

KISAH KAMI

எங்கள் கதைகள்

我们的故事

Stories

A collection of stories
by Teach For Malaysia



Dearest changemaker,

Within these pages lies a tapestry of stories from the heart of our work. This is no ordinary collection but a glimpse into the lives of those touched by the pursuit of education equity.

Here, you will uncover tales both new and old—stories of children dreaming boldly, teachers transforming classrooms, tireless advocates shaping brighter futures, and dedicated staff and volunteers who work behind the scenes to make it all possible.

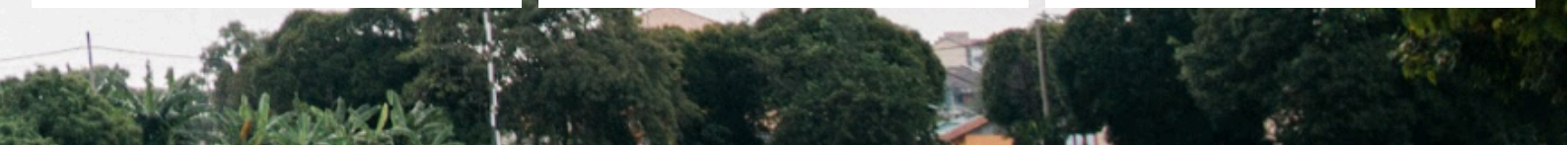
Each page will draw you closer to the heart of our mission, illuminating not just what has been done but what remains possible. May these stories inspire you, stir your spirit, and remind you of the power of change.

So, settle in, dear reader, for this is more than a book—it is a testament to what we can achieve together.

Ever yours,

Teach For Malaysia







**For illustration purposes only*

THE BOY WITH THE SHORT PENCIL

A story by Tiara,
2022 Cohort TFM Alumna
Teach For Malaysia Fellowship

One day, I gave my students a math worksheet and asked everyone to hold it up so I could make sure they'd all received it. After that, I asked them to raise their pencils just to check that everyone was prepared. As I looked around, I noticed one student, Hakim, didn't raise his hand with a pencil. I gently asked Hakim if he had one, but he didn't respond—he just kept his hands in his desk drawer. I asked the other students to lower their hands and walked closer to Hakim to check in. When I asked again if he had a pencil, he was still quiet, and I noticed he was fidgeting with something in the drawer.

I asked Hakim to take his hand out and show me what he was holding. He seemed reluctant, but after a moment, one of his friends sitting nearby spoke up, chuckling, and said,

“Hakim's pencil is really short.”

That's when I realised why he hadn't raised his hand: he didn't want his classmates to see his small, worn-down pencil.

I told Hakim that even if his pencil was short, it still worked, and it showed how much he'd been using it for his learning. There was nothing to feel embarrassed about. I also let him know that if he ever needed a new pencil, he could always ask me. Hakim nodded, a little more confident now. And just like that, he took out his short pencil with pride, ready to dive into the day's lesson.

Hakim's story reminds us that every child holds incredible potential, but they need the right tools and support to unlock it. A short pencil is just the beginning—with the right opportunities, they can create something extraordinary.



GUARDIANS OF THE FUTURE

A story by Dia
Student from Kemar, Perak

Every day at school feels like a new adventure for me. My name is Dia, and to me, school is more than just a place of learning; it's a place of discovery and a sanctuary for friendship. Mak always tells me that education is the key to a bright future. Going to school is not just about gaining knowledge. It is also about supporting our families and leaving the kampung for opportunities in the city. I am passionate about practical learning and experiences beyond my classroom walls.

I have a deep passion for history. One of my wishes is to visit historical places in Malaysia and immerse myself in past stories. I dream of becoming a soldier or a commando leader with discipline and strength. But my aspirations are not just personal; they're also about something bigger. I want to be a leader who can inspire and guide others towards positive change.

My friend Sakiani and I share a common goal – to protect the environment. We joined the Corak-Corak Alam club to learn and immerse ourselves in the outside world and travel to towns like Gerik and Kuala Lumpur. The teachers at Corak-Corak Alam understand and guide us patiently. It's not just fun; it's valuable. We learned about navigation, animals, habitats and the environment, and we even visited Aquaria KLCC and the Petrosains Discovery Centre.

“ **I want to be a leader who can inspire and guide others towards positive change.** ”



Our Corak-Corak Alam club room is unlike any other. It's a classroom without walls, a living laboratory where Sakiani and I get hands-on experience. We don't just plant trees; we are mastering the art of composting and recycling; together, Sakiani and I want to be the guardians of our community forest, ensuring a safe and green future. It's a constant reminder that we are the custodians of this place we call home.

