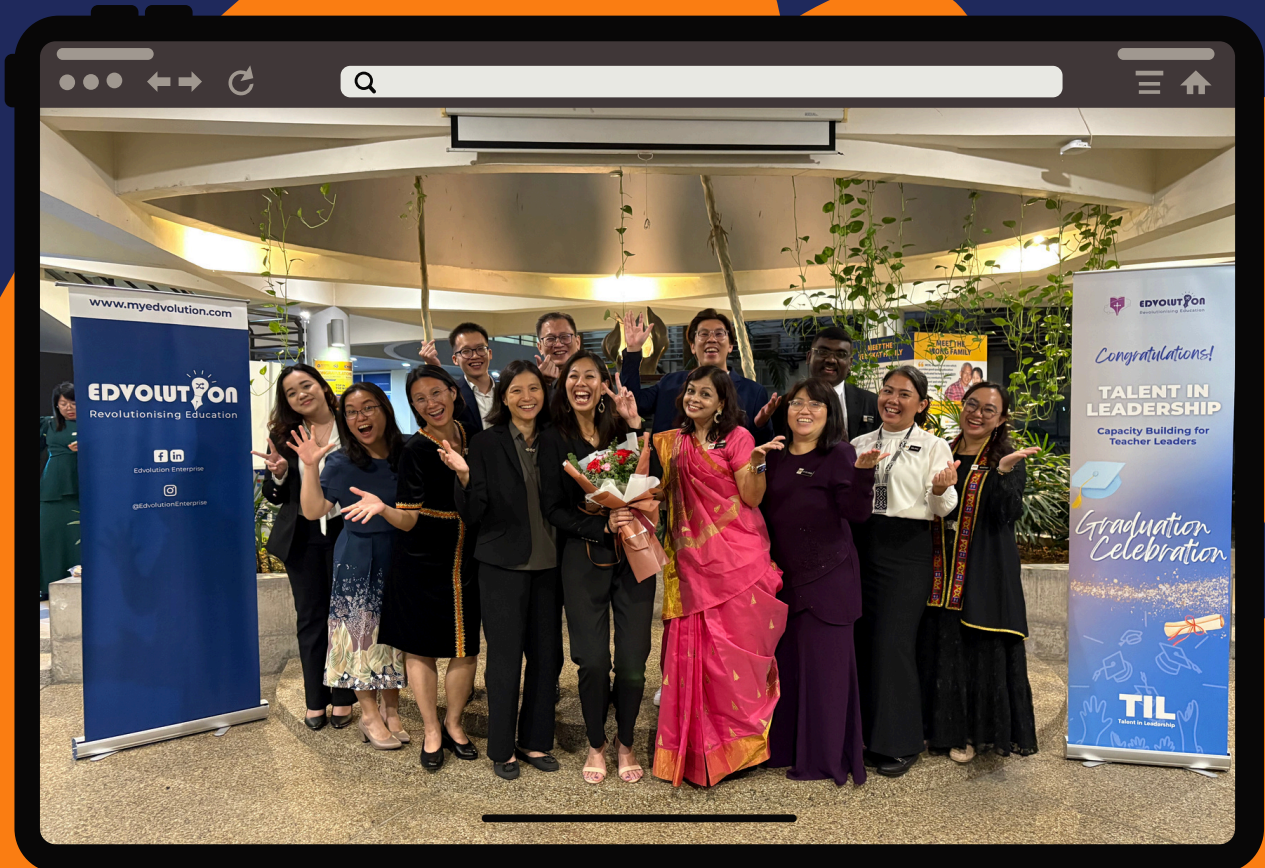


# Talent In Leadership



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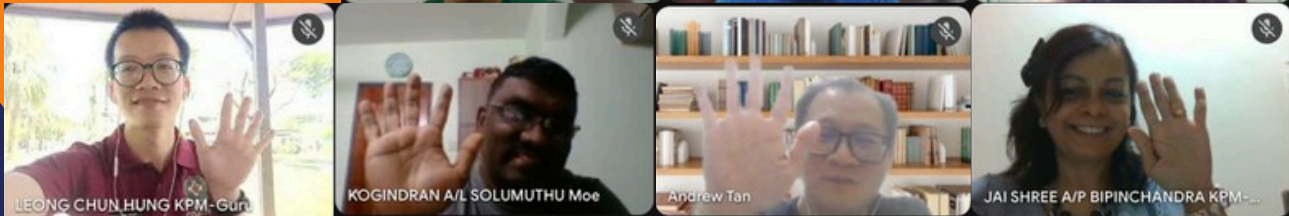
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# Talent In Leadership: What, Why, and How

# Talent In Leadership

Talent In Leadership (TIL) - is a Capacity Building for Teacher Leaders is a nationwide professional development programme to equip educators as leaders in the classrooms, schools and wider education ecosystem in the long run.

## 01 WHY TIL?

Building a pipeline of capable school leaders is key for sustaining high quality education for all children; yet not all teachers see themselves as leaders. TIL was started to cultivate more teachers as Teacher Leaders – teachers who lead others proactively regardless of official titles.

The first cohort of TIL began in 2025, organised by the Federation of Christian Mission Schools Malaysia with Edvolution Sdn Bhd as the implementation partner.

