

**TEST** Teacher Empowerment  
For School Transformation

**2019**

IMPACT REPORT



Developing Educational Change  
through Pejabat Pendidikan Daerah (PPD)

**EDVOUTION**  
Revolutionizing Education

# When Schools Learn, Students Learn.

All students deserve high-quality education to reach their fullest potential. Here in the TEST programme, the State and PPD (District Education) is committed to raise the standards of the teaching practice to improve student outcomes by empowering local leaders, school leaders and ultimately teachers to identify and implement solutions that best fit the needs of their school. Via the programme, the State and PPD Officers together with the Ministry of Education and supporting organisations form an 'External Ecosystem' that works to create a network of schools to drive school transformation. As part of the network, PPD Officers, School Leaders and Teachers collaborate to enable schools to learn from each other to solve common challenges because we believe that 'When Schools Learn, Students Learn'.

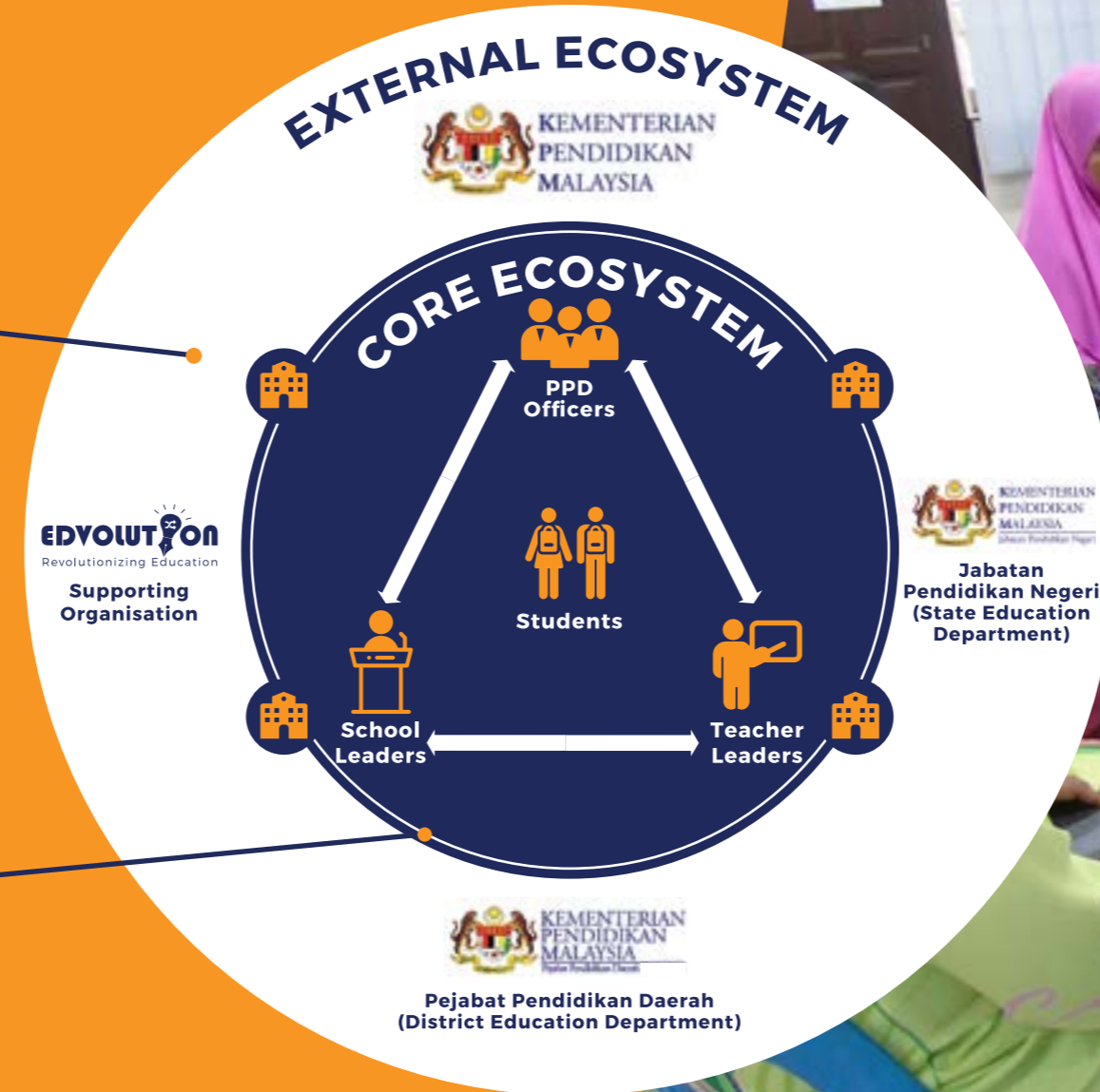
## Provides Direction

Ensure schools in a particular district have a common vision and tools to improve.

## Ready to Implement

Capabilities of PPD Officers, School Leaders and Teachers to bring schools customised solutions.

**The role of the external ecosystem is to empower the core ecosystem to identify, plan and implement customised solutions that will bring positive impact to students.**



PPD Timur Laut (PPDTL) Officers leading a Learning Circle for School Leaders and Teacher Leaders to review their key learnings, school progress and next steps for continuous improvement.