We want to be the brave protectors of our environment, ensuring safety and abundance for the generations yet to come. We are not just teenagers but warriors for change, navigating the twists and turns with a shared vision.

Corak-Corak Alam is a celebratory initiative to preserve and promote tradition and the environment through performance arts at a school in Hulu Perak.





FROM SERIAN TO KL: A SUMMIT STORY

A story by Patrick, 2020 Cohort TFM Alumna
Teach For Malaysia Fellowship

As the Student Summit gets closer, I've been reflecting on some of the incredible stories we've witnessed this year. One story, in particular, stands out—it's about a group of students from Sarawak who remind us exactly why we do this work.

This year, we brought the Student Leadership Camp (SLC) back to Sarawak. For me, this was more than just a project. It was personal—a chance to fulfil my mission of creating opportunities for Sarawakian kids. Over the course of our workshops and pitching day, we connected with 110 students from Padawan and Serian, Sarawak, helping them turn their ideas into real projects.

We also had some amazing role models who joined us, including Larissa Ping (Miss World Malaysia), Claudia Emma (Founder of the P.A.D. Project), and Aaron Jensen (last year's Student Summit Committee Project Lead).

Their stories inspired the students, but what truly amazed me were the students themselves.

One team, under Farah Iman's (2023 Cohort, Teach For Malaysia Fellow) guidance and mentored by Joyce Wong, took their project, Brave Hearts, to new heights. Their mission? To train their peers to speak up and build confidence—a simple but powerful idea. Their hard work earned them funding to bring the project to life.

But the story doesn't end there. This year, we decided to give three SLC teams the chance to showcase their projects at the Student Summit in Kuala Lumpur. Watching Iman, 2023 TFM Cohort Fellow, announce to her team that they'd be flying to KL was a moment I'll never forget.

And just when I thought I couldn't be more inspired, the students surprised us again. For many of them, this trip to KL would be their first time flying. They didn't want to let the opportunity go to waste. So, instead of just celebrating, they organised a car wash fundraiser at their school to raise pocket money for the trip—all on their own initiative.

This is why we do what we do. These students didn't just grow as leaders; they showed us what leadership looks like—taking ownership, being resourceful, and lifting others as they rise.

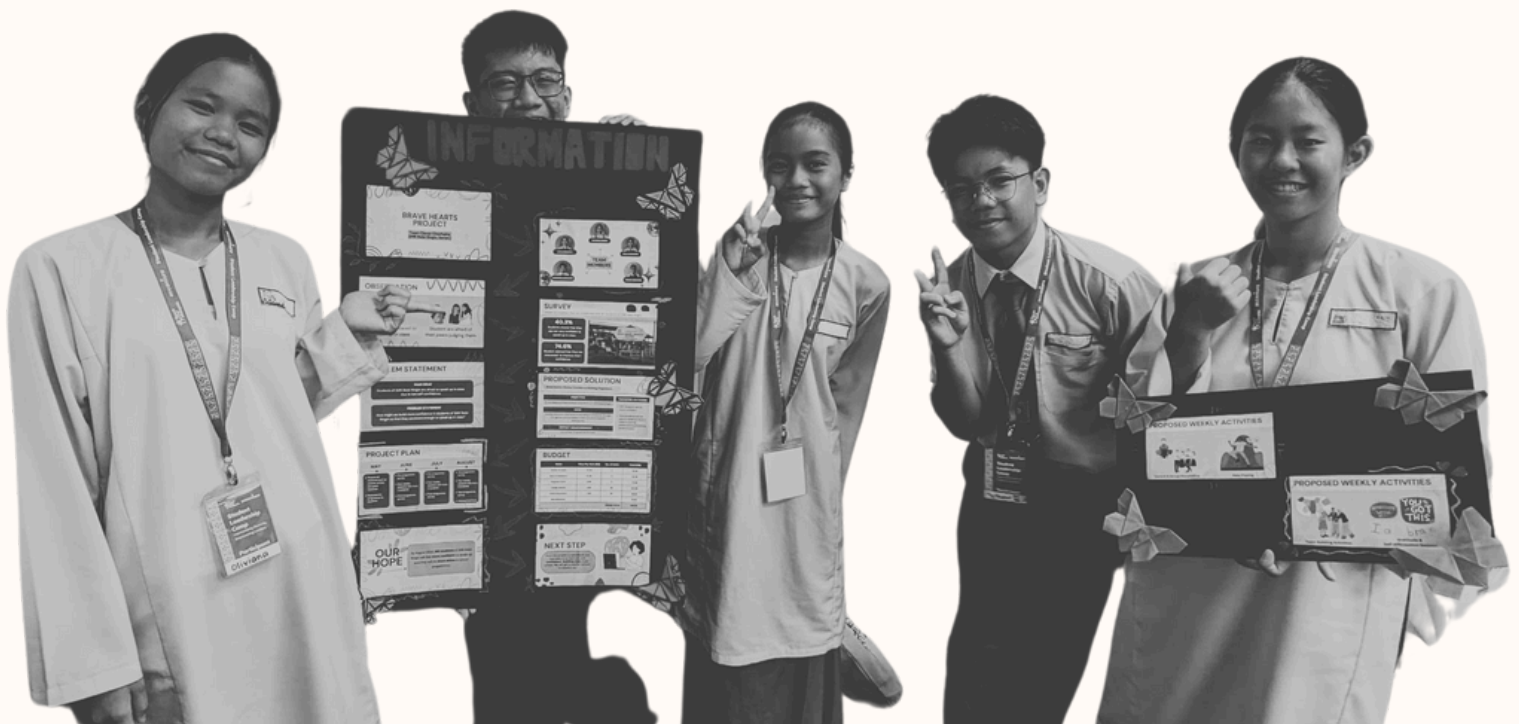
The Student Summit isn't just an event; it's a celebration of moments like these. It's about the courage, creativity, and resilience of students who dare to dream and act.



