLS

474
FELLOWS & ALUMNI

330,285
STUDENTS

2012		44 Fellows
2013		46 Fellows
2014		63 Fellows
2015		67 Fellows
2016		30 Fellows
2017		48 Fellows
2018		55 Fellows
2019		59 Fellows
2020		35 Fellows 116 PDG Participants
2021		137 PDG Participants
2022		26 Fellows 270 PDG Participants

TOTAL

 **474**
FELLOWS

& 523
PDG PARTICIPANTS

Core Values

Founded in 2010, Teach For Malaysia is a proud member of the Global Education Network Teach For All, a collective of education organisations in over 61 countries worldwide.

We are an independent, non profit organisation that partners with the public and private sector to create immediate and long-term education transformation. We aim to address education inequity through the transformation of exceptional Malaysian talent into effective, inspirational teachers and leaders by serving in our country's most challenging classrooms and schools.

Following the two-year Fellowship and *Program Duta Guru*, Alumni of both programmes would be equipped with the knowledge, skills and mindsets necessary to thrive as leaders in and out of the education sector, to affect the fundamental changes required to ensure excellent educational opportunities for all Malaysian school children.





SENSE OF POSSIBILITY

We set ambitious and audacious goals in order to reimagine a drastically different education system and world that meets the needs of everyone. As a movement, we empower our students and communities to lead the solutions that will make the most difference.

EXCELLENCE

We believe that when people love what they do, and believe in what they do, they bring their best self to work and life. We set a high bar of excellence in every aspect of our work and life in order to make the impact we want and to sustain ourselves over the long run.



COLLABORATION

We believe everyone has a role to play in ensuring every child realises their potential to lead themselves and others. We collaborate radically with students, communities and partners from all sectors as an interdependent movement of collective leaders.

INTEGRITY

We believe in the power of authenticity, compassion, respect and trust to create transformational change. We place emphasis on what goals we achieve as well as how we achieve our goals.



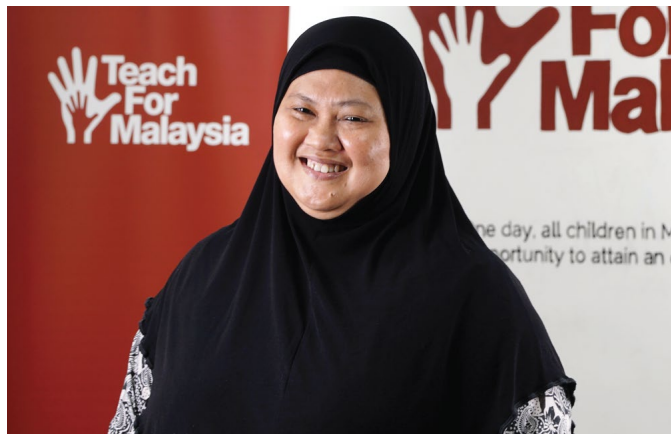
Board of Trustees

Our Board of Trustees are experts in their own fields, united by a passion and belief in the Teach For Malaysia mission. They work with our Senior Leadership Team to guide decision-making on strategic issues and to ensure the organisation stays committed to our mission and core values.



YAM TUNKU ALI REDHAUDDIN IBNI TUANKU MUHRIZ
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- Director, Bangkok Bank Berhad
- Senior Advisor, TPG Capital
- Partner, Vynn Capital
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- Former Global Head of the Education Practice, McKinsey & Company



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- Former Global Managing Director, Hay Group



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- Former Director General, Ministry of Education
- Director, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat
- Board Member, Dewan Bahasa dan Pustaka
- Senior Advisor, Edvolution Enterprise



TAN SRI DR JEMILAH MAHMOOD

FORMER CHAIRPERSON

- Founder, MERCY Malaysia
- Former Special Advisor on Public Health to the former Prime Minister of Malaysia, Muhyiddin Yassin
- Pro-Chancellor, Heriot-Watt University Malaysia
- Professor and Executive Director, Sunway Centre for Planetary Health
- Senior Fellow, Adrienne-Arsht-Rockefeller Foundation Resilience Center



DATO' NOOR REZAN BAPOO HASHIM

FORMER TRUSTEE

- Former Deputy Director General, Ministry of Education
- Former Education Advisor, Khazanah Nasional Berhad



2022 in Review

2022 marked a significant milestone as we celebrated our 10th Anniversary. We continued navigating the challenges of the pandemic to ensure no child was left behind. Our highlights of the year include:



TPP LAUNCH & FELLOW PLACEMENT IN ORANG ASLI COMMUNITY

We launched the Teaching Partner Pathway (TPP) and placed our 10th cohort of Fellows for the very first time in Orang Asli communities and primary schools.

This new pathway allowed a more diverse group of passionate individuals to join the movement, supporting national primary school teachers as Teaching Partners to enhance classroom learning experiences of underserved students in Orang Asli communities.

This pathway is an important milestone towards inclusivity and community-centric grassroots efforts in driving sustainable change in education.



253 PDG PARTICIPANTS GRADUATED IN 2022

253 *Program Duta Guru* (PDG) Cohort 1 and 2 participants graduated in 2022.

This positively increased awareness and acceptance of the programme from participants and various stakeholders.

Participants from across the nation came together for the National Symposium and award ceremonies for the first two cohorts.

PDG also welcomed a total of 253 *Duta Guru* (programme Alumni), ready to champion higher order thinking skills and interest in STEM education in Malaysia.



STRENGTHENING OF COMMUNITY MOBILISATION

We strengthened community mobilisation with nationwide student leadership and community initiatives.

We organised the largest We Think Digital digital literacy and citizenship competition in 2022 with more than 2,000 students participating.

We also started new community initiatives to address educational needs caused by the pandemic. This includes the *Program Komuniti Perkasa* for students living at *Program Perumahan Rakyat* (PPR) as well as partnering with *Sekolah Enuma* Malaysia to provide literacy and numeracy e-Learning solutions for 643 students at 8 schools in Sarawak, Sabah and Kuala Lumpur.



10TH ANNIVERSARY CELEBRATION

On the 24th of September 2022, we celebrated our 10th Anniversary with more than 450 leaders including:

YAM Tunku Ali Redhaudin Ibni Tuanku Muhriz
CHAIRMAN & FOUNDING TRUSTEE OF TFM

YB Datuk Dr Mohd Radzi bin Md Jidin
FORMER SENIOR EDUCATION MINISTER

Wendy Kopp
CEO AND CO-FOUNDER OF TEACH FOR ALL

other notable Trustees, various prominent MOE leaders, TFM Alumni,

current TFM Fellows, students and representatives of schools, local communities, and corporate partners.

We also ran a special video series, “*#TerimaKasihCikgu*”, featuring a heartwarming reunion of Alumni and their students as well as a PDG staff and *Duta Guru*.

10th Anniversary Video



#TerimaKasihCikgu Video



MERDEKA AWARD FOR THE EDUCATION & COMMUNITY CATEGORY

The Merdeka Award was established in 2007 by PETRONAS, ExxonMobil and Shell, to recognise and reward excellent individuals and organisations whose works and achievements have not only contributed to the nation's growth but have also inspired greatness in the people of Malaysia.

Receiving this prestigious recognition in conjunction with our 10th Anniversary acknowledges our work over the past decade towards bridging the education gap for students across the nation.