The first step towards empowering the 'Core Ecosystem' to function at its highest potential is building the capabilities of PPD Officers through a training framework that centres upon evidence, authentic feedback and multiple measurement of effectiveness. This forms the fundamentals of empowering PPD Officers to position themselves as a point-of-reference for advice and guidance in the district.

## PPD Officer Effectiveness Framework

<b>208</b> Hours Committed by PPDTL Officers	<b>107</b> Workshops, Focus Groups, School Visits	<b>18</b> Individual Performance Reviews	<b>9</b> Peer Reviews	<b>14</b> School Leaders' Reviews
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### NEEDS - BASED TRAINING



96% of PPDTL Officers indicated that they wish to receive more trainings on guiding the school leadership team to drive school transformation. As such, training sessions were aimed to improve officers' pedagogical knowledge and coaching skills.

### AUTHENTIC & SYSTEMATIC FEEDBACK



A '360° Feedback' system is adopted to ensure officers obtain feedback from all stakeholders throughout the year.

### MULTIPLE MEASUREMENT OF EFFECTIVENESS

Three key measuring tools are used to inform officers of their growth towards being effective problem-solvers for schools.



**Leadership Competencies Review**  
Measures the level of progress and skills officers achieved.



**Collaboration Analysis**  
Measures the number of stakeholders officers have engaged.



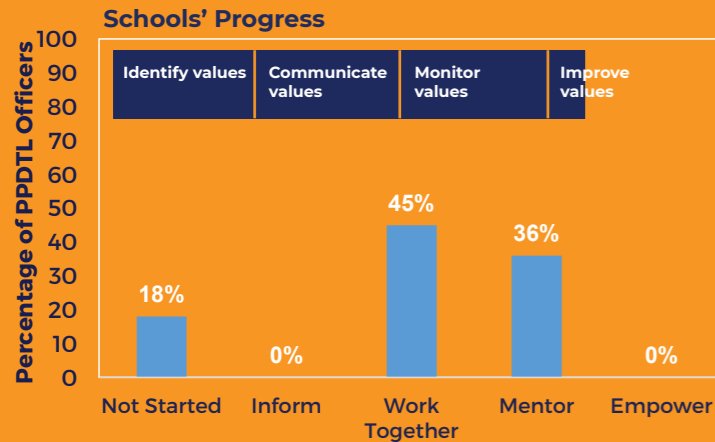
**Coaching & Mentoring**  
Measures the ability of officers to question, convince and reframe.

PPDTL Officers participating in an experiential activity on the importance of Relationship, Culture and Support in creating a sense of belonging in the school environment.