As we head into the Summit, I hope we can all hold onto these stories. They remind us of the potential we're unlocking and the impact we're creating together.

Here's to the Brave Hearts and every student stepping up to make a difference.

The Teach For Malaysia Student Summit aims to empower and amplify student voices to inspire quality education for all students in Malaysia.





FOR THE LOVE OF TEACHING

A story by Anglelina, 2015 Cohort TFM Alumna
and PDG Participant Cohort 2

Ten years. It feels like a blink and yet, it's a lifetime of stories, lessons, and memories. The classroom has been my second home, and in its walls, I've witnessed the beauty of transformation—not just in my students, but in myself.

Being a teacher is not always easy. There are sleepless nights spent planning lessons, moments of doubt, wondering if you're doing enough, and challenges that seem bigger than you. But then, you walk into that classroom, and everything changes.

The best part of being a teacher is not the content we teach but the connections we build. It's the students who bring their energy, their curiosity, and their dreams. They make the tough days worth it. They remind us why we chose this path in the first place.

I've seen students grow from unsure individuals into confident, passionate leaders. I've celebrated their victories, big and small, and cried tears of joy when they achieved what they thought was impossible. And every time I see their smiles, hear their laughter, or read a heartfelt "thank you," I am reminded of the power of education—not just to teach but to transform lives.

“ The best part of being a teacher is not the content we teach but the connections we build. ”