Our 3 Pillars & Strategic Goals

Teach For Malaysia celebrated its 10th Anniversary in 2022. We honoured the occasion not only with a joyous celebration with our Alumni and supporters, but also by renewing our commitment to build a movement of leaders in the education ecosystem through the launch of our 2030 Strategy.

Developed in the midst of the COVID-19 pandemic, it is only fitting that the strategy reflects the need for the organisation to prioritise resilience and agility in anticipation of challenging circumstances as we enter the second decade of our existence. While in the past we focused on developing new leaders through the Fellowship programme, we have now expanded our work to also reach existing teachers and leaders in the public education sector. Staying true to our mission of building a movement of leaders, we also commit to invest in mobilising diverse and inclusive leaders across all layers of the education ecosystem to collectively scale impact.

The framework spells out the three pillars that are our key priority areas and strategic goals that will propel the success of each pillar.

STRATEGIC GOALS

PRIORITIES

Students

To make our Student Vision a reality for all Malaysian children

- Our students achieve the **academic growth** that enables them to pursue their desired pathway.
- Our students develop the **leadership** competencies necessary to lead solutions to issues they see in their communities.
- Our students access **opportunities** that help students discover the world and their interests.

System

To become a trusted partner to enable the public education ecosystem's transformation

- Our **brand** is well known amongst all our key stakeholders, and our impact inspires them to take action towards change.
- We are a **leading voice** in the national education debate through high quality research and advocacy.
- We are recognised as a **trusted partner** by the Ministry of Education and other players in the education ecosystem.

Scale

To build a movement of leaders to tackle educational inequity

- We **recruit and select** a significantly larger number of promising leaders to make an impact in low socioeconomic communities.
- We will strengthen the way we **develop leaders** to provide a quality and equitable education through our updated leadership development framework.
- We continuously **mobilise and diversify** our movement of leaders to address education inequity over the long term.

Sustainability

To build a sustainable, engaged, and values-driven organisation

- We are the **greatest place to work** for our people.
- We are **financially sustainable** and have diversified funding mechanisms.
- We uphold **governance and operational excellence**, leveraging technology and our Environment, Social and Governance (ESG) values.

VISION

One day, all children in Malaysia will have the opportunity to realise their potential through quality education

MISSION STATEMENT

To build a movement of leaders in the education ecosystem to empower all children in Malaysia to realise their potential

2023 ASPIRATION

TFM will be a movement of 30,000 leaders by 2030

PILLAR ONE

DEVELOP

2,200

NEW LEADERS
in the education system

Attract and develop promising future leaders who will provide a quality education to students in high-need communities.

PILLAR TWO

ACCELERATE

9,500

EXISTING LEADERS
in the education system

Accelerate the development of the next generation of leaders within the Ministry of Education through leadership development programs.

PILLAR THREE

MOBILISE

18,300

LEADERS IN THE MOVEMENT
to drive systemic change

Grow and continuously engage an inclusive movement of leaders across all layers of the education ecosystem to collectively scale impact.

Pillar One

✿ NEW LEADERSHIP ✿

Pillar One

DEVELOPING NEW LEADERS IN THE EDUCATION SYSTEM

Our first pillar is driven by our flagship programme, the Teach For Malaysia Fellowship. The Fellowship builds a pipeline of new leaders in the education system by recruiting and developing young leaders to serve in underserved communities. Upon completion of the Fellowship, the Alumni apply the leadership competencies developed to serve as effective leaders at every level of the education ecosystem.



474
Fellows

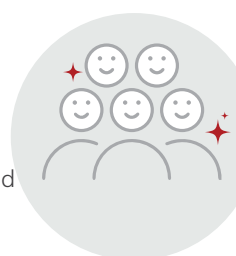


266
Schools Served

91% of Fellowship partner schools are high-need schools, and we now serve indigenous communities



977
Student Leaders
who led 166 initiatives that impacted
34,676 beneficiaries



138,150
Students taught by Fellows
(not including students taught by
teaching Alumni)

THE TEACHING PARTNER PATHWAY

In 2022, we partnered with the Ministry of Education to launch the Teaching Partner Pathway (TPP) of our Fellowship programme. Developed in response to the need for accelerated post-pandemic education recovery in high-need communities, the TPP sees Fellows being paired with a *Guru Hos* (Host Teacher), an experienced teacher, in their placement school. As co-teachers, Fellows engage in co-planning, delivering and assessment of lessons, including providing in-class remedial support. Fellows also run after-school programmes and community engagement initiatives to address school-wide and community educational needs.

The Teaching Partner Pathway marks the beginning of the Fellowship programme expansion. Recent policy changes and restructuring of teacher placement priorities have led to a disruption to the availability of the regular, full-time teacher Fellowship pathway. We then explored the Teaching Partner Pathway as an alternative that will still provide our Fellows

with the opportunity to enter and serve in the classroom. At the same time, Fellows also benefit from rich interactions with their *Guru Hos*, through which on-the-job pedagogical training is enhanced.

We are also excited at the prospect of the TPP model contributing to the sustainability of improved learning outcomes in our placement schools, such as when a *Guru Hos* continues the new teaching practices, programmes and initiatives that were started in collaboration with their co-teaching Fellows.

The first cohort of Fellows in the Teaching Partner Pathway model is comprised of 27 Fellows.

ORANG ASLI-MAJORITY SCHOOLS



In addition to being the first cohort of Fellows in the Teaching Partner Pathway, a majority of the 2022 Cohort is also the first cohort to have the opportunity to serve in Orang Asli communities in Kuala Kangsar and Gerik.

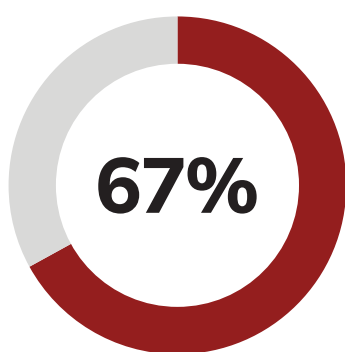
6 out of 8 of our partner schools are Orang Asli-majority schools. The students are mostly of *Suku Temiar*, whose cultural values are known to be influenced by their reverence for nature (Ramli, 2018) and ancestral beliefs (Khairuddin & Hanafiah 2021). Given this new context, we have made and will continue to make enhancements to the programme design to better engage Orang Asli students. For example, Fellows are encouraged to learn *Bahasa Temiar* so that the richness of their students' first language may be fully recognised and utilised for the learning of other languages.

Two schools are part of the Comprehensive Special Model Schools for Year 9 programme. Designed to reduce student dropout rates, K9 schools make provisions for students to complete 9 years of school - Year 1 through Form 3 - within the same school. Two schools run the *Kelas Dewasa Ibu Bapa Orang Asli dan Penan* (KEDAP) programme, implemented to increase literacy rates amongst Orang Asli and Penan adults.

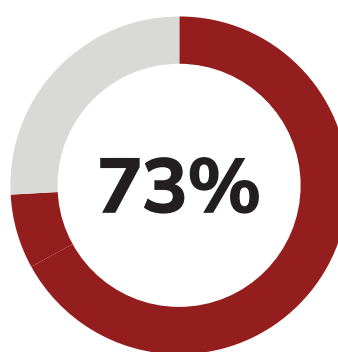


Impact of Teaching Partner Pathway

As teaching partners, Fellows have shown the ability to engage students in learning.



