

2018
I M P A C T R E P O R T



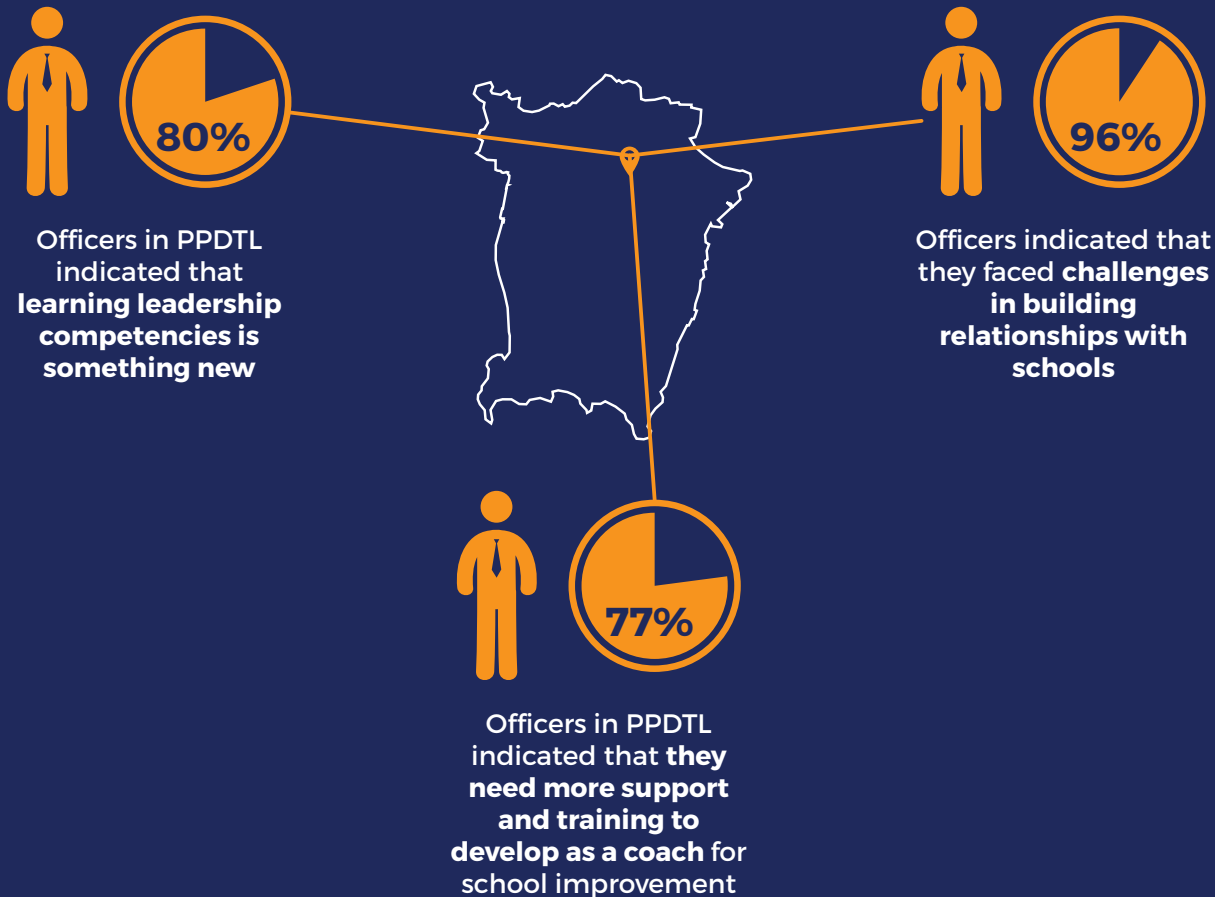
**Developing Educational Change in High Need
Schools through Pejabat Pendidikan Daerah (PPD)**