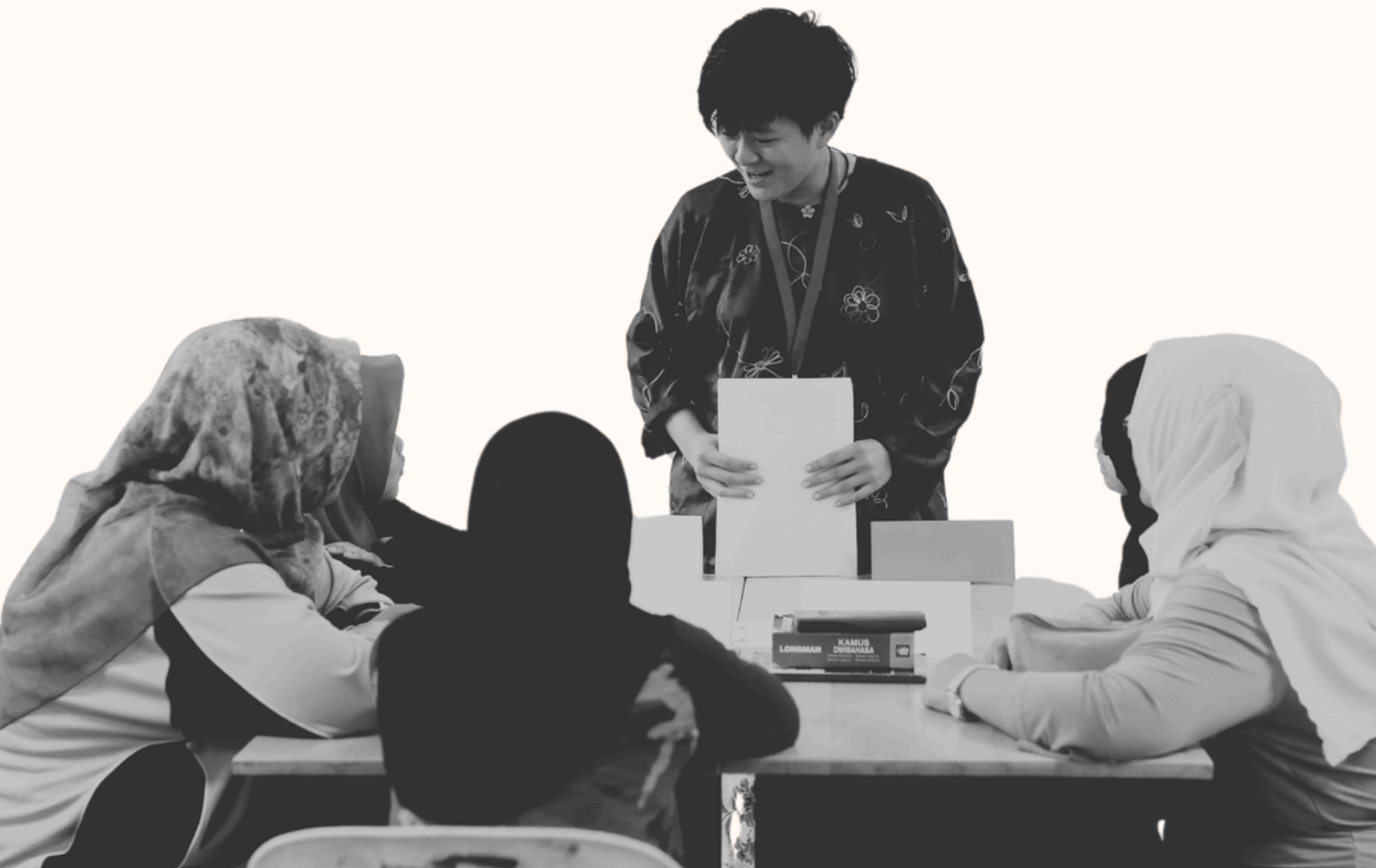
To my students, past and present, thank you for being my inspiration. You've taught me more than I could ever teach you. You've made this journey unforgettable, and you've made me a better teacher and a better person.

To my fellow educators, keep going. The world may not always understand the depth of what we do, but our students do. And that is more than enough.

Here's to another decade of impact, of growth, and of students who make everything better.



Anglelina joined the Fellowship in 2015 and was also part of the second cohort of Program Duta Guru (PDG).





**Derived from a recent interview in 2024*

MENDIDIK DENGAN HATI

Cikgu Farahana
PDG Participant Cohort 4
Currently teaching in Perak

Nama saya Farahana binti Zainal, dan saya mengajar subjek Reka Bentuk dan Teknologi (RBT) di sebuah sekolah di Perak. Pada tahun pertama saya dalam Program Duta Guru (PDG), saya berjumpa dengan kawan-kawan yang mempunyai pelbagai pengalaman, dan saya berasa seronok kerana boleh bertukar pendapat dengan mereka. Dari situlah saya mula berinovasi bersama murid-murid saya. Daripada murid-murid yang tidak pernah minat dengan subjek RBT, saya mampu membawa mereka sampai ke peringkat antarabangsa.

Cabaran terbesar yang saya hadapi pada tahun pertama adalah untuk mendapatkan sokongan rakan-rakan, pentadbir, dan juga murid-murid. Mereka datang dari latar belakang yang berbeza, dan saya juga datang ke sekolah itu dengan corak pembelajaran yang berbeza, jadi ia amat mengambil masa dan kadang-kadang sukar untuk meyakinkan mereka – baik rakan seperjuangan mahupun murid-murid. Namun, saya tahu saya mestilah bermula dengan mendekati murid-murid.

Segala ilmu yang saya pelajari dalam tahun pertama PDG telah saya aplikasikan sepenuhnya di dalam kelas, dan sejak itu, saya nampak murid-murid menjadi sangat gembira. Rasa gembira itu sungguh penting di dalam bilik darjah kerana daripada kegembiraan itu barulah kita akan melihat hasilnya.