## 02 HOW TIL BUILDS LEADERS?

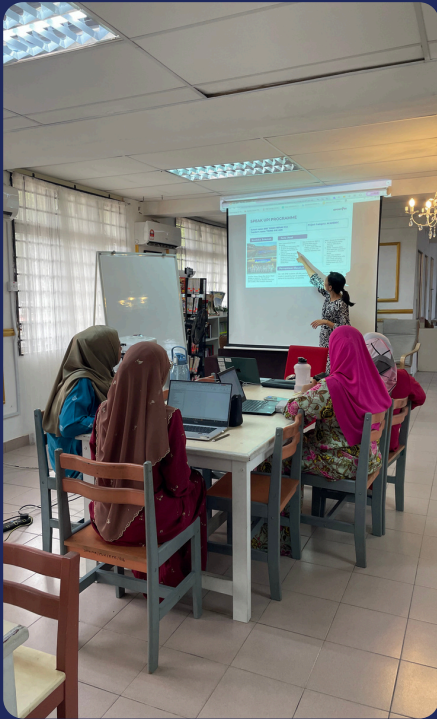
TIL offers monthly learning cycles to build their skills in pedagogy and leadership. Participants, or Teacher Leaders, attend online Masterclass workshops and exchange ideas in Group Coaching. Then, they design and implement mini projects to solve an issue in Academic, Co-curricular or other areas in the school.

## 03 SUPPORT OUR ALUMNI

As a seed needs time, nurture and resources to grow, we invite generous partners and funders to support the participants' projects to make a difference in school communities across Malaysia.



# List of Projects Championed by the Alumni



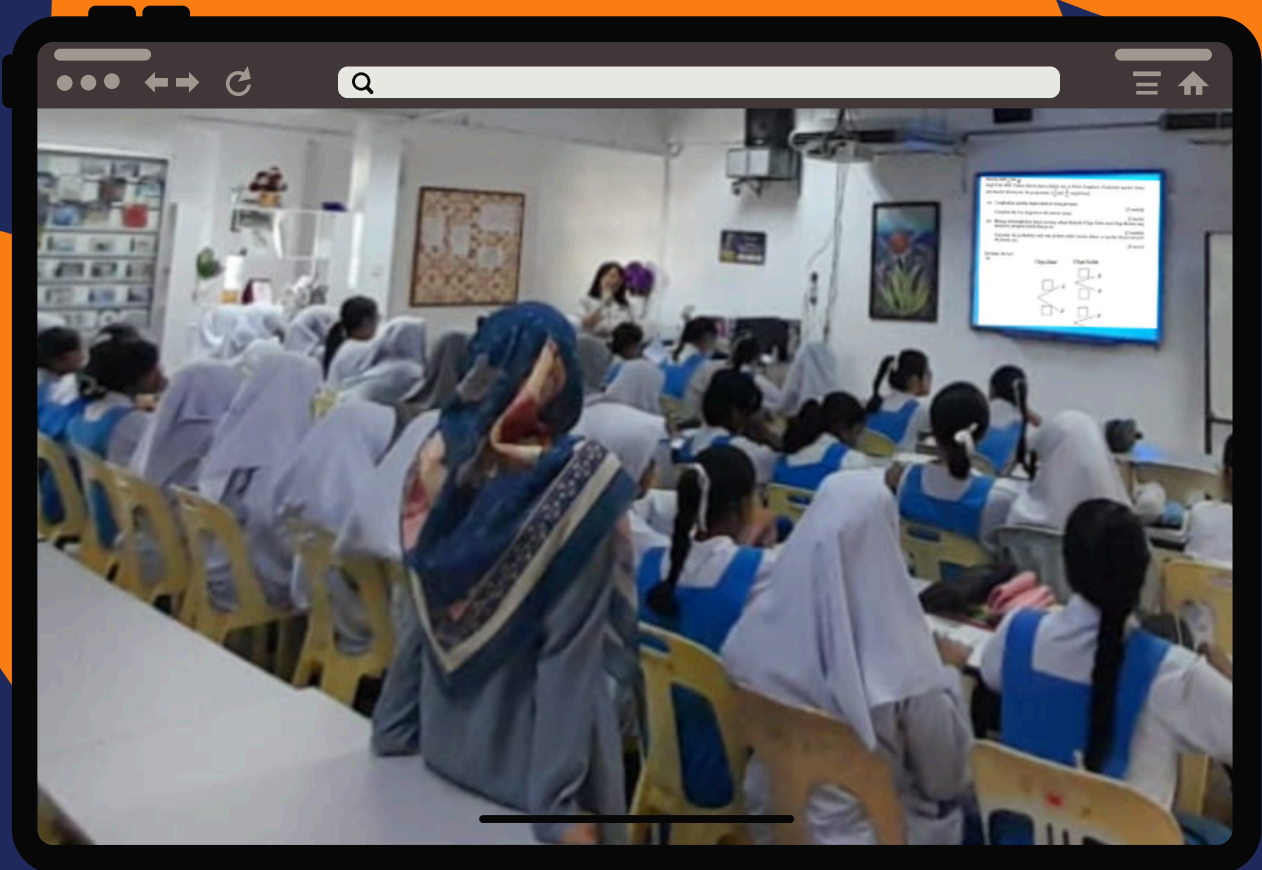
## Academic Projects

- **English:** Dr Jai Shree A/P Bipinchandra, Melaka
- **English:** Yeong Sue Ann, Johor
- **Literacy & Numeracy:** Louise Ping Laing, Sarawak
- **Mathematics:** Lee Bee Chuan, Kuala Lumpur
- **Mathematics:** Andrew Tan Tze Yuen, Selangor
- **Moral Studies:** Audrey Cherry Insing, Sabah
- **Science:** Leong Chu Ai, Anne, Perak