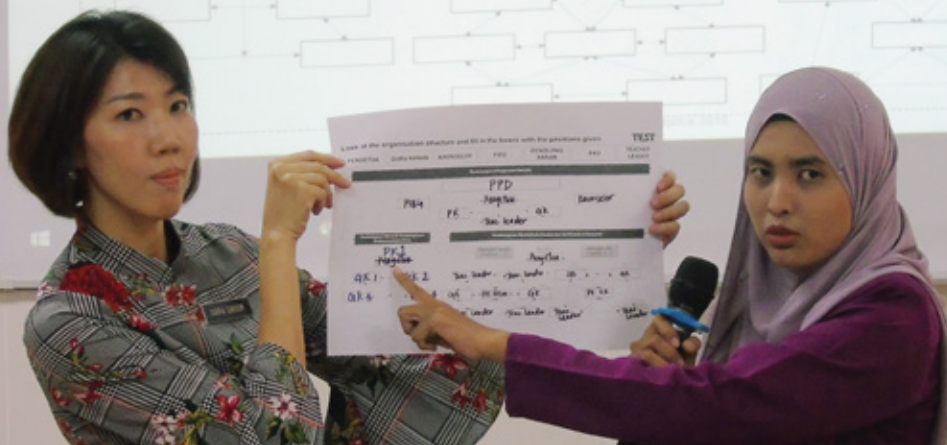
The District Transformation Programme (DTP) hopes to increase the quality of schools via PPD. However, based on a survey conducted for 54 officers, we found few challenges in PPD Timur Laut (PPDTL):

These challenges could potentially be caused by an absence of specific leadership competencies to develop PPD officers as effective coaches/leaders.



Source: Focus Group Session with the Management of PPDTL on 2 January 2018, Reflection Survey on "Understanding the Competencies" and "Competencies as a Mentor"





Hence, the Teacher Empowerment for School Transformation (TEST) programme was designed to develop PPDTL officers' competencies to deliver quality professional development programmes for schools.

A three year leadership programme aimed at developing officers' abilities in the areas of school management, pedagogical knowledge and students' holistic development.

School leaders and PPD officers demonstrate ability to lead change

Teachers indicate increase in SKPMg-2 Standard Four

Students display progress in their learning competencies

1



Quality of PPD officers' leadership.