Students say that TFM Fellows are able to create an interesting learning environment in the classroom.



Fellows are able to create an interesting learning environment and achieved Captivate* score of 60% or higher

(Within the Teach For All global network, the average percentage of Fellows who achieved this is 67%)

STUDENT COMMENTS:

School work is interesting

I like the way we learn in this class

The class is interesting

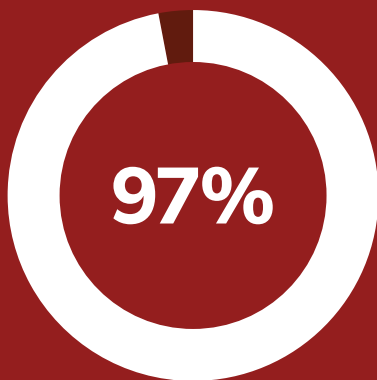
Teacher's classes are fun

I like what I am learning in this class

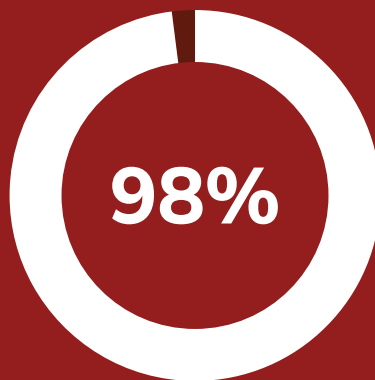
* Tripod Captivate Survey, developed at Harvard University, is a universally applied student assessment tool to measure effectiveness of teaching

Fellows have contributed to the betterment of their school and community.

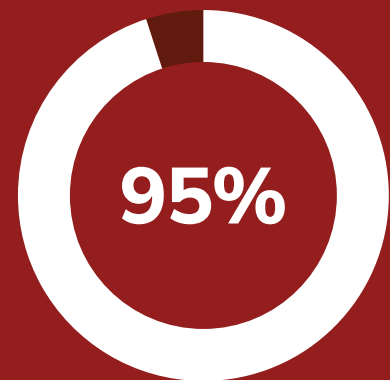
WHAT HOST TEACHERS SAID



agreed that Fellows have contributed to the betterment of their students, school and local community



found co-teaching beneficial because it enabled efficient differentiated learning and helped cultivate student interest in learning



would welcome Fellows to their classes / schools in future

"They attract students to attend school."

"Co-teaching made lessons more effective. The sessions become more focused and Miss Bernice conducts one-to-one sessions to help students follow along the lesson and understand better."

"During lessons, Fellows are very helpful in classroom management, preparing learning activities, guiding students on their tasks and engaging students in the class."

HOST TEACHERS IDENTIFIED WAYS IN WHICH FELLOWS HAVE CONTRIBUTED TO THE BETTERMENT OF THE SCHOOL & COMMUNITY

1 Increased student motivation & interest in learning

"Fellows prepared interesting activities to engage students during Sejarah lessons such as the Picklers activity, presentations and spontaneous quizzes."

2 Supported initiatives with local Orang Asli community

"Fellows participate in outreach programmes to identify at-risk students and successfully persuaded them to attend school."

3 Guided students in co-curriculum activities

"Fellows helped to train students in *Tarian Sewang* and they won 3rd place in the district level competition. The Fellows nurture the talents of students in our school."

4 Established good relationship with students

"Fellows managed to build good relationships with at-risk students and those who do not attend school regularly."

Fellows are creating wider access to opportunities for students in Orang Asli communities.



CHORAL SPEAKING SMK BAWONG

Choral speaking team performed at Teach For Malaysia's 10th Anniversary celebrations where Minister of Education was in attendance.

RUGBY SHOE-BOX INITIATIVE SK RPS DALA

A crowdfunding initiative to raise funds to buy rugby shoes for a team of 12 Orang Asli students who competed in the Perak state level touch rugby tournament, winning 2nd place (Shield category). The same shoes were also used by handball team who won 1st place in the *Zon Utara* competition.

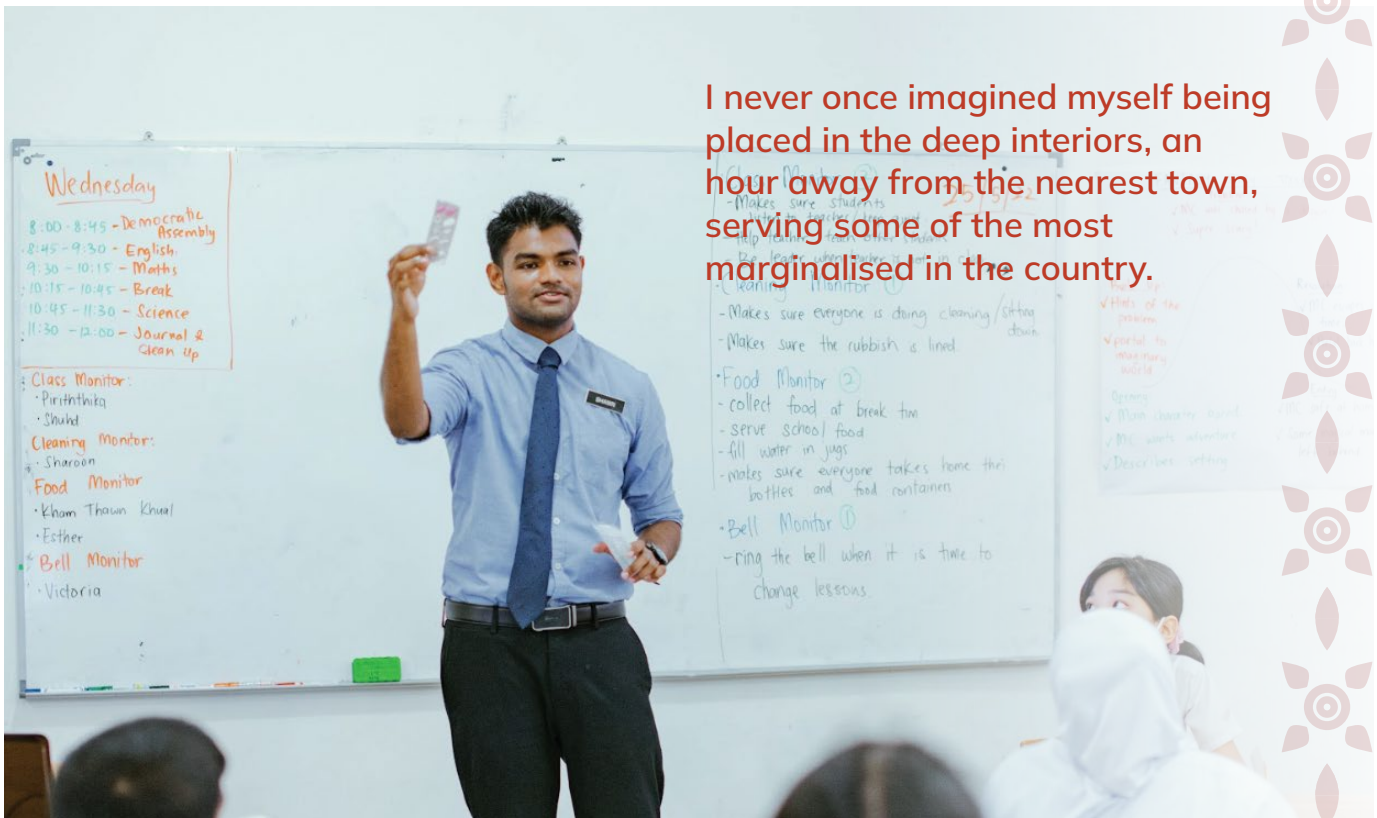


"ZIARAH CAKNA 1.0" PROGRAMME SK POS LEGAP

Visit to local Orang Asli villagers to foster better trust with parents and local community. TFM Fellows got a better understanding of Orang Asli cultures and traditions.