## Co-Curricular & Other Projects

- **English Immersion:** Melanie Binti Sivelis, Sabah
- **School Attendance:** Alvetray Alfonsius, Sabah
- **Society Attendance:** Chuan Teik Min, Kuala Lumpur
- **Society Attendance:** Dr Kogindran A/L Solumuthu, Perak
- **Student Leadership:** Aden Tabib Nasip Ila, Sarawak
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- **Moral Studies:** Euphrasia Chong Pai Su, Sabah
- **Scouts:** Leong Chun Hung, Selangor



# Academic Projects

# MUET Class Interventions

Sixth Form Tun Fatimah College

By Dr. Jai Shree Bipinchandra

[View Project](#)

## Background

- Class B25 KMK has 19 students with low MUET proficiency.
- Diagnostic test: None scored Band 4; most scored Band 3, a few Band 3.5, one Band 2.5.
- Weaknesses: Speaking and writing skills, elaboration, organisation, grammar, vocabulary.

## The Challenge

- Writing exam Task 2 is challenging for students.
- Students lack confidence and fluency in speaking.
- Teachers need to improve classroom management by using differentiation and active student participation.

## The Solution: MUET 5-5-5 and RSR Interventions

- Vocabulary enrichment across 17 topics, assessed twice.
- Speaking: “Rank-Support-Refute” (RSR) group discussions, minimum 10 tasks.
- Grammar: 10 Subject-Verb Agreement exercises and sentence construction drills.
- Writing: Four “5-5-5” sessions — 5-paragraph essays in 5 slides, targeting Band 5 standard.

## Impact So Far

- Semester 2 Pre-Trial: 2 students Band 4, 15 Band 3.5, 1 Band 3, 1 Band 2.5 (remedial).
- Vocabulary scores rose from 0.79 to 0.81.
- Speaking: 84.2% scored >40/90 and spoke for more than 2 minutes.
- Writing: 100% submitted 5-paragraph essays; all at least Band 4 level.
- 88.2% motivated for Band 4; 11.8% aiming for Band 5.
- Grammar errors remain an area for improvement.
- Classroom management scores improved from 1.8/2.0 to 2.6/3.4.

## Sustainability & Next Steps

- Extend to all MUET teachers in the college.
- Launch Young Teachers programme for peer-led lessons.

## How You Can Help

- Require **RM500** to run Young Teachers 5-5-5 project at the college and possibly expand within Melaka.

## Contact

Dr. Jai Shree Bipinchandra: [suni72@gmail.com](mailto:suni72@gmail.com)

*Empowering every MUET learner to speak, write, and achieve with confidence.*

# Speak Up! Programme

SMK Taman Megah Ria

By Yeong Sue Ann

[View Project](#)

## Background

- Population of 782 students: 57.5% from B40 families; ~47% Mandarin-educated and speak mostly in their mother tongue.
- 52 of 145 Form 5 students (35.8%) failed English (Grade G) in the year-end exam (PASA 2024).
- All scored below 14 marks in Speaking Tests.
- 66% have low speaking confidence; 38% struggle with Part 2, 55% with Part 3.

## The Challenge

- Weak performance in Speaking Test Parts 2 and 3.
- 66% rated their confidence at score 3 out of 5.
- Teacher scored 1.6 for Social Emotional Learning (SEL) – to give students more real-world reflection time.

## The Solution: Speak Up! Programme

- 5 extra one-hour classes with 85% attendance target.
- At least 2 full practice sessions for Parts 2 and 3.
- Use sentence stem handouts and 5W1H for explanations and examples.
- Goal: Raise 48% of failing students to at least 15 marks by Mid-Term Exam (May 2025); Improve confidence by 1 level for at least 50% of students; and raise Teacher's SEL score by 1 level.

## Impact So Far

- 29% improved speaking marks by 1–7 points.
- Passing English rose from 0% to 15% (7/48 students).
- 31% improved speaking confidence by at least 1 level.
- Teacher's SEL improved by 1 level.
- Target of 15 marks not yet reached; 56% still struggle to understand questions.

## Sustainability & Next Steps

- Split classes into beginner and intermediate groups (June–Nov).
  - Beginner: Replicate programme with new questions from trial sets.
  - Intermediate: Add student mentors, gamification, and a Speaking App.
- Explore running the programme in other schools or joint workshops.

## Contact

Yeong Sue Ann: [yeongsueann@gmail.com](mailto:yeongsueann@gmail.com)

*Let's help every student speak confidently in English.*

# Kem Literasi & Numerasi (LitNum)

PPD Miri

By Louise Ping Laing

[View Project](#)

## Background

- PPD Miri has 16 secondary schools and 46 primary schools.
- 1,615 Year 2 & 3 pupils in PPD Miri have not mastered basic reading and numeracy skills (BM and Mathematics).
- 1,067 pupils failed the Pemulihan Khas Release Test 2 (2024).
- 548 Year 1 pupils set to enter Pemulihan in 2025.

## The Challenge

- High percentage at Mastery Level 1 and 2 for BM and Mathematics; low motivation and weak foundations in 3M skills (reading, writing, counting).
- Teachers need better resources and training to address diverse learning needs.
- If not addressed, risk of continuous learning gaps and dropout increases.