Year One

2



Quality of school leaders' leadership

3



Quality of teachers' instructional skills

Year Two

4

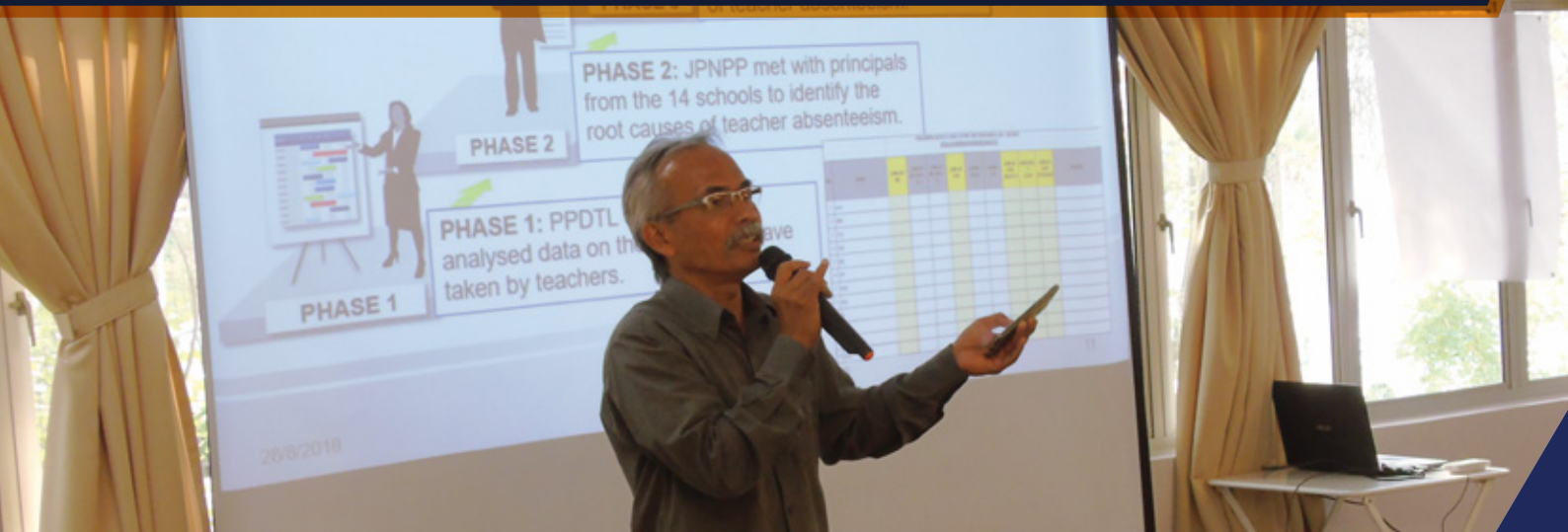


Quality of students' learning and leadership skills

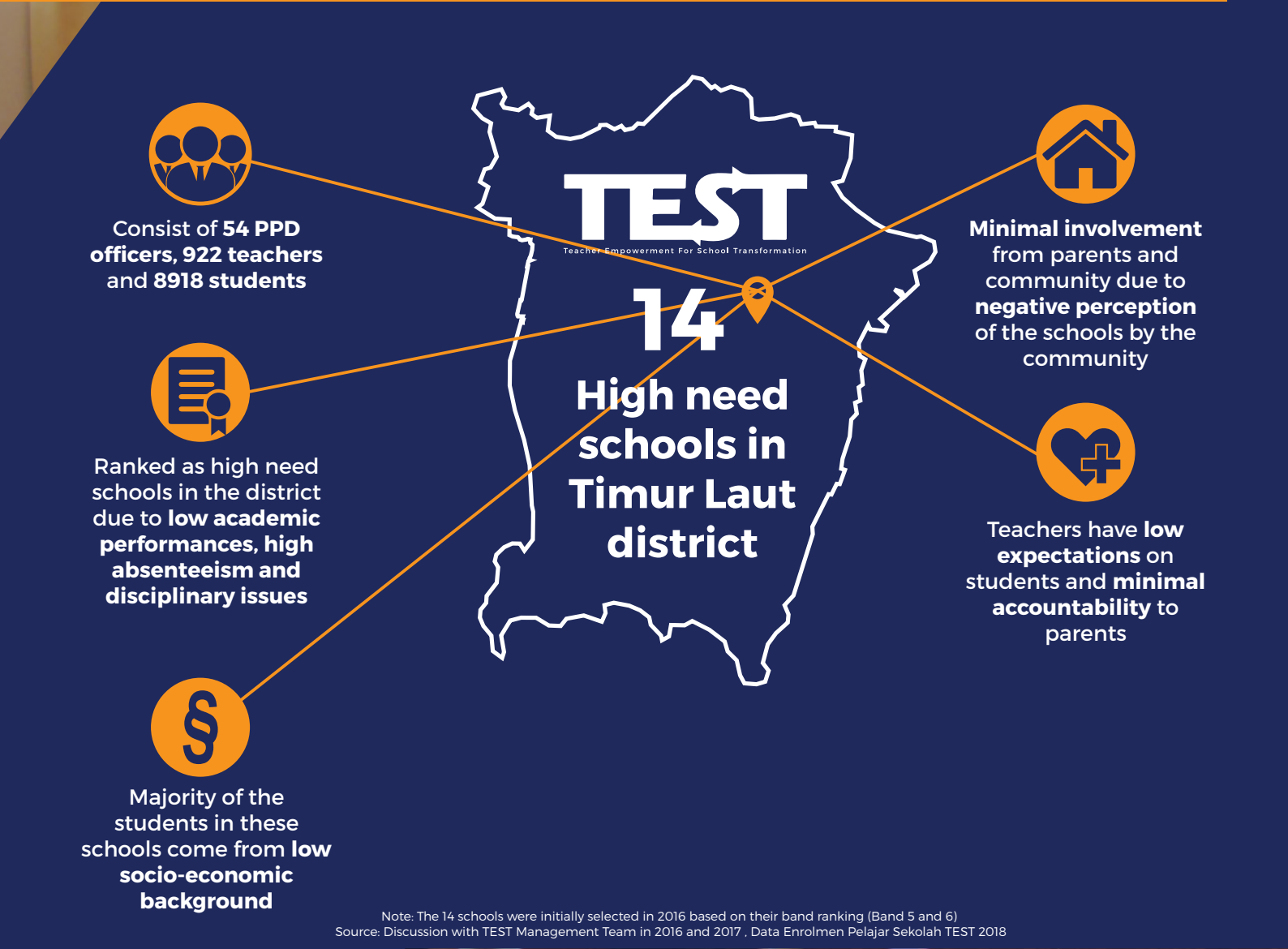
Year Three



Building Transformative Leaders, Competent Educators, and Effective Community Builders in Schools



The TEST programme specifically operates in high need schools.

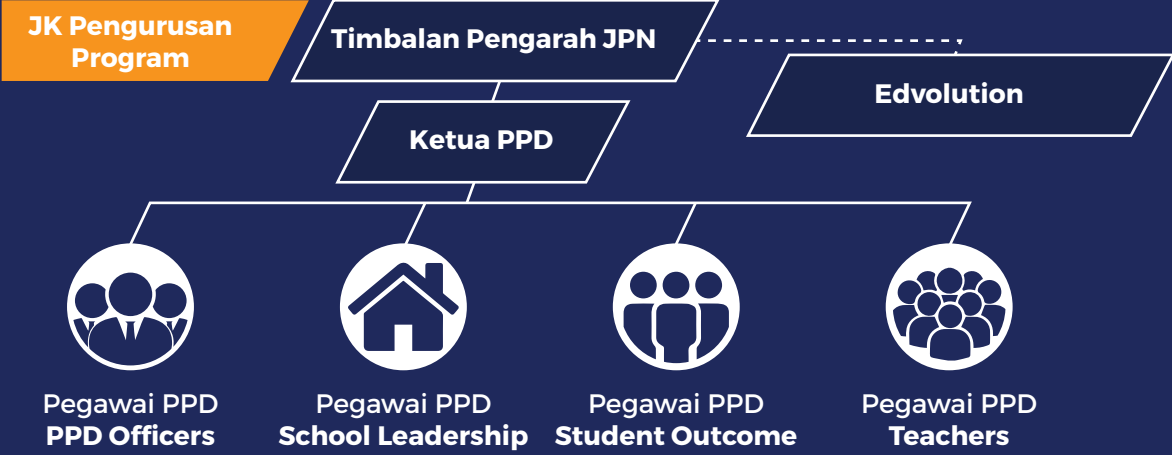




Based on the DTP 3.0 guidelines, TEST is co-created with PPD officers and operated based on the PDCA (Plan, Do, Check, Act) framework.



It is also a collaboration between the Government and Private sectors to deliver the best outcome for officers and schools.



- ▶ Principal to oversee the programme progress.
- ▶ Penolong Kanan to be in-charge of a focus area.
- ▶ Guru Kanan, Ketua Panitia and Teacher Leader to run initiatives for each area.

- ▶ Each officer to be assigned with a focus area to assist school achieve their targets.
- ▶ An officer is appointed to oversee the overall programme progress.



“We do workshops, guide them and then we will see the progress”

(Officer’s school leadership coaching activities in TEST programme)

Govindasamy A/L Kannan

District Science and Mathematics Officer,
TEST Programme Mentor for SMK Georgetown,
PPD Timur Laut



Year One of the programme focused on two key areas to build structural change in schools. In order to do so, PPDTL officers and schools identified and focused on improving teacher welfare to increase teacher attendance.

Fokus dan Gerak Kerja TEST tahun 2018:
Building a structural and cultural change in schools and PPD.



To support the above work, workshops and coaching sessions were conducted to ensure schools and officers receive sufficient and continuous support.

PPD

Workshop

School

5
workshops

- ▶ Understanding Leadership Competencies.
- ▶ Developing Improvement Plan.
- ▶ Selecting Teacher Leaders & Baseline Study.
- ▶ School Restructuring.
- ▶ School Leaders Professional Discourse.