Shawn Stanly

2022, Fellow



Seven months in, serving in an all Orang Asli school battling illiteracy and high dropout rates day in day out made me realize that inequity in its many forms still exists at large especially among those marginalised.

When I first started, there were many negative perceptions and stereotypes about how Orang Asli children are not as competent. However, the past months gave me many opportunities to bust this myth and to celebrate the growth of my children. Proud to see my kids now putting in much effort to try, fail, learn, get back up and go again.

Every child, be it indigenous or not, deserves a champion who genuinely believes in them. For an educator, teaching should never be a job of convenience. It actually takes a lot of heart to Do More Than Dream so that our kids can be more and achieve their greatest potentials.

I never once imagined myself being placed in the deep interiors, an hour away from the nearest town, serving some of the most marginalised in the country.

I have been learning so much for the last seven months about the Orang Asli community especially the one where I am serving in.

This experience has helped me suspend my judgements, given me a different lens to look at the challenges faced by the community, and opened an opportunity for me and my colleagues to help them in our capacity as Fellows.



Pillar Two

✿ ACCELERATING EXISTING LEADERSHIP ✿



Pillar Two

ACCELERATING EXISTING LEADERS IN EDUCATION AT SCALE

Our work within this pillar reaches leaders who are already making an impact in the system. The programmes that we currently run support in-service teachers as well as district education officers, in line with our desire to serve as a trusted partner of the Ministry of Education. Having the opportunity to work directly with in-service teachers also means we are able to expand our contributions to post-pandemic learning recovery nationwide.



PROGRAM DUTA GURU

Program Duta Guru (PDG) recruits and develops in-service STEM teachers. Similar to the Fellowship programme, PDG participants also develop leadership competencies that will enable sustainable school-wide transformation in STEM teaching and learning. A collaboration between Yayasan PETRONAS and the Ministry of Education (MOE), through *Pusat STEM Negara*, PDG is a nationwide multi-year industry-linked programme to strengthen the capabilities of STEM teachers serving schools with a majority of B40 students. It aims to build upon existing systems to improve the capability of Malaysian public-school teachers in order to enhance students' interest and competency in STEM subjects and their higher order thinking skills, particularly for the underprivileged.

By 2030, *Program Duta Guru* will empower 4,500 teachers to be highly competent and committed; serving as role models to enhance higher order thinking skills (HOTS) through STEM education as a foundation to being a competitive nation.

PERSATUAN DUTA GURU

As of Dec 2022, 9 Cohort 1 *Duta Guru* from all 6 regions are in the official line-up of *Ahli Majlis Tertinggi Persatuan Duta Guru* based on nomination by *Duta Guru*.

The community consists of 253 *Duta Guru*, **99%** of whom are keen to contribute to at least one of the 4 *Duta Guru* impact areas.

PILLAR TWO: ACCELERATING EXISTING LEADERSHIP

313

Cohort 3 teachers

617

Total participants

224

District education officers served as Pembimbing PDG (PPDG) for Cohort 1-3

144

Districts in 13 states & 3 federal territories

185,100

Students impacted

82%

Participants from all 3 cohorts believe that *Pembimbing PDGs* (PPDG) have supported their growth

94%

PPDGs feel proud of their role in guiding the PDG community

+85

Net Promoter Score

The Cohort 1 Duta Guru Award Ceremony in June 2022 was officiated by former Senior Minister of Education, YB Datuk Dr Radzi Jidin in the presence of our chairman YAM Tunku Ali Redhaudin ibni Tuanku Muhriz, YBrs Dr Ahmad Rafee bin Che Kassim, Deputy Director General MOE and YBhg Datuk Dr Mistirine Radin, Director of the Teachers' Professionalism Division, MOE



Director General of Education Malaysia, YBhg Dato Haji Pkharuddin officiated the 2022 PDG National Symposium



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WHAT PDG PARTICIPANTS SAY ABOUT OUR PROGRAM

Juliana Baharuddin

Cohort 1, Kelantan

"I would really recommend PDG to other teachers because this programme provides continuous training, has a well-planned structure for professional development, and is not only beneficial to the teacher participants but provides learnings that can be implemented for the students, school and community around us."

Ramesh Kumar Muniandy

Cohort 3, Sabah

PDG taught me to learn my students' strengths, to actively involve students directly and to make learning fun.

The 5 things I learned in PDG can be represented by the acronym KASUT.

Strength/ <i>Kekuatan</i> (K)	– we need to know our students' strengths
Active/ <i>Aktif</i> (A)	– to actively involve students directly
Fun/ <i>Seronok</i> (S)	– to make lessons fun
Measure/ <i>Ukur</i> (U)	– to measure and evaluate student progress be it in written form or observation
Resilience/ <i>Tabah</i> (T)	– teachers need to always stay calm and be resilient.

All of these I have learned through collaboration with other participants and from the facilitators' instructions."

Yusri bin Tokis

Principal of SMK Bako
Kuching, Sarawak

"Three things I can highlight about my *Duta Guru*, Cikgu Norazurah are regarding leadership, thinking skills, and HOTS application.

In her leadership in class, she integrates STEM not only in Science, but also in other subjects. Her approach has developed students who are analytical. I also observed that Cikgu Norazurah's professional growth is evident in not only how she collaborates with other subject teachers, but also exhibits concern for others and invites them to join her.

In teaching HOTS, I see how her students can provide evidence for and apply the things they learn in their daily lives.

I am compelled to also mention professional development. This matter is so important to teachers even when they have graduated or completed programmes because learning needs to continue in order for them to better guide and help their students."