## The Solution: Kem LitNum

- Conducted 2-day Kem LitNum at 4 stations with 6 activity modules.
- 30 remedial teachers trained and actively involved.
- Full support from administrators of 30 participating schools.
- Goal: Reduce remedial pupils by 50% (from 1,615 to 808) by December 2025.

## Impact So Far

- 15 activities developed collectively; 6 implemented in Kem LitNum.
- All 22 senior assistants from focus schools attended and formed working committees.
- Pupils showed higher motivation, better school attendance, and greater classroom engagement after the camp.

## Sustainability & Next Steps

- Continue tracking participant progress until Release Test 2.
- Conduct classroom observations to ensure differentiated learning is applied.
- Share target release numbers in district curriculum meetings.
- Mentor senior assistants in managing remedial programmes.
- Expand Kem LitNum beyond focus schools.
- Organise District Special Education Carnival and Symposium.

## How You Can Help

- We are looking for funds to expand this initiative to train more schools.
- Kem Literasi & Numerasi - Funding of **RM10,000** for 400 students, to promote literacy and numeracy progress among remedial students
- Karnival Pemulihan Khas - Funding of RM5,000 for 400 remedial students
- Simposium Pemulihan Khas - Funding of RM10,000 to train about 40 teachers in action research, to reduce 70% of remedial students by 2026.

## Contact

Louise Ping Laing: [louisepinglaing@gmail.com](mailto:louisepinglaing@gmail.com) or [+60138319236](tel:+60138319236)

*Let's give every child the literacy and numeracy foundation they need to succeed in school and in life.*

# Science and Maths Shine

SMK St Mary Kuala Lumpur

By Lee Bee Chuan

[View Project](#)

## Background

- Established in 1912, SMK St Mary is a single-session urban school with 1,082 students and 68 teachers.
- School data shows declining performance and pass rates in Science and Mathematics at SPM level.

## The Challenge

- 40% of Form 5 students failed Science and Mathematics subjects in the previous year-end exam (PASA 2024) due to weak answering techniques and low motivation.
- Subject GP (Gred Purata) for Science and Mathematics has declined over recent years.
- Teacher competency and pedagogy (SK@S Standard 4) require strengthening to support student improvement.

## The Solution

- Multi-pronged approach combining early morning classes, peer mentoring, targeted practice, chat group, and teacher professional learning.
- Aim: 100% students improve 50% in the Mid-term Exam (May 2025) for Science and Mathematics. By SPM 2025, 100% students pass Science and Mathematics and school GP improves.
- Form 5 teachers diversify student assessments.

## Key Activities

- Kelas Spark (Morning Shine): Weekly 30-min early morning classes for targeted students.
- Duta Sains & Maths: Peer mentoring between high-achieving and struggling students during lessons.
- Smart Module: Continuous use of tailored SPM-format modules in lessons.
- Kelas Permata: Weekly after-school remedial sessions.
- Excel Class: Intensive revision two weeks before exams.
- Night Glow: Academic infographics via Telegram/Google Classroom.
- Smart Teacher PLC: Monthly professional learning and peer coaching for Form 5 Science and Mathematics teachers.

## Impact So Far

- Overall SK@S Standard 4 score increased from 87.20 to 88.03, with improvements in multiple sub-indicators.
- Mid-year 2025 exam (PPSA) failure rate in Science and Mathematics reduced by 7.2% compared to end-year 2024 results.
- GP for Mathematics, Science, Biology, and Physics improved by 0.4.

## Sustainability & Next Steps

- Extend Kelas Spark to Form 4 in 2025.
- Enhance modules and resources for different learning levels.
- Strengthen collaboration with SISC+ PPD for effective interventions.

## Contact

Lee Bee Chuan: [g-02417818@moe-dl.edu.my](mailto:g-02417818@moe-dl.edu.my)

*Together, we can ensure all students achieve their potential in Science and Mathematics for greater good.*

# Reducing Failing Rate in Mathematics

Prime International School

By Andrew Tan

[View Project](#)

## Background

- Prime International School is a local private school offering the IGCSE curriculum for primary and secondary students.
- A significant proportion of Year 9 students are struggling with mathematics, particularly application questions requiring multiple processes.
- \*Note: Mr Andrew is no longer in this school but supported a teacher to continue the intervention efforts.

## The Challenge

- 47.4% of students (9/19) failed in Quiz 2; 57.4% of students (11/19) failed in Quiz 3.
- Teacher could improve in teaching multiple Math processes together.

## The Solution: Speak Up! Programme

- Provide two additional context-based questions for practice in every class.
- Goal: At least 12 students achieving grade C and above in the Mid-Year Exam.

## Impact So Far

- 9/19 students achieved at least a grade C in the Mid-Year Exam.
- 10/19 failed in the Mid-Year Exam, but with an average improvement of 10 marks.
- Teacher classroom management improved, with better student interaction and bonding.

## Sustainability & Next Step

- Assign student buddies to work in pairs during lessons for peer support.
- Conduct extra remedial lessons after school.
- Integrate continuous formative assessment and mini games to engage students.
- Replicate and extend the project to a new school in 2026.

## Contact

Andrew Tan: [andrewtan.klbb@gmail.com](mailto:andrewtan.klbb@gmail.com)

*Empowering students with the skills and confidence to succeed in Mathematics.*

# Improving Essay-Writing Skills in Pendidikan Moral

SM St Michael, Penampang

By Audrey Cherry Insing

[View Project](#)

## Background

- Rural school with 920 students and 64 teachers. Established in 1890; one of the oldest schools in Sabah.
- In the target class (Form 2 Amanah), students struggle in essay-writing for Pendidikan Moral.