“

**Saya tahu saya
mestilah bermula
dengan mendekati
murid-murid.**

”

Pada asalnya, rakan-rakan lain melihat saya asyik bermain, bergelak-gelak, berlari dan berbising, tetapi itulah caranya, itulah tahap yang sesuai untuk murid-murid tersebut. Latar belakang anak murid berbeza-beza, ada murid dari kelas yang belakang, ada yang bekerja di luar waktu sekolah, ada yang menjaga adik-beradik atau datuk nenek, dan ibu bapa bekerja jauh. Mereka datang ke sekolah hanya untuk memenuhi syarat tanpa semangat belajar.



Ketika peperiksaan, mereka akan menjawab soalan dengan ala kadar, dan jika keputusan tidak memuaskan, mereka tidak hiraukan. Mereka nakal dan suka bermain, tetapi mereka mempunyai idea sebenarnya. Saya menerima mereka walaupun tidak dipercayai orang lain dan saya menggalakkan mereka bercakap, berfikir dan sebagainya. Saya juga terus membawa mereka ke pertandingan sehinggakan mereka mampu masuk pertandingan debat dan dapat penganugerahan.

Daripada murid yang suka tidur dalam kelas, mereka kini datang ke sekolah dengan semangat apabila ada jadual subjek RBT, kerana mereka dapat menemui perkara baharu yang menarik dan seronok.



Kenapa kita menjadi seorang guru? Kerana kita ingin menyampaikan ilmu kepada generasi yang akan datang, yang akan membimbing generasi kita pula nanti. Kita mahu menghasilkan generasi yang lebih bagus, lebih maju, dan lebih berteknologi.

Bagi saya, kita perlu dekatkan jiwa kita dengan pelajar. Walaupun mereka nakal atau tidur di dalam kelas, kita hendaklah membentuk dan membantu mereka menuju ke laluan yang betul.

Kita harus percaya mereka boleh.



EVERY CHILD DESERVES A CHANCE

A story by Aqilah,
2022 Cohort TFM Alumna
Teach For Malaysia Fellowship

When everyone is given equal opportunities, everyone wins.

My name is Aqilah, and I'm from the 2022 Fellowship Cohort. I completed my Fellowship in July 2024 and am now joining the Program Duta Guru team as a Programme Coordinator for the Southern Region (shoutout to any Alumni in the South!).

I was placed in a 100% Orang Asli school in Gerik, Perak. Like many schools, mine faced its own unique challenges, including a lack of internet access, wildlife encounters, and poor road conditions. Over the past two years, I've had my share of tears. So much so that I self-claimed myself as the #QueenofTears. Despite those tough days, I also experienced countless moments of joy. My time there was challenging yet so rewarding. If anyone asks if I would return, my answer is a 100% YES! I've grown fond of a place I call "Dala Land".

Every story has its main characters, and in "Dala Land", my students were the stars. Ranging from ages 6 to 13 and belonging to the Temiar sub-race, they are filled with talent and potential. I often describe them as "permata yang berharga" (precious gems). I have so many stories to share, but I will focus on one in this essay. A story of one student who gained confidence thanks to Teach For Malaysia's SkillsUp Workshop: Expressive Art led by Cikgu Huda.

My Student's Story

Meet S, a student with hearing difficulties. Due to his condition, S often struggled to express himself and was easily distracted in class. One day, I noticed him drawing a robot, which revealed his passion for art. This discovery prompted me to incorporate more visual cues into my lessons and offer differentiated tasks that allowed S to express his understanding through drawing.

Since then, S has shown remarkable improvement in both writing and communication with his peers. After attending the SkillsUp Workshop, he returned with newfound confidence in academics and sports. He even participated in a sports competition! This experience taught me how a single opportunity can inspire someone to step out of their comfort zone.

S' journey has shown me the importance of providing opportunities that align with students' interests. By doing so, they can discover more about themselves and challenge their limits in areas like academics and sports.



I've learned that every student deserves opportunities, regardless of their circumstances. S had often been overlooked due to his hearing difficulties, but after just one chance, he made significant strides in various aspects of his life.

“
I've learned that every student deserves opportunities, regardless of their circumstances.
”

When we ensure equal opportunities for all, everyone wins.



Imagine these stories
multiplied across the nation.



**Scan to learn more
about what we do**



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



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