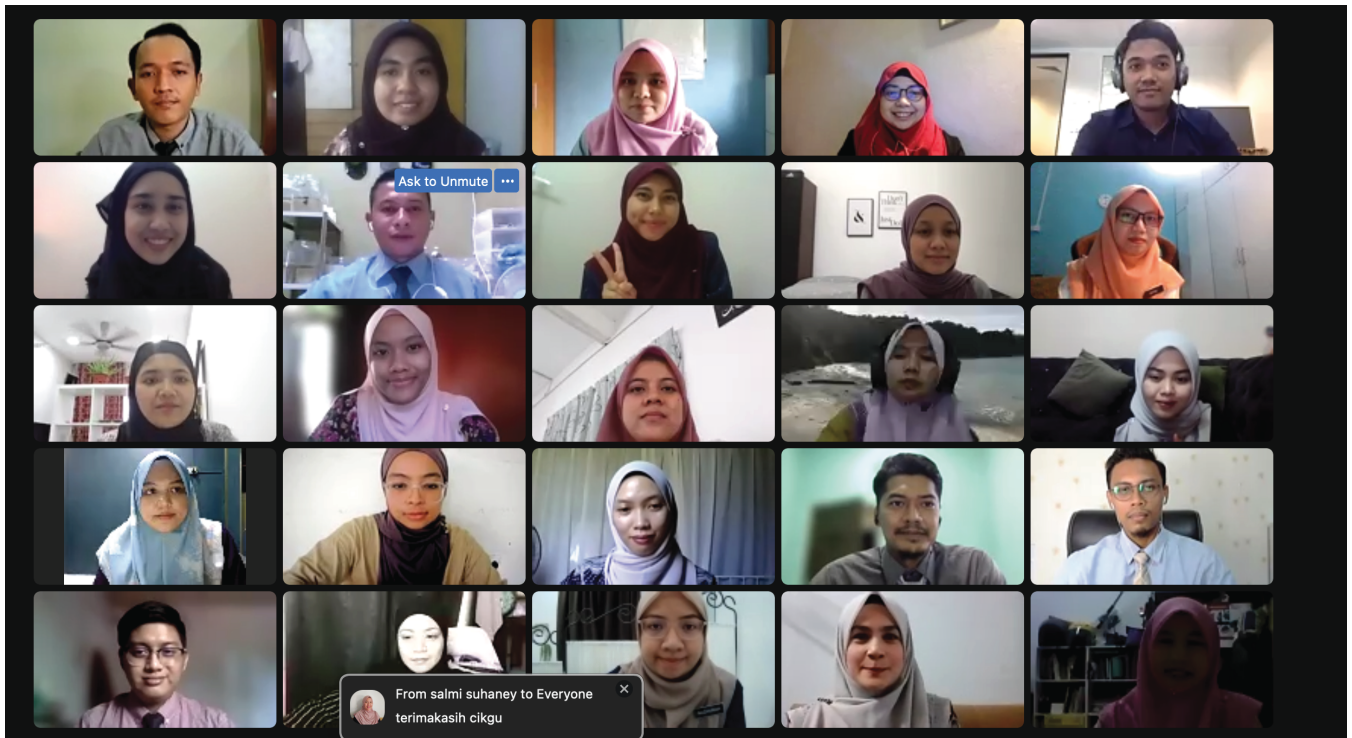
Norazurah Abdul Jalil

Cohort 1

2022 INDUCTION COURSE FOR NEW TEACHERS

We also continue to pursue meaningful collaboration opportunities with the Ministry of Education (MOE) through partnerships with *Institut Pendidikan Guru Malaysia (IPGM)*.

In July 2022, Teach For Malaysia was appointed as IPGM's implementation partner for *Kursus Induksi Guru Baharu 2022* (induction course for newly appointed teachers).



2,366

newly appointed teachers trained

18

facilitators from the education field

16

hours synchronous online learning

96%

of participants satisfied

+90

Net Promoter Score=

"The content of this *Kursus Induksi* is relevant preparation to help new teachers, who are about to enter the world of teaching, adapt to their school environment."

- Arrafatul Husna Binti Ramli

"*Kursus Induksi* really increases the motivation of teachers-to-be and helps them identify their true purpose in choosing this profession."

- Noor Nadirah Binti Abd Karim

PROGRAM GURU TRANSFORMASI

Another collaboration with *Institut Perguruan, Institut Pendidikan Guru Kampus Tun Abdul Razak (IPGKTAR)*, led to the *Guru Transformasi* initiative. With the support of Layar Education Development Committee, we developed and facilitated Phase 1 of a programme to equip 21 in-service teachers in Layar, Betong in Sarawak, with the knowledge, skills and mindsets to effectively facilitate project-based learning (PBL).

The objectives of the workshop were to enhance teachers' pedagogical content knowledge in Science process, to equip teachers with the skills to facilitate project-based learning and to support teachers in exploring their beliefs about their own and their students' abilities.



95%

participants who responded believe that they had achieved all the objectives related to unpacking the curriculum, setting learning objectives and success criteria, assessing student outcomes and planning lesson plans.

+86

Net Promoter Score

"The content of every session relates closely to the lesson contents to be taught in school."

"Explains and gives us new insight on real PBL and how to bring it into our classrooms."



Pillar Three

✿ COMMUNITY MOBILISATION ✿



Pillar Three

MOBILISING LEADERS TO DRIVE SYSTEMIC CHANGE

In our post-pandemic learning recovery journey, we realise the urgent need to provide platforms for collective leadership to take place. Our third pillar - Community Mobilisation - facilitates this by recruiting, training and deploying leaders across all layers of the ecosystem. This includes community members, leaders, volunteers, parents, students and the Fellowship Alumni, allowing the TFM movement of leaders to be inclusive, diverse and far-reaching.



MOBILISING STUDENT LEADERS

The Student Leadership Camp (SLC) is a collaboration between Teach For Malaysia and Accenture Malaysia with the aim of developing leadership competencies and instilling design thinking skills amongst students. Entering its 10th year, SLC has developed 778 Student Leaders who implemented 131 student-led initiatives across 3 regions in Malaysia.

In 2022, a total of 54 student leaders across 8 schools participated in SLC. Within a period of two months, 14 teams each developed and pitched an initiative that addresses an issue faced by their community and received funding to implement their projects. Students stretched themselves to analyse root causes, collected data from school administrators and peers, and presented a creative solution.

54

Student leaders

8

Schools

14

Initiatives

Prior to Pitching Day, the participants completed a series of 4 workshops. Throughout these workshops, students were mentored and guided by Accenture talents, TFM facilitators and their teachers. We are also happy to have Arus Academy supporting this year's SLC by facilitating a session on digital solutions.



"I love the mentors from Accenture because of their knowledge and they also encourage us to improve on our language. Being a good leader to me is being able to make your own decisions and take action."

- Tooshna, SMK Puteri Titiwangsa

"Through this programme, I learned to be a good leader for my team. I hope that after SLC, I can continue to be a good leader in the future."

- Nurhisyamuddin Al Hadi, SMK Sagil

WE THINK DIGITAL

In collaboration with Meta and the Educational Resources and Technology Division (BSTP), Ministry of Education Malaysia, We Think Digital (WTD) aims to create a community of informed and responsible digital citizens who have developed basic digital literacy and citizenship skills.

Students underwent a 4-week workshop series to learn about and explore solutions to different issues in the digital world, with the support of talented mentors from various educational and digital backgrounds.

64 students from across the country came together to attend the WTD National Conference held in AC Hotel Kuala Lumpur to share the impact of their 6-week campaign and compete for the grand prizes.