20
workshops

Average of
Attendance
74%

Average of
Attendance
79%

Coaching

160
coaching
sessions

- ▶ Understanding Leadership Competencies.
- ▶ Developing School and PPD Improvement Plan.
- ▶ Selecting Teacher Leaders & Baseline Study.
- ▶ Teacher Leader Shortlisting.
- ▶ School Restructuring.
- ▶ Performance Review.

- ▶ Identifying School Issues.
- ▶ Developing School Goals.
- ▶ Selecting Teacher Leaders & Baseline Study.
- ▶ Teacher Leader Shortlisting.
- ▶ School Restructuring.
- ▶ Increasing Teacher Welfare.
- ▶ Year-end Review.

154
coaching
sessions





“..buat kali pertamanya, saya bersama-sama dengan PK HEM, PK KoKu dan GK saya menyelesaikan isu sekolah secara satu pasukan dengan fokus yang jelas dan spesifik”

(Principal's sharing on changes in work culture through the TEST programme)

Khairana binti Zain

Principal,
SMK Georgetown,



Throughout the TEST programme, the journey has created a synergy between PPD, JPN and schools which have resulted in four key outcomes:



Common Vision



Growth



Mindset Change



Result

“Synergy - the bonus that is achieved when things work together harmoniously”
- Mark Twain



Key Success no. 1:



Common Vision

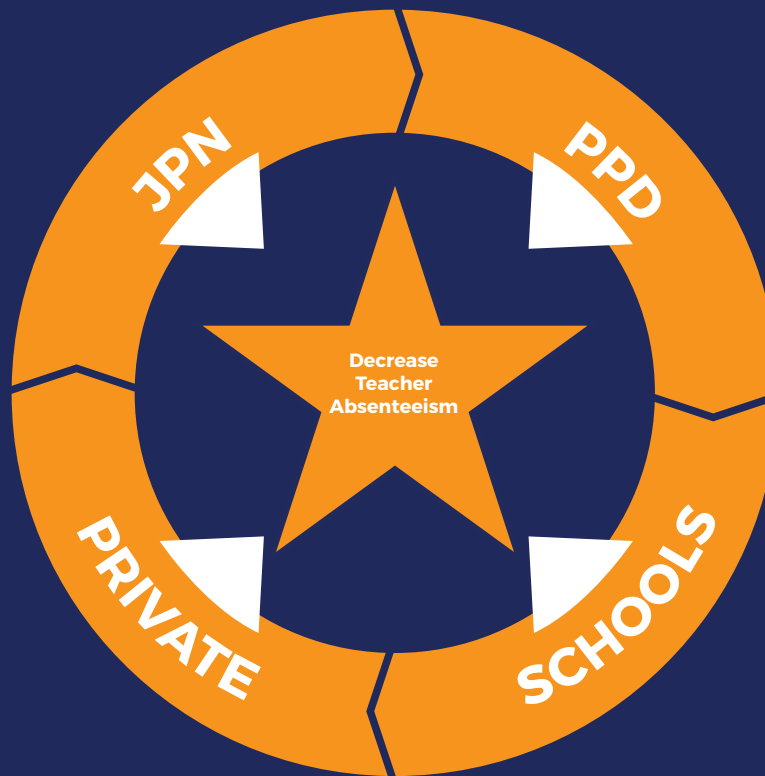
The TEST programme has synergised key stakeholders with a common vision to deliver the best outcome for schools. This is key towards building an effective public-private partnership.



- ▶ Townhall with principals and officers on Teacher Attendance.
- ▶ Monthly updates on the schools' and officers' progress.
- ▶ Provide strategic advise and approval.
- ▶ Session with identified teachers.



- ▶ Townhall with principals and officers (PGB, Dialog Prestasi).
- ▶ Monthly updates on the schools' and officers' progress.
- ▶ Data collection and monitoring.
- ▶ Weekly 'school visits'.