## The Challenge

- 80% (24/30) of Form 2 Amanah students scored below 8 marks in Final Exam (UASA 2024) Pendidikan Moral essay questions.
- Teacher had low score in Differentiated Instruction (score: 1.2).

## The Solution: Mentor Muda Programme

- Peer mentoring model where high-performing students (mentors) guide peers (mentees) to improve essay-writing skills.
- Use Differentiated Instruction and 5E Lesson Plan to build confidence and mastery.
- Goal: At least 80% of students score  $\geq 8$  marks in essay questions by June 2025.

## Key Activities

- “Mentor Muda” peer mentoring before First Term Exam 2025, led by students with 7-10 marks in essays. Mentor-to-mentee ratio: 1:6 .
- Teacher provides guidance and scaffolding for mentors during group discussions.
- Active group work and interactive writing tasks using 5E approach.

## Impact So Far

- Increase in number of student mentors from 6 to 8 (133% of target).
- 54% (14/26) of mentees reached  $\geq 8$  marks in essays by First Term Exam 2025 (target: 80%).
- 100% of students reported higher confidence and skills in answering essay questions.
- Teacher and student Differentiated Instruction practice scores improved.

## Sustainability & Next Steps

- Continue Mentor Muda Programme until end of school year.
- Organise “Best Mentor Muda” competitions twice before November to motivate participation.
- Expand pool of mentors and mentees to sustain improvement cycle.
- Maintain differentiated strategies in all Pendidikan Moral lessons to reinforce skills.

## Contact

Audrey Cherry Insing: [ri3ver88@yahoo.com](mailto:ri3ver88@yahoo.com)

*Building Moral essay writing and student leadership skills in the classroom and beyond.*

# Boosting Science Achievement in UASA

SMJK Ave Maria Convent, Ipoh

By Leong Chu Ai, Anne

[View Project](#)

## Background

- Established in 1938, SMJK Ave Maria Convent is a top-performing urban school with 1,339 students.
- In the target class, Form 2P5, students are weak in Science.
- \*This project began in SMK Jalan Tasek and later replicated in SMJK Ave Maria Convent upon teacher transfer.

## The Challenge

- 16/21 students scored D, E & F in last year's Science Year-end Exam (UASA 2024).
- Teacher can improve in using Social Emotional Learning (SEL) and Differentiated Instruction, and checking for understanding.
- Without intervention, fewer quality students will progress to the Science stream in upper secondary.

## The Solution: Science Performance Boost

### Key Activities

- 6 targeted lessons focusing on 5E, SEL, and Differentiated instruction strategies.
- Collaboration meetings with form teacher, Science teachers, and counsellor.
- Active formative assessment in every session to check understanding and value student input.
- Goal: 100% improvement in student engagement; 100% students increase minimum of 5 marks in the UASA 2025 exam in May.

### Impact So Far

- 71.4% (15/21) of students increased their UASA Science marks; with 61.9% (13/21) improved by at least 5 marks.
- Average class score increased from 39 to 48 marks.
- Teacher scores in SEL and Differentiated instruction improved.