SUCCESS HIGHLIGHTS

93%

Student Satisfaction on Module learning experience

2,100

Students reached

+75

Net Promoter Score throughout workshops

1,740

(+50 non-WTD student competition)
Students completed all 6 modules

16

Teams ran an online social media campaign with their communities

212

Schools

668

Students participated in the student competition programme

14

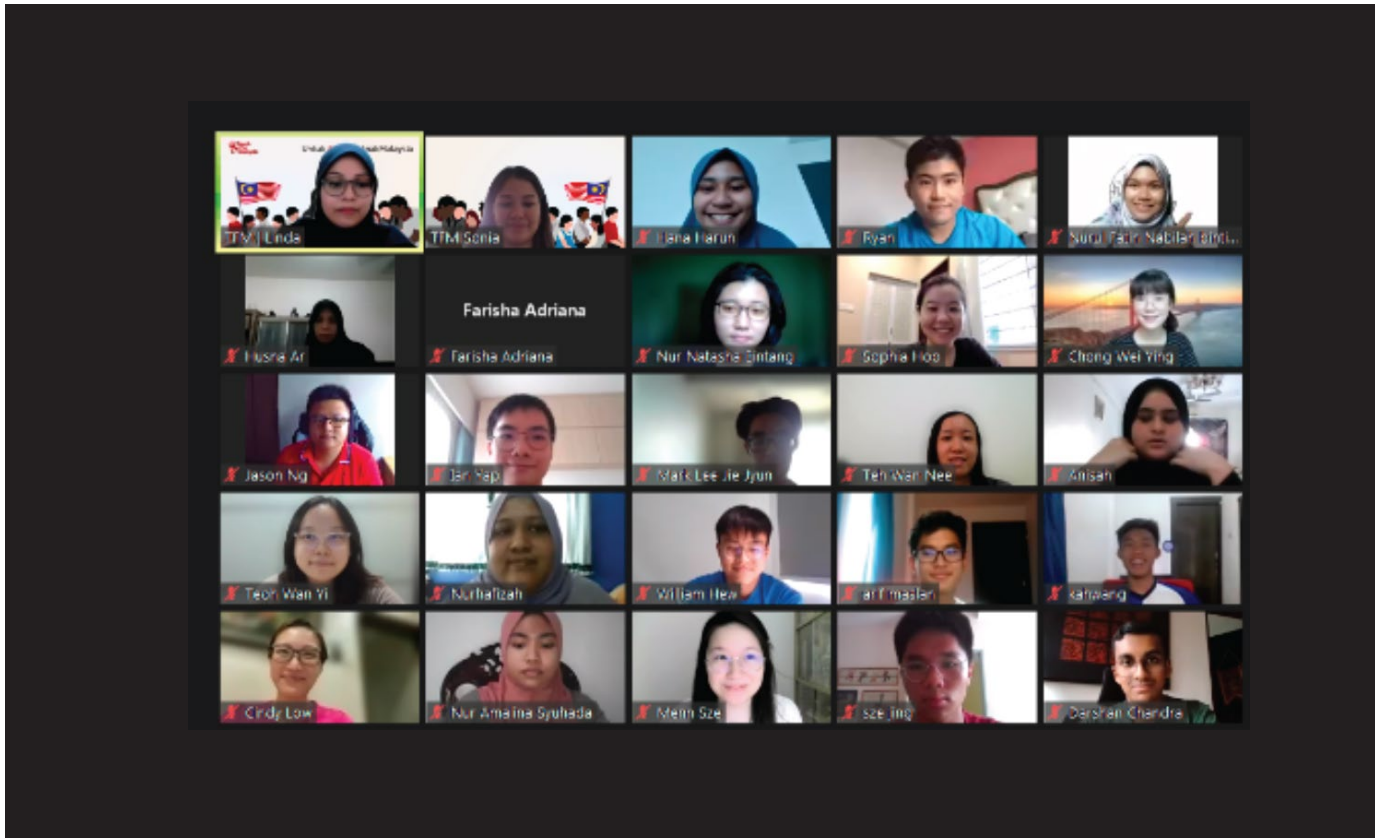
Regions reached



"I've learned a lot of things about the Internet world by joining this programme. The competition process was also fun as we got to write a storyboard and draw it in. It was a pleasant experience that I got to join this programme with many other students from other countries and states."

Nur Dania, student from Putrajaya

TFM TUTORING PROGRAMME



Since 2021, TFM has been committed to supporting schools and teachers in their efforts to recover the learning loss experienced by millions of students across the country. Together with Yinson, we rallied in on TFM's volunteer movement to provide one-on-one tutoring for secondary school students.

169

Students

30

Volunteers

81.5%

Students demonstrated growth in their learning mastery

"My student who used to get E for English scored B+ for her English trial. Thanks TFM for allowing us to help them. It's been such a great experience."

- **Volunteer Tutor**

"This programme has greatly helped to improve my weak English. Miss Neeva gave me many tips, references and effective practices. Finally, I managed to score 84% in my English exam!"

- **Raden, Student**

DEVELOPMENT OF CURRICULUM-ALIGNED LESSONS

YTL Foundation's Learn From Home Initiative lessons have been accessed over 1 million times



▲ YTL Foundation's Learn From Home Initiative was awarded the People's Choice Award at the Constellations Awards 2022, by Asian Venture Philanthropy Network (AVPN), Asia's leading social investment network. Supported by multiple partners including CIMB Foundation

In 2020, YTL Foundation partnered with Teach For Malaysia to create free, engaging, curriculum-aligned lessons for primary and secondary school students aimed to provide students with resources throughout the Home Based Learning (PdPR) period as one of the Learn From Home (LFH) components. The following year, CIMB Foundation joined YTL Foundation and TFM to launch Phase 2 of the LFH Frog School Lessons; offering online learning lessons, as well as running community workshops to support students and parents of B40 communities as we transitioned into the 2022-2023 academic year.

In 2022, YTL Foundation's LFH Initiative was awarded the People's Choice Award at the Constellations Awards 2022, by Asian Venture Philanthropy Network (AVPN), Asia's leading social investment network.

PROGRAM KOMUNITI PERKASA (PKP)

Program Komuniti Perkasa 2021-2022 aims to ensure that students in the most underserved communities are empowered to be leaders of their own learning and have access to a supportive and engaged community that will champion their learning outside of the classroom. As part of CIMB Foundation's and Teach For Malaysia's education recovery efforts, we collaborated with the community to run student and parent workshops with the aim of increasing students' motivation to learn and increasing parent/community confidence to support their child's learning. Volunteer tutors were recruited from CIMB Group employees, university students, and the general public. We also partnered with YTL Foundation and FrogAsia to introduce the Learn From Home lessons.

In 2022, we worked with parents, mentors, and volunteers to support the program in two locations: PPR HICOM, Shah Alam, and PPR Seri Kota, Cheras.



"My English grades have improved ever since Kak A (Rakan PKP) gave me the English storybook."

- PA Seri Kota student

"Practical skills and mindset taught, can be used for the kids in their lifetime. So much better than academic teaching."

- PKP Volunteer

"My daughter (13 years old) used to be so shy and just sticks her finger in her mouth when you speak to her, now at least she can give some opinion."

- PPR HICOM mother

138

Students

19

Student mentors

81

Parents

90%

Students showed growth in leadership

92%

Parents surveyed reported growth in supporting their child's education, conducive home environment, child's routine and communication with the child.

SEKOLAH ENUMA



Sekolah Enuma is a scalable e-Learning solution to provide continuous learning for Malaysian children aged 5-8 years.

In 2022, TFM partnered with *Sekolah Enuma* Malaysia to run a 15-week pilot programme at 8 schools in Sarawak, Sabah and Kuala Lumpur. We secured a total donation of 241 tablets for the participating schools along with a free 12-month extension of the *Sekolah Enuma* app licenses.