- ▶ Besides sponsoring a total of RM 1.6 million, ECM Libra Foundation also actively provides management advice.
- ▶ TFM works closely in developing modules and training framework.
- ▶ Edvolution Enterprise works closely with PPD officers to guide the schools.



- ▶ Teacher Leaders and school leaders form 'Learning Circles' (small discussion groups) to increase teachers' welfare.
- ▶ Weekly discussions with PPD officers on interventions.

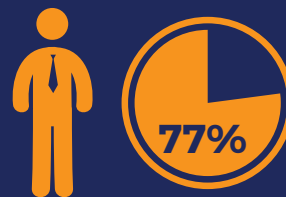
Key Success no. 2:



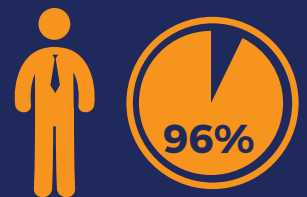
Growth

The TEST programme sees officers developing progressively as compared to where they started.

In the beginning,



Officers in PPDTL indicated that **they need support and training to develop as a coach.**



Officers indicated that they faced **challenges in building relationships with schools.**

However, 11 months into the programme;



Officers indicated **competencies in 'Beginner'**



Officers indicated **competencies in 'Intermediate'**



Officers indicated **competencies in 'Advance'**



Officers indicated **competencies in 'Exceptional'**

NOVEMBER - DECEMBER 2018

PPD OFFICER YEAR END REVIEW

OBJECTIVES:

- a. To provide PPD officers and TEST programme mentors a formal avenue to review the programme.
- b. To align goals and expectations between PPD officers and TEST programme mentors.

BEFORE THE REVIEW (PRE-WORK)

Step 1: Fill in the Officers Workplace Climate Assessment: <http://gg.gg/ppdworkclimate>

Step 2: Rate oneself using Mentoring Competencies Rubric; PPD Leadership Competencies Rubric Area 3.0 and 5.0

Step 3: Make an appointment with programme mentor using Google Sheet: <http://gg.gg/yearendreview2018>

DURING THE REVIEW (AGENDA)

- A. Discuss self-rating given by PPD officer in Step 2
- B. TEST mentor moderates ratings with the officer.
- C. TEST mentor and officer finalise ratings.

AFTER THE REVIEW (FINAL RATINGS AND REPORT)

- A. TEST mentor submit review to TEST Management Team for final ratings.
- B. Receive final report from TEST mentor.



Key Success no. 3:



Mindset Change

The TEST programme also witnessed a mindset change in schools between school leaders and their teachers.

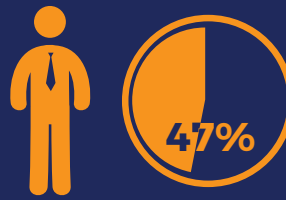


Teachers from SMK (L) Methodist receiving their certificate for achieving zero CRK and MC in 2018 from the Ketua PPD.



A 'Learning Circle' facilitated by a PPD officer and attended by the Teacher Leaders and school leaders of SMK Jelutong.

In the beginning,



School leaders find it a **challenge to use the SKPMg-2 Standard Four** in improving teachers.



School leaders identified **time and teachers' mindset of being observed** as a key challenge in developing them as good instructional leaders.

However, 11 months into the programme:

100%

of school leaders have successfully observed, moderated and selected 'Teacher Leaders' (change agents) using SKPMg-2 Standard Four.

100%

of schools have successfully formed 'Learning Circles' comprising of Teacher Leaders and school leaders to close the gap between the management and teachers.

79%

of school leaders and Teacher Leaders are working together and have identified their key interventions towards improving teachers' welfare.

57%

of school leaders and Teacher Leaders have implemented /are planning their intervention.