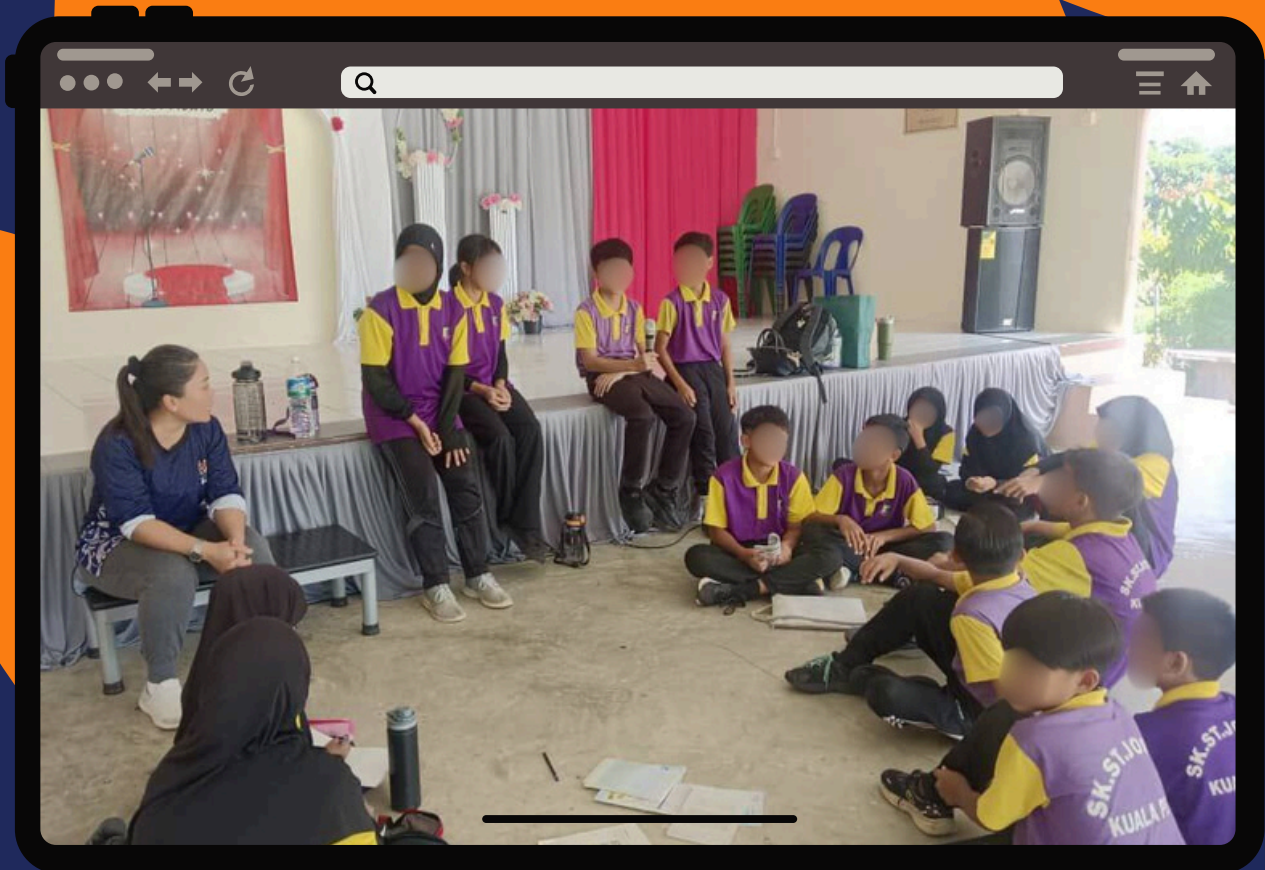
### Sustainability & Next Steps

- Continue using 5E, SEL, and Differentiated instruction in all Science lessons.
- Conduct more PLCs with new teachers (<5 years experience) to replicate the model.
- Extend best practice sharing to other Science teachers and subjects across the school.

### Contact

Leong Chu Ai, Anne: [anne.thong.leong@gmail.com](mailto:anne.thong.leong@gmail.com)

*Equipping students to succeed in Science and thrive in future STEM pathways.*



# Co-Curricular & Other Projects

# Empowering Rural Students in English

SK St. Joseph, Kuala Penyu

By Melanie Binti Sivelis

[View Project](#)

## Background

- SK St. Joseph is a rural school in Kuala Penyu, Sabah, serving 92 students—many from farming, fishing, and rubber-tapping families.
- English language proficiency remains low among students.

## The Challenge

- 55.1% of students (27 pupils) are still at PBD Level 3 out of 6.
- 73% scored grades C, D, or E in last year's Year-end Exam (UASA 2024).
- 75% of students feel English is difficult, have low confidence, and lack a supportive environment – hence only a few participate in English-related activities.
- Without intervention, these will affect students in the secondary school years and SPM.

## The Solution: HIP – “Now Everyone Can Accelerate in English”

- A fun, school-wide Highly Immersive Programme (HIP) for 46 students (Years 4–6), run by 3 experienced English teachers and supported by 11 other teachers.

## Key Activities

- Drop Everything and Read (DEAR) – 32 sessions
- English Assemblies & Action Songs – to boost fluency and confidence
- Spelling Games & English Days – to expand vocabulary
- Creative Scrapbooks – My Song Book, Storybook, Poem Book
- Movie Time & Book Talks – to spark interest and improve speaking
- Goal: 70% of students are interested in participating in English activities; 37% students improve from Level 3 to Level 4 by June 2025; and 3 students improve from E to D by May 2025.

## Impact So Far

- 80% of students increased confidence and interest in learning English.
- 91% advanced to PBD Level 4 and above.
- The number of students at unsatisfactory levels dropped from 73% to 61%.
- 50% of students who previously scored an E improved to at least a D.
- Students now watch English films and listen to English songs on their own initiative.

## Sustainability & Next Step

To sustain and grow this initiative, we aim to:

- Set up Interactive Reading Corners in multiple classrooms
- Build a library of age-appropriate English books
- Track progress digitally via DELIMa & AINS platforms under MOE.
- Continue partnerships with groups like FINCO.

[Continue to the Next Page](#) →

# Empowering Rural Students in English

SK St. Joseph, Kuala Penyu

By Melanie Binti Sivelis

[View Project](#)

## How You Can Help

- Your support can help rural children gain confidence, raise achievement, and access greater opportunities through joyful English learning. We are seeking:
- Attractive and age-appropriate storybooks to enrich our children's reading experiences; primary school children 7-12 years old.
- Funding of **RM3,000** to establish engaging reading corners in five classrooms and one outdoor space. This includes purchase of storybooks and cozy, child-friendly furnishing to promote a joyful and comfortable reading experience.

## Contact

Melanie Sivelis: [melaniesivelis@gmail.com](mailto:melaniesivelis@gmail.com) or +60168408764

*Let's unlock English for every child—starting in Kuala Penyu.*

# X-Sahsiah Programme

SK Sung Siew, Sandakan

By Alvetray Alfonsius

[View Project](#)

## Background

- SK Sung Siew is a 118-year-old school, serving 865 students and has 56 teachers.
- While it has a strong heritage, school attendance problem is affecting academic and co-curricular participation.

## The Challenge

- In 2024, 30% of Year 5 students had attendance issues (over 20 days absent).
- In 2025, the average attendance for Year 6 was 81%, 14% below PPD Sandakan's KPI of 95%.
- Attendance for 50 tracked students was only 83%.