Through the framework, a majority of PPDTL Officers have successfully established themselves as a point-of-reference to schools. In the year 2019, the officers have demonstrated high level of engagement with school leaders and teachers to execute value-based-education whilst improving teachers' professional learning. From the charts below, PPDTL Officers differentiate their level of engagement with schools based on the schools' progress.

**From April to July 2019, schools focused on creating a value-based environment**

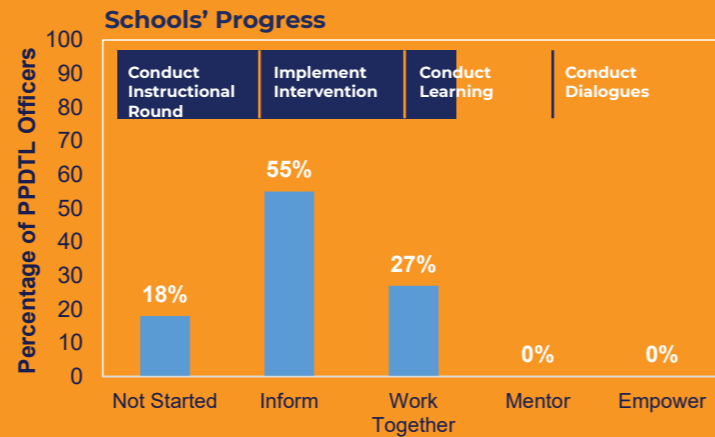


From April to July, schools focused on creating a value-based environment based on four stages of work which are Identify, Communicate, Monitor and Improve values. In this quarter, most schools have achieved the 'Monitor' stage. As such, 36% of PPDTL Officers were able to engage schools at the 'Mentor' level whereby they led the School Leadership Team to monitor the progress of embedding values.

**PPDTL Officers' Level of Engagement with Schools**

- **Inform:** PPD Officer informs the School Leadership Team through calls or texts to review the school values.
- **Work Together:** PPD Officer conducts workshops/focus groups to guide the School Leadership Team to review the school values.
- **Mentor:** PPD Officer leads the School Leadership Team to monitor the progress of embedding values.
- **Empower:** PPD Officer and the School Leadership Team review and improve the school values.

