



TRUST SCHOOLS PROGRAMME (TSP 1.0)

IMPACT STUDY



Step inside a Trust School and you will likely feel an immediate palpable difference. Students who are happy, confident and actively engaged in their own learning. Teachers and an entire school community working together to develop the potential of each and every learner.

We are excited to share key findings from this Impact Study, which now provides empirical data and useful insights into the Trust Schools Programme (TSP 1.0).

LeapEd Services, Trust Schools Programme 1.0 - Evaluation Exercise & Report, 2018 by Monitoring & Evaluation (M&E) team.



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The Trust Schools Programme (TSP) is a comprehensive and sustainable school transformation programme aimed at improving student outcomes and revitalising school culture. This is achieved through addressing four strategic goals focusing on school leadership, teachers, students, parents and the community.

The Programme's main driver is Yayasan AMIR; a Not-for-Profit organisation which collaborates with the Ministry of Education Malaysia through a Public-Private-Partnership. LeapEd is the design and implementation partner for the TSP and developed the four key strategic goals to address the needs of the entire school community.



By empowering school communities (school leaders, teachers, students and parents), the TSP hopes to develop holistic students with 21st century competencies and schools that embed sustainable education practices.





13
States



160
Schools



440
Schools Leaders



6000
Teachers



71000
Students



200
LeapEd Education
Advisors



27
Leadership in PPD



41
SISC+ & SIP+



37
PPD (TSP),
PPD (AMAN) &
PPD (GUSTO)



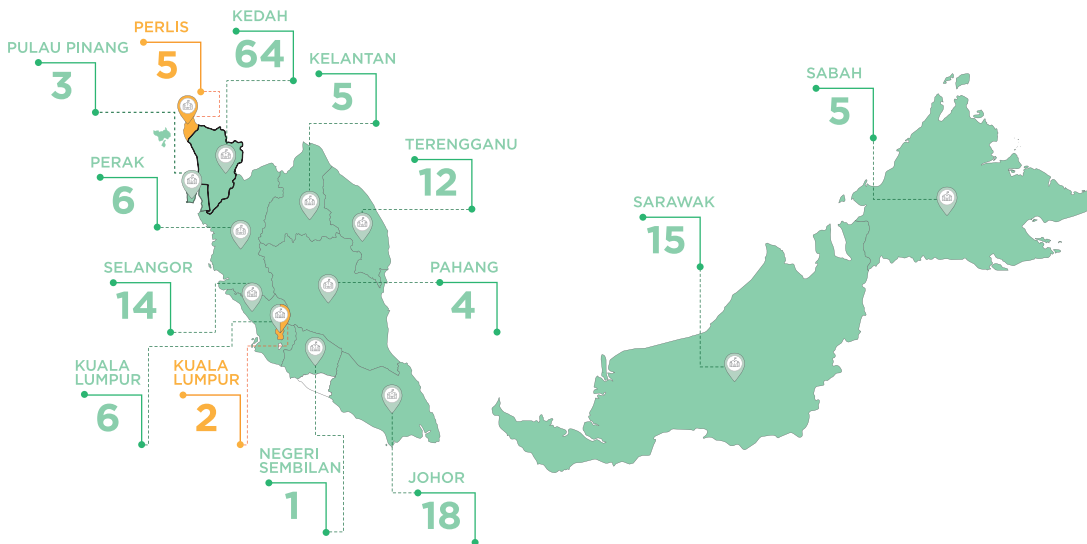
TSP 1.0

(83 schools)



TSP 2.0

(7 schools)



About Us



LeapEd was established as a Social Enterprise in 2010; thus we are a revenue generating business with a social purpose - we re-invest our profits back to the community.



Our goal is to enrich lives through education transformation based on our Education Philosophy - to realise the individual potential of each and every Learner. This will in turn add value to communities and society at large. We know that in order to succeed, we need to work together.



We believe that investing in education is the smartest decision you can make. Education provides opportunity which in turn empowers people, cultivates creativity and improves confidence and self-belief. We also strongly advocate community values through quality education. Innovation in education is essential, which is why we stress the importance of research and development. In order to move forward, we need to look at what works, what doesn't and relentlessly push boundaries.





Our Approach



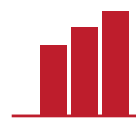
TRANSFORMATION

The potential for greatness resides within each child. The unlocking of the potential lies not solely during lessons in the classroom, it must be continuous and fully supported by the teachers, school leadership, parents and communities for holistic transformative empowerment.



SUSTAINABILITY

To sustain the change, the transformation must include the change of culture in schools. Culture can be defined by the variables of leadership and teachers' attitudes, school processes as well as organisational character and behaviour. Students first, life-long learning, continuous improvement and self-empowerment are central to this principle.



