



## 15th Malaysian Education Summit

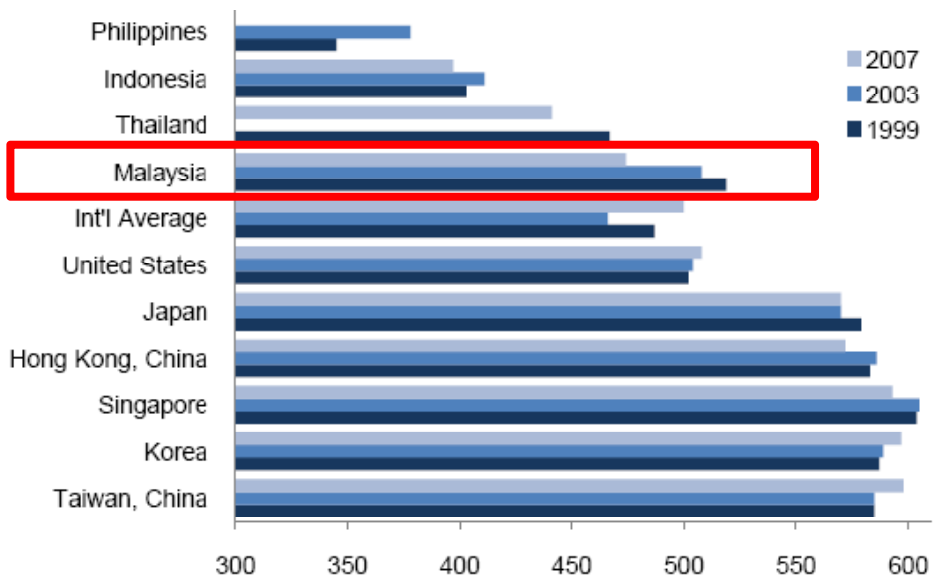
Transforming Schools:  
Developing Excellence in Primary &  
Secondary Schools

12 April 2011



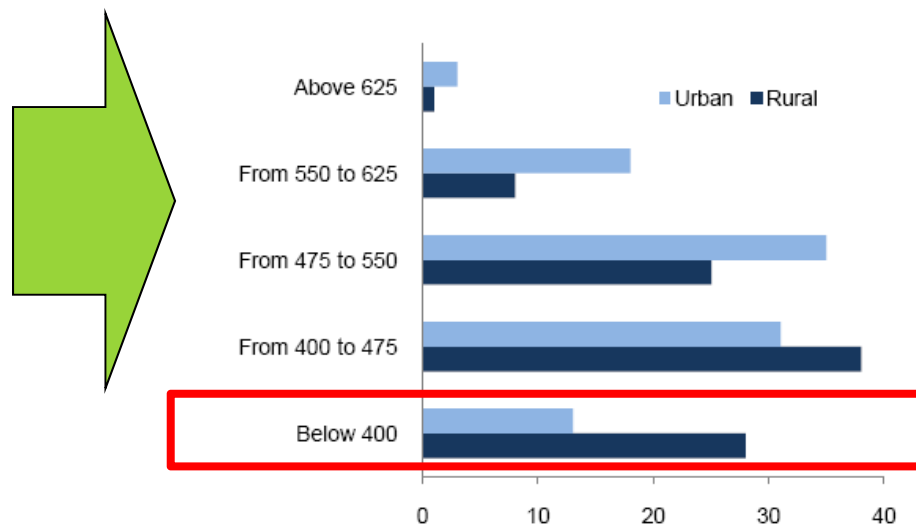
# The Problem: A child's origin often determines his or her education and life prospects

*The TIMMS<sup>1</sup> test scores for Malaysian students have gradually declined over time, and lag behind other higher-income economies in East Asia...*



Malaysian students have decreasing scores in Maths, and lower scores compared to others<sup>2</sup>

*Students from rural schools perform **significantly worse** on tests than their peers in urban areas...*



Proportion of students in each scoring level<sup>2</sup>

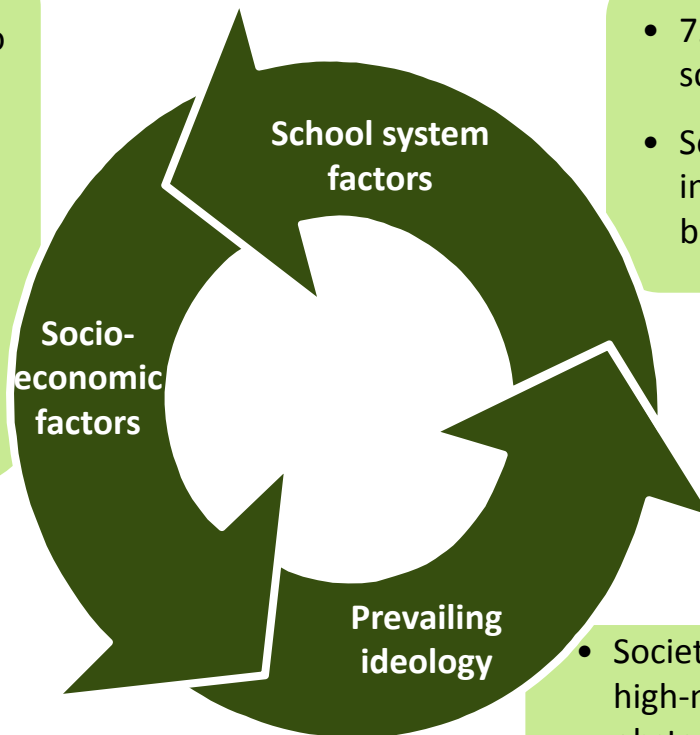
Today, 1 out of 4 Malaysians in Standard 4 classrooms cannot count up to required levels<sup>3</sup>.