**From August to November 2019, schools focus on improving teachers' professional learning**

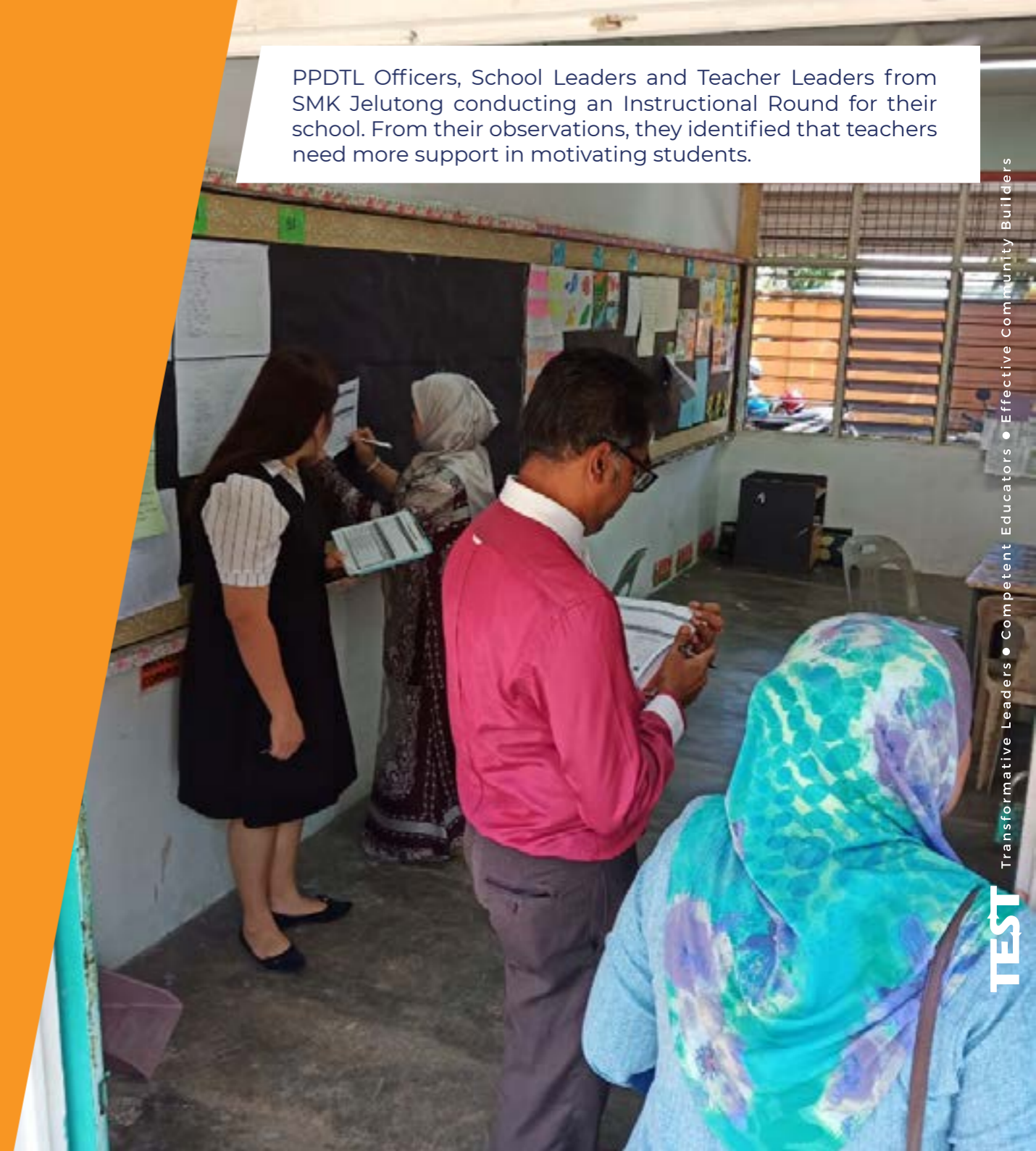


From August to November, schools focused on improving teachers' professional learning based on four stages of work which are Conduct Instructional Round, Planning for Intervention, Conduct Learning Walk and Improve Intervention. As majority of schools faced challenges in this area of improvement, only 27% of PPDTL Officers were able to engage schools at the 'Work Together' level whereby they conducted workshops/focus groups to guide the School Leadership Team to plan interventions for teachers' effectiveness.

**PPDTL Officers' Level of Engagement with Schools**

- **Inform:** PPD Officer informs the School Leadership Team through calls or texts to conduct Instructional Rounds.
- **Work Together:** PPD Officer conducts workshops/focus groups to guide the School Leadership Team to plan interventions for teachers' effectiveness.
- **Mentor:** PPD Officer leads the School Leadership Team on Learning Walks to monitor the progress of teachers' effectiveness.
- **Empower:** PPD Officer and the School Leadership Team review and improve interventions for teachers' effectiveness.

PPDTL Officers, School Leaders and Teacher Leaders from SMK Jelutong conducting an Instructional Round for their school. From their observations, they identified that teachers need more support in motivating students.



We, are  
"Change Maker Today,  
Nation Builder Tomorrow  
for the schools we serve



"Regardless of function, all PPD Officers will also be expected to shift their focus from work at the PPD to hands-on engagement with schools. This is to ensure that they fully understand the contexts in which each school operates. The goal is for PPDs to function as the first line of support for schools and their main point of contact with the rest of the Ministry".

- Malaysia Education Blueprint (2013 – 2025)

The skills and knowledge PPDTL Officers gained from the TEST programme are transferable, which enable them to fulfil their various responsibilities outlined by the Ministry of Education.