Key Success no. 4:

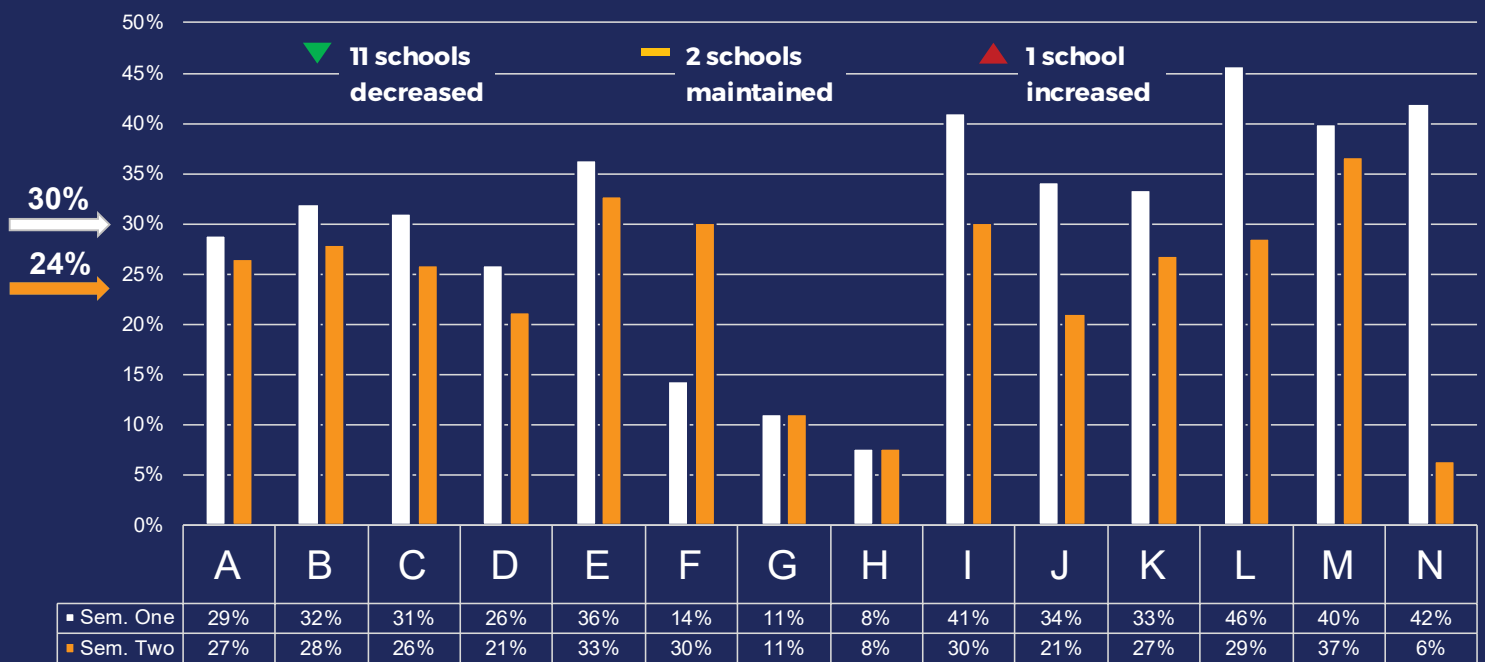


Result

All the above efforts have resulted in a decrease of teachers taking leave by 6% in the span of five months.

In a study conducted by Unit Pengurusan Sekolah for 14 schools, an average of 30% of teachers have taken leave (CRK/MC) more than twice in the first six months of the year. This means, an average of three teachers will not be in school in a month more than twice.

Percentage of Teachers who took CRK/MC in Semester One and Semester Two 2018



Note: CRK - Cuti Rehat Khas, MC - Medical Leave; Semester One - January to June 2018, Semester Two - July to October 2018





In summary, our key learnings for year 2018 are:



Common Vision between the state, district and schools have created a synergy between the three institutions toward resolving a common issue.



Persistence in officers' effort to guide schools have resulted in **positive development** of their competencies.



Good and trusted team members amongst Teacher Leaders and school leaders have resulted in **mindset change** and a **start of culture change** in schools.



All the above have **empowered** the schools with **new capabilities to set and achieve their targets**.



The support and advice from the following organisations are key in enabling TEST to be carried out effectively in schools.

SPONSOR



PARTNERS



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Together We Empower and Transform



**Building Transformative Leaders,
Competent Educators, and Effective
Community Builders in Schools**

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