## The Solution: X-Sahsiah

- A targeted motivation and engagement programme to improve attendance and student participation, aiming to increase attendance by at least 5% and foster positive behavioural change.

## Key Activities

- Daily attendance reporting by class teachers.
- Motivational programme by guest speaker and Jigsaw Activity for students.
- Parental engagement – Briefing sessions to raise awareness of school attendance importance.

## Impact So Far

- 98% student-parent attendance at the motivation programme.
- Attendance improved for 64% (32/50) of targeted students.
- 22% (11/50) increase in participation in various activities.
- 8% (4/50) of students had full attendance.

## Sustainability & Next Step

- Share best practices internally with all teachers.
- Expand motivational programme to Year 4 and Year 5.
- Provide targeted counselling for students with persistent absenteeism.
- Conduct parental consultations through the counselling unit.

## Contact

Alvetray Alfonsius: [alvetray4@gmail.com](mailto:alvetray4@gmail.com)

*Supporting every student to be present, engaged, and thriving.*

# Boosting Attendance in Christian Fellowship

SMK (P) Pudu

By Chuan Teik Min

[View Project](#)

## Background

- SMK (P) Pudu is a mission school striving for excellence in academics and co-curricular activities.
- Christian Fellowship (CF) plays a vital role in students' spiritual growth and community building. In 2024, CF faced inconsistent attendance, especially from Form 1 and 2 students.

## The Challenge

- Average CF attendance was 55%.
- 47.1% of members ranked academic commitments (e.g., tuition) as the main reason for absence.
- 30% felt less connected with other CF members.
- 73.5% wanted more social activities and games to build relationships.
- Few members had participated in any CF-related competitions or external events.

## Key Activities

- Organise at least 5 CF activities in 3 months with social and game elements.
- Use the 5E lesson plan and collaborative learning to make sessions interactive.
- Hold an inter-school Easter Celebration. 56% attendance and over 100 participants from other schools.
- Conduct student interviews to gather feedback for improvement.
- Goal: Stable attendance at 60%; 80% students feel closer to CF members; 3 students share confidently; minimum 2 students can manage CF with teacher's guidance.

## Impact So Far

- Average attendance stabilised at 53%, but with stronger member relationships.
- Students reported feeling closer to CF peers and more confident sharing during meetings.
- 58% achieved higher PAJSK co-curricular participation scores despite few competitions.
- Student leaders were more involved in planning and leading sessions, making CF more student-driven.

## Sustainability & Next Step

- Continue the Replicate and Duplicate strategy with social activities and games.
- Increase student committee in sharing sessions.
- Conduct a post-mortem to identify specific ways to increase attendance.
- Nurture CF members' leadership skills to run activities independently.

## Contact

Chuan Teik Min: [g-25418107@moe-dl.edu.my](mailto:g-25418107@moe-dl.edu.my)

*Building faith, friendships and student leadership through CF community.*

# SINAR CF – Sasaran Inisiatif Naikkan & Rintis Kepimpinan

SMK Methodist ACS Ipoh

By Dr. Kogindran Solumuthu

[View Project](#)

## Background

- A mission school that celebrated its 130th anniversary in 2025.
- The Christian Fellowship (CF) has low participation, with only 23 of 138 Christian students (Form 1-3) joining.

## The Challenge

- 71% of students did not join the CF due to lack of options offered.
- 9/14 members found activities uninteresting.
- Few opportunities to gain PAJSK marks for co-curricular achievements.
- Few student leaders (only 2).

## The Solution: SINAR CF Programme

- Develop Modul CF SINAR with 10 engaging, student-led activities using the 5E model.
- Introduce a token reward system redeemable at the school cooperative.
- Involve church leaders and youth centre facilities to enrich activities.
- Goals by November 2025: Increase members to 35 (50% growth); 100% members join at least 6 activities; train 8 student leaders.

## Impact So Far

- 21.7% increase in student attendance with 5 new students attending.
- Average attendance: 96.5% over 4 meetings and 1 AGM; 2 activities achieved full attendance.
- 6 student leaders trained.
- Members rated activities as interesting and motivating.

## Sustainability & Next Step

- Finalise and publish Modul CF SINAR.
- Conduct 2 Professional Learning Circle sessions for CF advisors.
- Train 8 identified CF members to independently lead activities.
- Maintain collaboration with church leaders for skill-building opportunities.

## Contact

Dr. Kogindran Solumuthu: [kogin79@gmail.com](mailto:kogin79@gmail.com)

*Let's grow capable CF leaders and inspire students to shine in their faith and service.*

# Empowering Student Leaders through ISCF Club

SK Stapok, Sarawak

By Aden Tabib Nasip Ila

[View Project](#)

## Background

- SK Stapok is a government school in Kuching, Sarawak.
- 27 students are involved in the Inter-School Christian Fellowship (ISCF) Club, with low engagement from the students.

## The Challenge

- 79.67% average attendance in 2024-2025.
- 25% of students feel there's no need to attend the CF after school.
- Currently, there are no student leaders, although 85% are interested.

Without a clear pathway for leadership, student involvement and growth remain limited.

## The Solution: Sinar Harapan

- Goal: Develop student leadership gradually through structured roles in ISCF sessions to train 17 student leaders and increase attendance to 85% by Dec 2025.

## Key Activities

- Structured Prayer Leadership – leading simple prayers across 10 sessions
- Small Leadership Roles – preparing spaces, welcoming, taking attendance

## Impact So Far

- 80% average attendance as of July 2025.
- 7 out of 17 students targeted for growth have taken on leadership roles.