"The TEST Programme helps me to coach my schools to conduct continuous improvement initiatives through the cycle of Plan-Do-Check-Act (PDCA)."

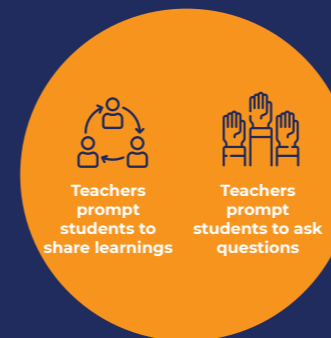
"Program TEST membantu saya membimbing semua sekolah di bawah tanggungjawab saya dalam melaksanakan penambahbaikan berterusan melalui kitaran PDCA"

Bidayah binti Salleh  
SISC+ Officer  
TS25 Elite Partner  
TEST Officer

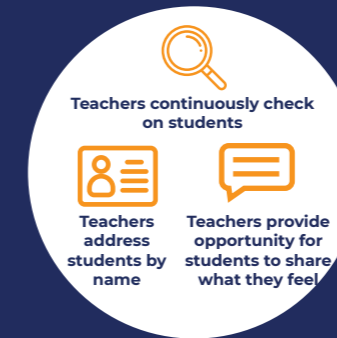


As part of the network, PPD Officers, school leaders and teachers will also collaborate to identify common challenges faced by schools in the district. The synergy created between the three members of the 'Core Ecosystem' have resulted in a common mission to improve teaching and learning.

## Earlier in the year 2018, PPDTL Officers observed 353 teachers in 14 schools and it was found that;



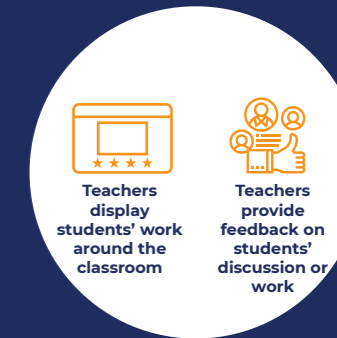
**22%**  
of teachers engaged students actively in the classroom.



**40%**  
of teachers were attentive to the students' needs in the classroom.



**36%**  
of teachers gave positive reinforcement/praises for good behavior/participation.



**29%**  
of teachers acknowledged students' work and responses in the classroom.

**As such, the district and schools will work together to; Improve 'Bimbingan dan Dorongan Guru' to increase students' learning.**

Based on the issues identified in the previous year, PPDTL Officers were targeted to develop four key skills in the year 2019 as a measure to improve the quality of teaching and learning in the district.



**1 Troubleshoot Issues**  
Trained to implement 'Four-Step Feedback System' to troubleshoot issues and provide feedback for improvement in school.



**2 Create Data-Driven Solutions**  
Using data from School Leaders', Teachers' and Students' Survey.



**3 Develop Evidence-Based-Training**  
Develop trainings and tools based on the Plan-Do-Check-Act framework with the school community to resolve on-the-ground issues.