Results showed 10-12% increase in the number of students who scored above 80% in key skill areas in all three subjects - Bahasa Melayu, Math, and English. All participating schools also decided to continue the programme independently.

The programme was supported by ECM Libra, Yayasan Telekom Malaysia and Sarawak Digital Economy Corporation (SDEC).

643

Students

66

Teachers

169

Average total lessons
completed per student

"The programme encourages students to attend school because they are excited to play the games on the app. The activities in the app also help remedial students who have not mastered basic literacy skills."

- Cikgu Mary, SK Jagoi

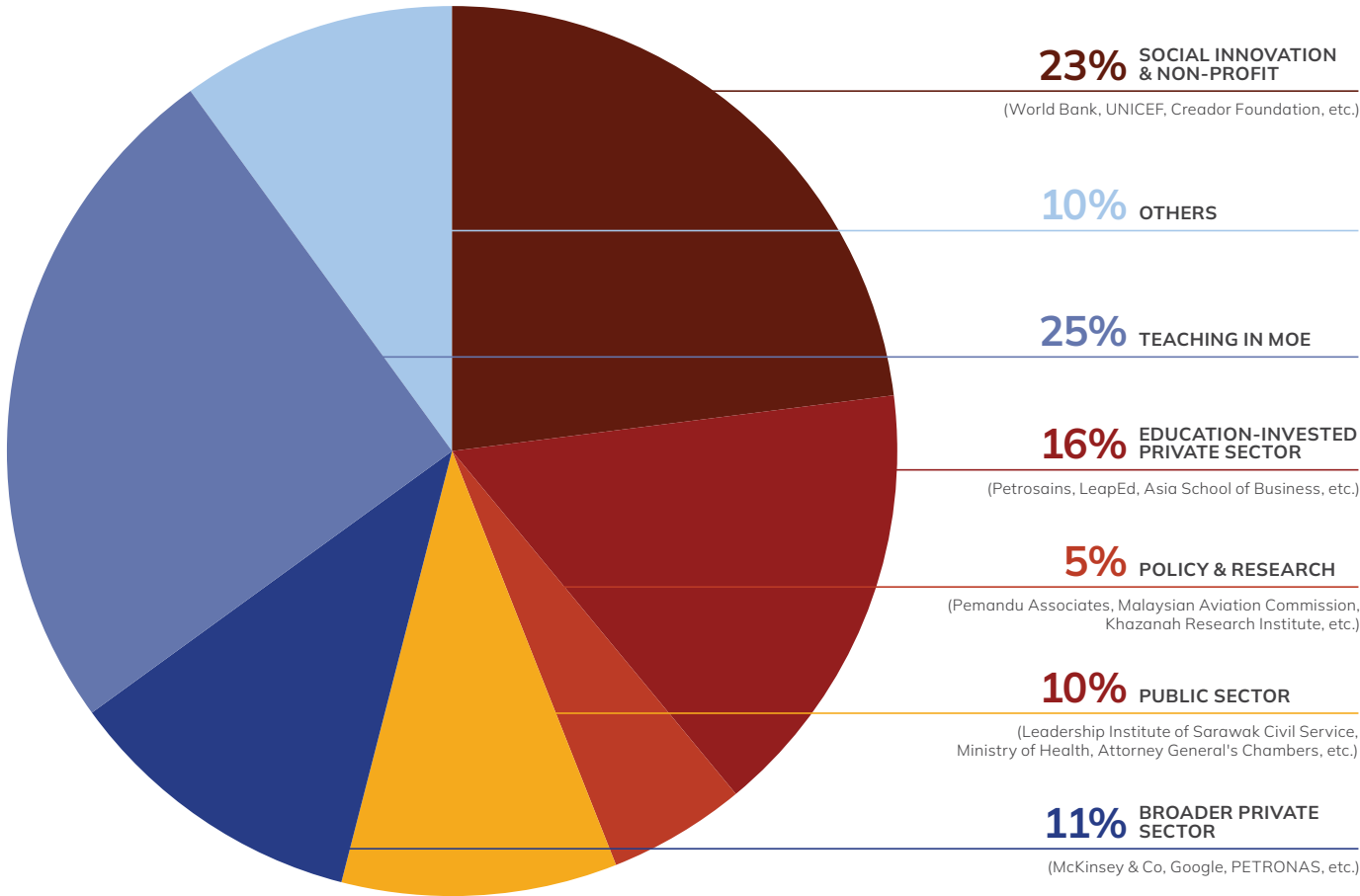
Collective Impact

✿ ALUMNI IMPACT ✿

TEACH FOR MALAYSIA ALUMNI



Upon completion of the Fellowship, our Teach For Malaysia (TFM) Alumni progress to positions of leadership within the school system and across different sectors. The work that we do in Pillar 3 (Community Mobilisation) lends support to our Alumni as they continue to be champions of our mission to transform the education system beyond the Fellowship.



Today, these Alumni organisations increasingly broaden their impact throughout the national education ecosystem. PEMIMPIN GSL is focusing on developing school leaders; Edvolution Enterprise builds system leadership capacity; Closing The Gap and Project ID empower B40 students to pursue their academic and career aspirations.


34,216

Students

1,695

Parents

850

Teachers

1,800

Volunteers


68,000

Students

6,000

Parents

195

Schools

13

States


2,200

Participants

360

Teachers


13,500

Students

54

Schools


6,600

Students

220

Teachers

240

 School
Leaders

125

Schools


390

Scholars

306

Mentors mobilised

RM9,000,000

Financial aid & Scholarships unlocked


6,354

Students

711

Schools

930

Teachers


1,569

Participants

19

Institutions

MYREADERS' BRIDGING THE ONLINE LEARNING DIVIDE

MYReaders was founded by four Teach For Malaysia Alumni and provides sustainable reading programmes as well as effective and relevant resources to help children master foundational reading skills.



In 2022, MYReaders partnered with Yayasan PETRONAS to address learning loss among high-need students due to COVID-related disruptions by providing students with the means to participate in learning and catch up with their peers. In this programme, volunteer tutors are recruited, trained and supported to deliver weekly online English and STEM tutoring sessions using the MYReaders literacy toolkit.



1,835
Students

87%
Students demonstrated
growth in reading

169
Students demonstrated a
growth in interest in STEM,
as reported by parents

AWARDS



Anugerah Guru Ikon Pendidikan Maya from PPD Timur Laut and DG44 Guru Cemerlang Matematik promotion

Middle: Loh Chee Hoo (2014 Alumnus)



Anugerah Perkhidmatan Cemerlang (APC)

From left:

Amanda Navaratnam (2017 Alumna) & Najwa Shaharil (2017 Alumna)

LEADERSHIP OPPORTUNITIES



Young Southeast Asian Leaders Initiative (YSEALI) Academic and Professional Fellow

3rd & 5th from left:

Dhia Rezki (2020 Alumnus)
Jasmine Ong (2012 Alumna)

SCHOLARSHIP

Chevening Scholarship



Claudia Anthony
(2014 Alumna)

Yayasan Khazanah Scholarship



Nadhirah Syalin Koh
(2018 Alumna)



Candee Chee
(2016 Alumna)



Najwa Shaharil
(2017 Alumna)

Erasmus Mundus Joint Masters Scholarship



Aitidal Shariha
(2016 Alumna)

ALUMNI STORY

Najwa Shaharil

2017, Alumna



Najwa shares about her experience joining the International High School Teacher (HST) Programme at the European Council for Nuclear Research (CERN) in Geneva, Switzerland.