# Teach For Malaysia's "Theory of the Problem"

## Our theory of why education inequity exists

Education inequity is the reality that a child's origin often determines the quality of his or her education, and therefore life outcomes.

- Children in low socio-economic communities do not have the same privileges and opportunities as their more affluent peers
- Only 1% of the heads of poor households in Malaysia have a tertiary qualification<sup>1</sup>



- 72% of teachers in primary schools do not hold a degree<sup>2</sup>
- Some of the highest need schools in Malaysia do not have access to basic infrastructure

- Society's prevailing notion is that children from high-need schools cannot overcome the massive obstacles they encounter.
- This belief prevents us from addressing the challenges of poverty and perpetuates the discrimination these children face.

# Teach For Malaysia's "Theory of Change"

We will place tomorrow's leaders in today's high-need schools as the first step in addressing education inequity

## 1 BEFORE

### Recruitment & Admissions



- Attract the **most promising future leaders** through a stringent selection process

## 2 TEACH FOR MALAYSIA FELLOWSHIP

### Leadership Academy



- **Strong leadership foundation** laid for Fellows to effect transformational changes in classrooms

### Two-year Placement



- On-going school-based support for Fellows in classrooms to **accelerate student impact**
- Exclusive leadership development opportunities to **build capacity and capability** of Fellows

## 3 AFTER

### Ambassadors



- Either **remain in education** or **join other career paths/ sectors**
- Use future leadership positions to **actively address issues related to education inequity**



Teach For Malaysia envisions a Malaysia, where one day, all children will have the opportunity to attain an excellent education.

# We set ambitious expectations for our Fellows to create transformational change in their classrooms

## WHAT is the impact envisioned on students in Teach For Malaysia Classrooms?

- Demonstrate significant improvements in **academic achievement**
- Demonstrate strong ability for **critical thinking**
- Demonstrate significant improvements in **communication and interpersonal skills**, with specific emphasis on **English**
- Discover **their strengths/ interests/ talents** and learn how to harness and apply them for their success
- Deeply believe that **they can achieve** whatever outcome they set their minds to, with a strong appreciation that their education outcome is **a lever to that success**

**Success on a Student Level...**

## WHAT do Fellows need to do to achieve this impact in their Classrooms?

- Fellows are ingrained with a **sense of urgency**
- Fellows wholeheartedly believe that improving students outcomes CAN be achieved through their own undertaking and effort, **regardless of school system limitations**, with a clear understanding of how to achieve them
- Fellows gain a **clear understanding of the root causes** of education inequity and , consistently identifies and executes effective solutions
- They leave with a very deep-seated belief of what our mission is, why it is so, and are **confident that the model WILL end education inequity**

**...determines success on a Fellow Level**

Our curriculum will equip our Fellows with the mindset, skills and experience to achieve this impact in our high-need classrooms.

# Teach For Malaysia is a partner of the global education network, Teach For All



*Brett Wigdortz and Wendy Kopp, Founders of Teach For All at its official launch at the Clinton Global Initiative with President Clinton and former Prime Minister Blair*



More than a dozen countries are today recruiting their best and brightest to from a global movement of leaders committed towards expanding education opportunity.

# We have received strong interest from top talent since applications opened in Jan

## Successful Applicant 1<sup>1</sup>

### Outstanding Achievement:

- Final year Harvard University student
- Junior Research Partner at Radcliffe Institute

### Leadership:

- Seminar Leader for the Harvard Summit for Youth Leaders in China (HSYLC)

*"[I] realize that the sort of person you want to be is a person whose life multiplies life for others, especially those who lack the opportunities that you have been given."*

## Successful Applicant 2<sup>1</sup>

### Outstanding Achievement:

- First Class Honours in Psychology from Durham University
- Baxter Award for Academic Excellence

### Leadership:

- President of the Durham University Malaysian Society
- Captain of Women's Basketball

*"Education is more than a means of survival and/or financial security....[it] is that which shapes a person's thoughts, without which an individual is void of an identity."*

## Successful Applicant 3<sup>1</sup>

### Outstanding Achievement:

- UPSR: 4As, PMR: 7As, SPM: 10As
- Mechanical Engineering, UTM: 3.82 CGPA

### Leadership:

- 4 years of working experience in a multinational oil & gas firm
- Leads a team of senior maintenance engineers to service high-value machinery

*"I believe in the long term Teach For Malaysia's mission will be achievable though not without its set of challenges, having read many success stories and experiences in the Teach for America and Teach for India programmes"*

<sup>1</sup> Applicant has successfully completed the online application, phone interview and assessment centre

# Thank you

[www.teachformalaysia.org](http://www.teachformalaysia.org)



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