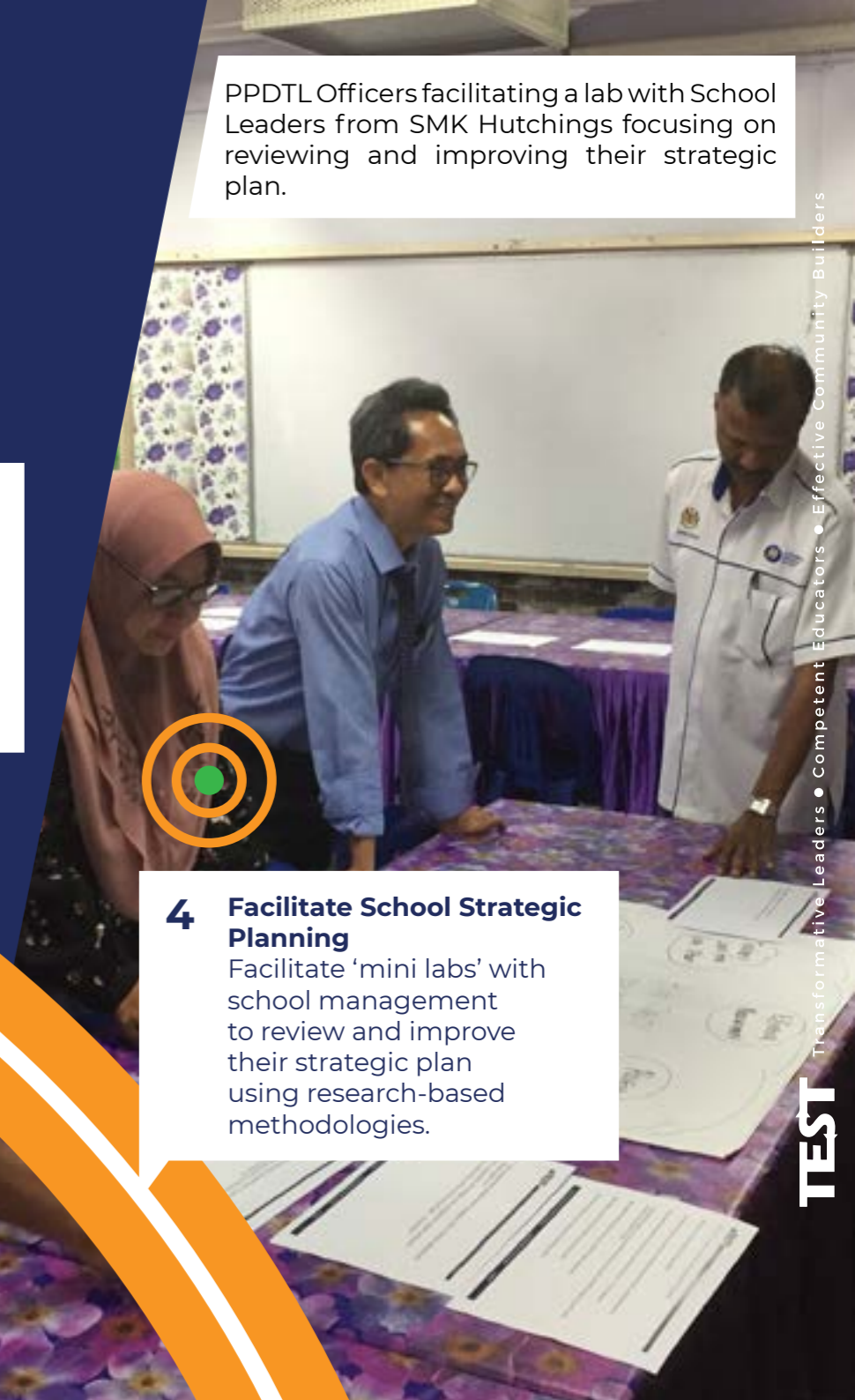


**4 Facilitate School Strategic Planning**  
Facilitate 'mini labs' with school management to review and improve their strategic plan using research-based methodologies.



**Quality School**  
Improve 'Bimbingan dan Dorongan oleh Guru' to increase students' learning.

PPDTL Officers facilitating a lab with School Leaders from SMK Hutchings focusing on reviewing and improving their strategic plan.



The skills and knowledge which enabled PPDTL Officers to fully understand the contexts in which each school operates has led to a successful implementation of the Teacher Effectiveness framework in developing students' social and emotional learning.

## Teacher Effectiveness Framework

**Mission: Improve 'Bimbingan dan Dorongan Guru' (SKPMg-2 Standard 4 Aspect 4.4) to increase students' learning.**

### EVIDENCE-BASED TRAINING

Trainings are aimed to resolve real issues faced by teachers in the classroom.