## Sustainability & Next Step

- Identify absentee reasons through informal chats with students.
- Encourage commitment with simple attendance goals for students.
- Boost involvement by rotating leadership roles across three student groups.

## How You Can Help

Support this initiative to build young, confident leaders who will positively impact their school and community. We are seeking:

- Donation of **30 small-sized Bibles in Bahasa Melayu** as most students don't have their own Bible in a language familiar to them.
- Church network collaboration to conduct Bible studies and youth programmes.

## Contact

Aden Tabib Nasip Ila: [adentabib@gmail.com](mailto:adentabib@gmail.com) or **016-8985971**

*Let's raise leaders who shine with hope—one small step at a time.*

# MBM – Mengasah Bakat Memimpin

SMK Ayer Tawar

By Yong Pek Ying

[View Project](#)

## Background

- SMK Ayer Tawar is located in Perak, with about 1000 students.
- The Christian Fellowship (CF) has high attendance (>80%) as students find the activities beneficial.

## The Challenge

- Only 4 new member enrolment.
- Student committee's leadership skills are low.
- Less than one-third of students participate actively in the CF.
- Without intervention, CF risks a shortage of capable leaders, reduced interest, and further enrollment decline.

## The Solution: Mengasah Bakat Memimpin (MBM)

- Discussion with 6 student committee members (AJK) to identify issues and solutions.
- Whatsapp EXCO ISCF group to plan activities and assign tasks.
- Delegate work and organise training sessions one week before CF meetings.
- Goals: 100% AJK are able to plan 1-hour CF activities in advance and lead confidently.

## Impact So Far

- All AJK attended planning session and took active roles in a Telematch.
- Clear improvements in AJK's ability to plan and run weekly activities observed.
- Student survey shows increased willingness to take leadership roles (+13%).
- Reduced teacher-led approach in planning (-35%).

## Sustainability & Next Steps

- Continue planning discussions in Whatsapp group.
- Extend project until year-end to track further leadership growth.
- Scale into a Mandatory New AJK Training Project for all school clubs, societies and uniform units to prepare new committee members annually.

## How You Can Help

- We are looking for **funding and resources** to scale this project to all student committee of clubs, societies and uniform units in the school. It will be a full-day leadership training on how to discharge their respective responsibilities.

## Contact

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*Let's nurture confident young leaders who can inspire and guide their peers in school and beyond.*

# ABM – Amalan Berdoa Murid

SK St Agnes (M) Likas

By Euphrasia Chong

[View Project](#)

## Background

- Established 1921; over 800 students, ~60 teachers.
- Motto: Doa Amal Jaya reflects strong spiritual values.

## The Challenge

- 100% of Christian pupils in a Moral class struggle to lead prayer; due to lack of exposure and confidence.

## The Solution: Amalan Berdoa Murid (ABM)

### Activities:

- Prayer demonstration by teacher.
- 5 short guidance sessions (<5 min) before lessons.
- 36 opportunities (Feb–Jun) for pupils to discuss and practise.
- Goal: 100% pupils able to pray and lead prayer after 1 full rotation of class practice.

## Impact So Far

- 100% pupils were able to pray using the guidance given.
- The teacher observed that students are more confident to pray than before.

## Sustainability & Next Steps

- Continue this approach with other Moral teachers to strengthen prayer habits among Christian students in the school.

## Contact

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*Cultivating prayer habits among young believers for a strong generation.*

# G.A.M.E.S Project – Grow, Achieve, Motivate, Explore, Scout

SJKC Sin Ming, Puchong, Selangor

By Leong Chun Hung

[View Project](#)

## Background

- SJKC Sin Ming has over 2,000 students and 90 teachers.
- Strong academic and co-curricular record at district level.
- 100% of Year 4 Scouts unable to achieve the Keris Gangsa badge in past years.

## The Challenge

- Teachers lacked training – have not attended Manikayu course.
- Activities were mostly note-copying, no songs or Grand Howl ceremony.
- No complete reference logbooks for badge requirements; students unable to progress beyond basic badges.

## The Solution: G.A.M.E.S Project

- Train three teachers in Manikayu Level 3(b).
- Purchase logbook modules from Membership to Keris Emas.
- Plan activities for Lencana Keahlian, Cycling, and Keris Gangsa.

## Goals

- 35/100 students achieve Membership badge by April 2025.
- 25/35 achieve Cycling badge by May 2025.
- 18/25 achieve Keris Gangsa by June 2025.

## Impact So Far

- 40/100 completed Membership module; 35/40 passed test.
- 30/35 completed Cycling module; 25/30 passed.
- 20/25 started Keris Gangsa module; 18/20 passed.
- On 26 May 2025, 31 students took the district Cycling Test; 30 passed.
- Teachers can now plan engaging activities matching student interests.
- Scout participation and PAJSK points increased as more students joined district-level tests.

## Sustainability & Next Steps

- Distribute Keris Gangsa logbooks to 30 students.
- Give targeted coaching to 10 students who have yet to pass Bicycle badge.
- Continue PLC support for SJKC Sin Ming scout teachers.
- As Mr Leong has been promoted to a new school, G.A.M.E.S Project to be conducted there in 2026 to replicate success.

## Contact

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*Let's inspire more young Scouts to develop lifelong skills through engaging, well-planned badge activities.*

# Faithful Leaders, Flourishing Education

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