

# Teach For Malaysia

Vision and mission

## Vision

One day, all children in Malaysia will have the opportunity to attain an excellent education.

## How we achieve that



**Recruit outstanding graduates and young professionals** to be full-time teachers in **high-need schools** through our **two-year Fellowship**



**Train and support** our Fellows, to be **part of the solution** to the challenges faced by our communities



Work alongside our **Alumni** who **continue to drive systemic impact in education** at all levels of society



KEMENTERIAN  
PENDIDIKAN  
MALAYSIA





ABOUT  
164,200  
STUDENTS REACHED  
ACROSS MALAYSIA

MORE THAN  
308  
SCHOOLS

583  
FELLOWS, TEACHERS &  
ALUMNI

ACROSS  
14  
STATES

10 YEARS  
AND COUNTING

# Partners and Supporters



Citi Foundation



A partner in the global education network

Teach For All

# Impact of COVID-19 on Education in Malaysia

Nationwide school closures due to COVID-19 infections affected 4.7 million students and over 415,840 teachers.<sup>1</sup>

*We are currently in our 3rd round of nationwide school closures*



## Digital Divide

36.9% of up to 900k students in Malaysia have no access to electronic device for e-learning purposes<sup>2</sup>



## Low Student Motivation

1 in 5 parents reported their children showing low interest in school<sup>3</sup>



## Substantial Learning Loss

Approximately 60% of students taught by TFM Fellows had not been engaged in online learning at the start of the first school closure<sup>4</sup>



## Lack of Preparedness to adapt to changing Classroom Needs

75% of school leaders are concerned about distance teaching readiness<sup>5</sup>



## Low Community Readiness

Parents not familiar with learning platforms, and don't know about latest syllabus to guide children in their education

Students

Teachers

Community

# Snapshot of TFM's response to the education disruption

We ran critical response projects in addition to the ongoing training and support of our Fellows



## STUDENTS

Resource distribution of technological resources and physical learning materials



## TEACHERS

Train and coach Fellows, teacher leaders to engage students effectively through distance learning strategies for high, medium, low and zero-tech situations



## SCHOOLS

Train Fellows, teacher leaders to engage school leadership to use and apply distance learning materials in school setting

## LEARNING BOXES



## ONLINE LESSONS



## DEVICE DISTRIBUTION



## PUBLIC MICROSITE WITH TFM'S DISTANCE LEARNING TRAINING RESOURCES



# Our Alumni played key leadership roles in supporting the Ministry of Education's (MOE) response to COVID-19

TFM Alumni leadership impacts across various levels of the education system

## SELECTED LEVELS OF THE MOE:

Federal-level  
response

School leadership  
response

Teachers' response



### Victor Lam '15- Google for Education

The **MOE's online education platform- DELIMa**- is built on Google's platform. Victor worked directly with the MOE on the development and launch of this platform, and continues to provide ongoing support.



### Pemimpin GSL: Pandemic-responsive training for School Leaders

Led by various TFM Alumni, Pemimpin GSL- the Malaysian partner of the Global School Leaders Network. It delivers MOE approved programmes to train school leaders. Last year the **trained 360 school leaders** so that their schools could respond effectively during the pandemic.



### Arus: Digital learning skills training for all teachers

Under an MOE-UNICEF partnership, Arus created [Komuniti Guru Digital Learning](#)- a free, massive open online course that provides interactive training modules with video tutorials and quizzes to give teachers a quick start in launching their remote teaching effectively. Over 3000 teachers have been trained through this platform.

How do we move forward from here?

Status quo

Build back better

VS.

Build forward differently

Technology to continue

VS.

Technology to transform

Reimagined education

# Appendix



# There is no silver bullet solution with technology- understanding where it is most valuable can help us design effective solutions

## 4 potential uses of technology to complement educators

1 Scaling up quality instruction, such as through prerecorded quality lessons

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2 Facilitating differentiated instruction, through, for example, computer-adaptive learning and live one-on-one tutoring

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3 Expanding opportunities to practice

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4 Increasing learner engagement through videos and games