5 workshops on 'Differentiation' and 'Social Emotional Learning'

### AUTHENTIC & SYSTEMATIC FEEDBACK

Four Step Feedback System to troubleshoot issues and provide targeted feedback.



- 12 Instructional Rounds
- 5 Learning Walks
- 25 Dialogues
- 61 Leadership Reviews for Teachers

### MULTIPLE MEASUREMENT OF EFFECTIVENESS

Progress of a school is measured extensively using the Plan-Do-Check-Act cycle to continuously monitor school's progress.



- Plan-Do-Check-Act Progress
- Student Survey
- Teacher Survey

### SUPPORTING SCHOOL LEADERS

Supporting School Leaders to be Instructional Leaders by equipping them to use evidence-based solutions.



- Team Effectiveness Assessment
- Competency Review
- Strategic Review/Planning Labs



Teacher Leaders exploring ways to use the 'moodmeter' to enable all students to share their learnings and feelings throughout a lesson.



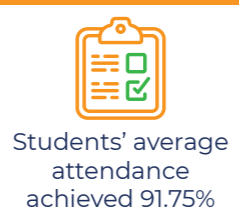
As a result, the district has witnessed impact in the school leadership and working culture, thus creating results in students' learning.

**Skilled Officers  
+ High Commitment  
= Improved School Leadership**

**Improved School Leadership +  
Value-Based School Environment  
= Improved School Culture**

**Improved School Culture  
+ Effective Teacher Development  
= Improved Student Learning**


- 1 SMJK Chung Hwa Confucian
- 2 SMK (L) Methodist
- 3 SMK Air Itam
- 4 SMK Datuk Haji Mohd Nor Ahmad
- 5 SMK Georgetown
- 6 SMK Hamid Khan
- 7 SMK Hutchings
- 8 SMK Jelutong
- 9 SMK (P) Sri Mutiara
- 10 SMK St. Xavier
- 11 SMK Sungai Nibong
- 12 SMK Tanjung Bunga
- 13 SMK Tunku Puan Habsah
- 14 SMK Westlands