I joined 42 other High School Science teachers from 32 countries to attend the teacher professional development programme consisting of a series of lectures on Particle Physics, on-site visits to CERN's facilities and hands-on workshops. This programme aims to bring the knowledge of Modern Science into the classroom so teachers can bridge the gap that exists between Science and society.

By promoting Particle Physics and its development at CERN to my students, hopefully, I can inspire them to pursue this field and become the next generation of scientists and engineers who are ready to make more wonderful discoveries that will benefit mankind.

In between the overbearing workload and the high demand to achieve unrealistic expectations, it is safe to say that being a teacher today is very challenging. However, that should not hinder us from finding ways to improve ourselves and pursue our passion and dreams so our students can also benefit from it.

I will be taking a sabbatical to pursue my Master's in Curriculum and Instructions at Universiti Putra Malaysia this October. I would love to learn more about how I can integrate outdoor learning with Science lessons while internalising a caring attitude towards the environment among students in hopes that they will leave school to become active citizens that will make informed and environmentally sustainable decisions for the country.

Nur Azrina Azmi

2015, Alumna



The Fellowship gave me access to understanding the challenges happening at the grassroots level, the working nature of the public sector as well as how to manage stakeholders. I think having that foundation helped me build my skills and connections with other like-minded individuals.

I now hold the role of Adoption Lead in Google for Education for the emerging markets in South East Asia. My team provides edtech solutions for education institutions and education ministries in Malaysia, Singapore and Brunei.

My role requires me to travel within the Asia-Pacific region, and that allows me to learn from other education ministries, schools, educators and decision-makers. I consider school visits to be very fun and insightful, and getting to visit schools outside of Malaysia is truly a privilege.

A majority of my work allows me to cross-collaborate with TFM Alumni as well, many of whom have remained in education, whether in the private or public sector, so this shows that the movement is going places and we have champions contributing to the many facets in our education landscape.

Our Partners & Supporters

We are extremely grateful to our partners and sponsors for their generous support

Strategic Partners



Champion and Community Partners



Discovery Partners



Supporters



We are a partner in the Global Education Network

Teach For All

Finance & Governance

TFM is a non-profit and tax-exempt entity audited yearly, and the financial statements are available at our website

**To ensure that a significant portion of donated funds are allocated and exclusively used towards our mission, the management team ensures that our general and administrative expenses are no greater than 30% of expenses for the year.

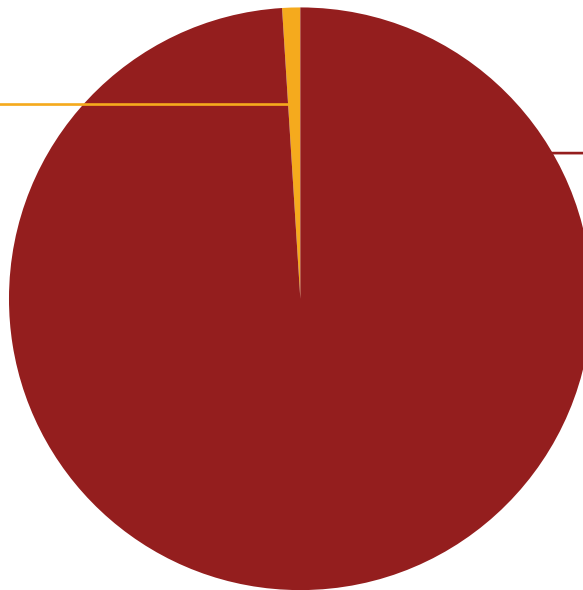
INCOME

TOTAL FUNDS RECEIVED: RM10.2 MILLION

OTHER INCOME

RM0.1 million
1.29%

DONATION
RM10.1 million
98.71%



EXPENSES

TOTAL EXPENDITURE: RM10.2 MILLION

FUNDRAISING

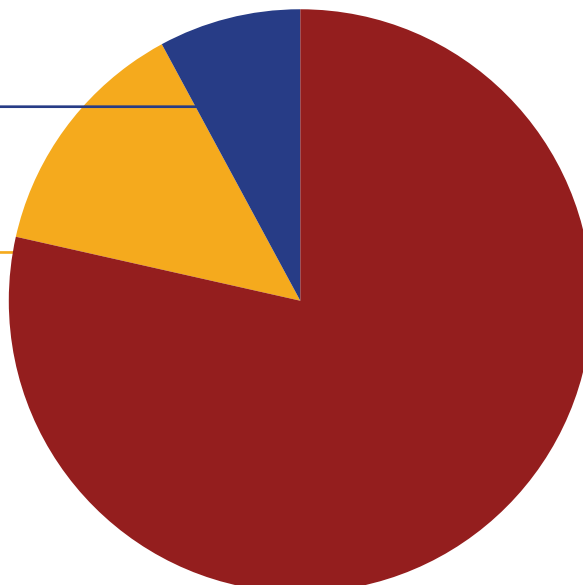
RM0.7 million
7.7%

OPERATIONS

RM1.4 million
13.6%

PROGRAMME

RM8 million
78.7%

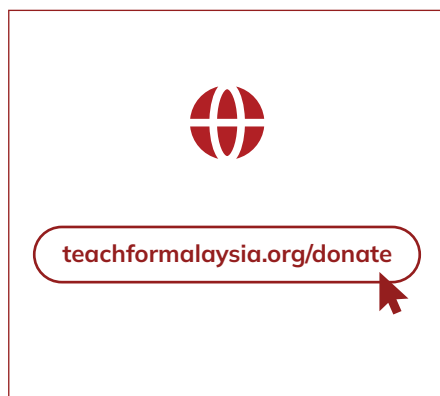


Ways to Get Involved

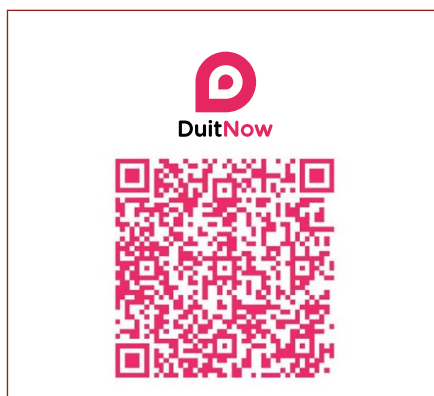
Together, we can empower all children in Malaysia to realise their potential. As a non-profit organisation, Teach For Malaysia relies on the invaluable support of our sponsors, partners, and donors to continue pursuing our vision. All grants and donations made to Teach For Malaysia are tax-exempt.

DONATE VIA

Website



QR



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Account: 86-0015211-3
Swift Code: CIBBMYKL

With your support, we can:


- Continue recruiting, placing and developing Fellows to make a positive impact on students in high-need schools.
- Expand our reach into new communities and regions to reach more high-need students.
- Enhance our ability to measure and effectively communicate the impact we are making, allowing us to continually refine our approaches and drive greater change.
- Foster deeper connections with our partner schools and their communities, establishing strong relationships that promote sustainable progress for the students.




#TogetherForMalaysia

For partnership opportunities:

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