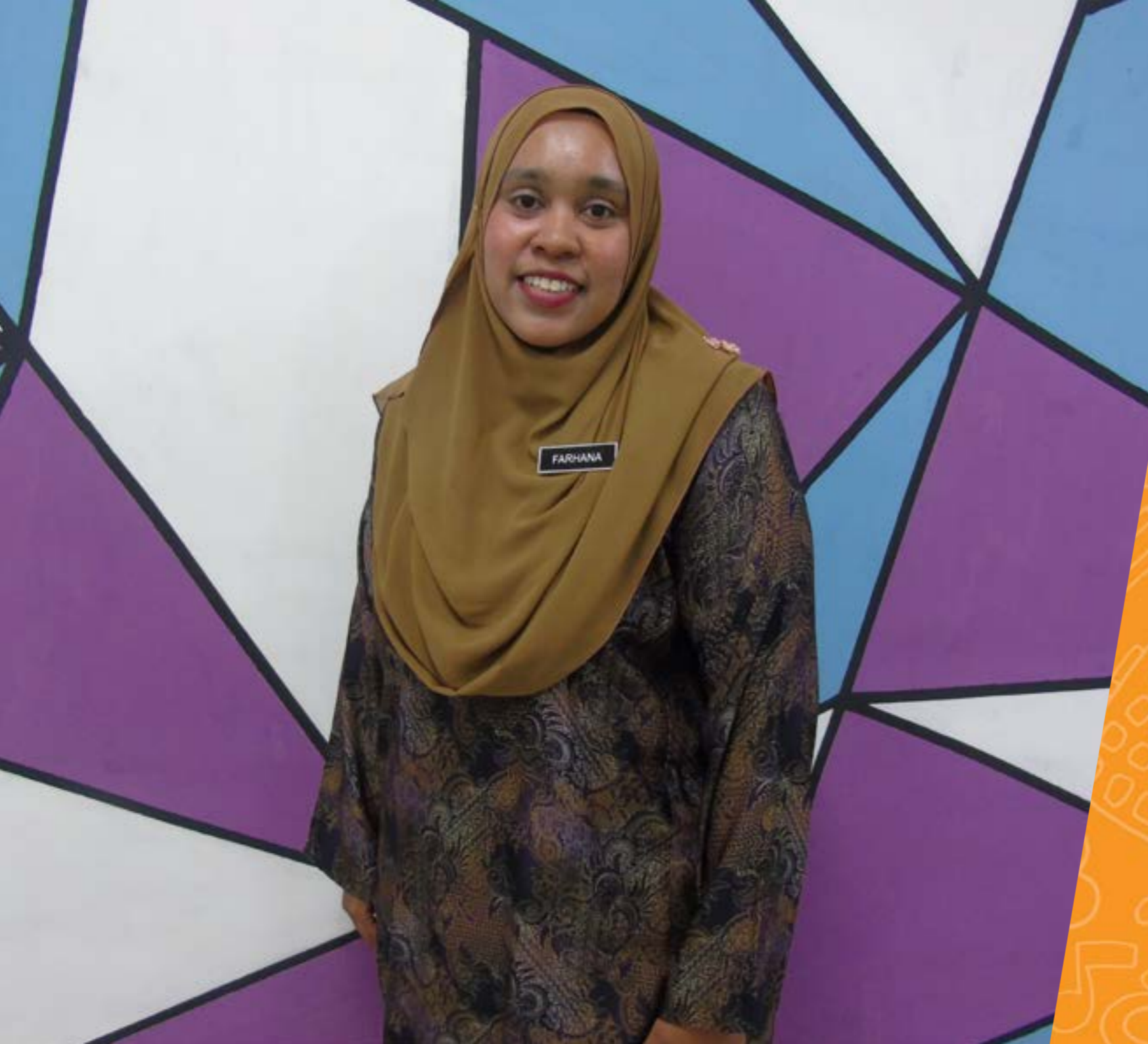
**Teachers are satisfied with School Leaders' initiative in**

- Identifying their professional development needs
- Conducting relevant and specific professional development activities

**Teachers are satisfied with School Leaders' effort in including them in the school's decision making**

	PPDTL's Observation (353 teachers)	Students' Observation (1354 students)
	2018	2019
Engaging students	<b>22%</b>	<b>27%</b>
Acknowledging students	<b>29%</b>	<b>56%</b>
Praising students	<b>36%</b>	<b>66%</b>
Attentive towards students	<b>40%</b>	<b>66%</b>

Shantini, a student from SMK Tunku Puan Habsah receiving the 'Dewi Habsarian' award as part of the school's initiative to instill the school values in all their students.



Farhana is a Teacher Leader in SMK Tunku Puan Habsah under the TEST Programme.

She is one of the 150 teachers in Malaysia to be selected for the first cohort of 'Program Duta Guru', a collaboration between Petronas Foundation and the Ministry of Education.

Farhana will be representing PPD Timur Laut to receive training and serve as a role model to enhance higher order thinking skills (HOTS) through Science, Technology, Engineering and Mathematics (STEM) education.

**Nur Farhana binti Pawanteh**  
Teacher Leader  
SMK Tunku Puan Habsah

# Help us continue to make a difference to more districts in Malaysia!

Creating opportunities for students to access high-quality education is a shared responsibility. What role will you play to ensure every student in our national schools achieve their fullest potential?

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## Empowering District Leaders, School Leaders and Teachers to be Transformative Leaders

In our second year, we have worked with one district, 100 School Leaders and 200 Teachers bringing impact to 8,000 students in a state. However, we know that this is just the beginning. You can help improve our national schools. With your support we will be able to:

- Expand our work into new districts and states to reach more schools
- Train district leaders to use cutting-edge tools to improve teaching and learning
- Bring new ideas to create a values-driven culture in schools
- Better measure and communicate our impact

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