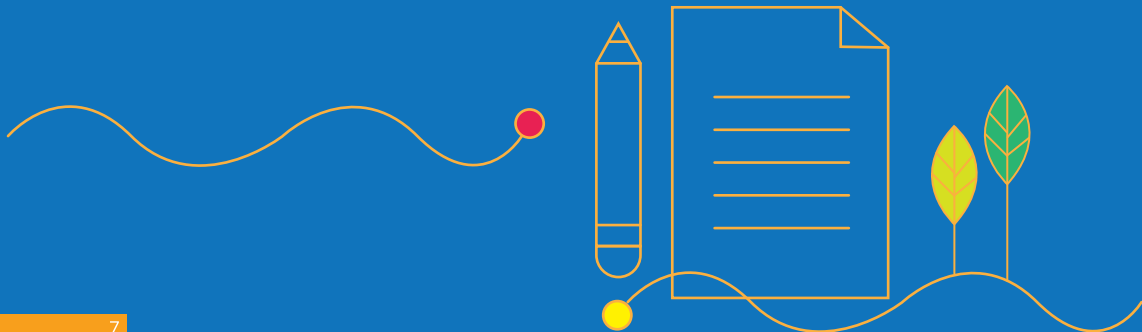
SCALABILITY

Sustainable transformation must be replicable and transferable. Replicated and transferred support sustainability. This also involves the acceptance and assistance of the larger eco-system - regulator, government and industry. LeapEd is currently researching, developing and delivering models in schools and system transformation within the K-12 sector and beyond.



Objectives

This TSP 1.0 Impact Study is a systematic and objective evaluation and review of the experience of the major stakeholders in Trust Schools and the achievements and limitations of the programme to date.





Methodology

A mixed methodology was employed enabling the collection of quantitative data to measure key constructs, and triangulated with qualitative data to support or refute the statistics and afford a deeper understanding of the participants' experience, perceptions and beliefs. The primary methods of data collection employed were:



Survey



Interview



Observation



Rationale

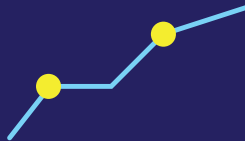
Rationale 1

To assess short, medium and long term impact of the Trust Schools Programme and Interventions based on intended outcomes and standards



Rationale 2

To use findings as a baseline for continuous tracking of progress for each cohort



Rationale 3

To determine strengths and weakness of the programme for future enhancements and improvements



Research Questions



To what extent do the respondents (Senior Leaders, Middle Leaders & Teachers) perceive progress in their professional competencies since joining the TSP 1.0?

What are the Trust Schools students' perceptions of the Quality of Teaching and Learning?

What are Trust Schools students' perceptions of the School Climate and their Well-being?

What are the parents' perceptions of the Trust Schools Programme?

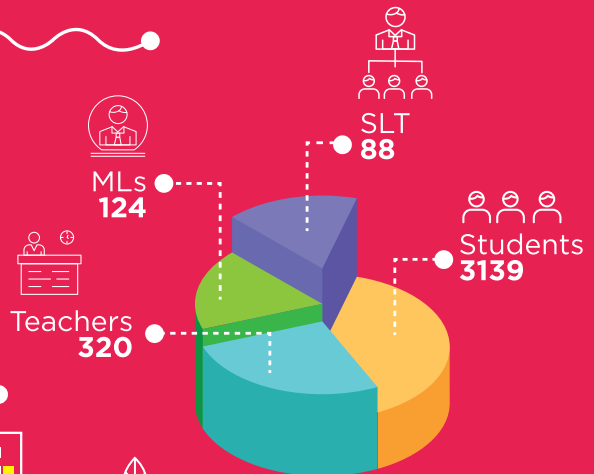
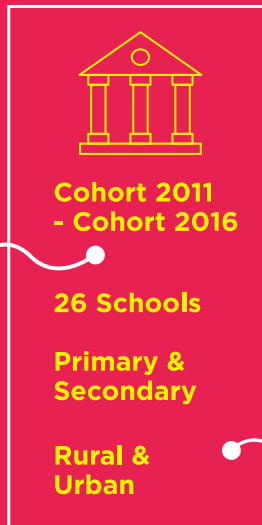
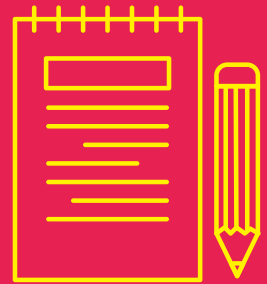
Is there evidence of sustainability of the programme based on respondents' beliefs around Knowledge & Learning, Intelligence, Efficacy, Collectivism and Individualism?

What are self-reported continuing professional development needs for Senior Leaders, Middle Leaders, and Teachers?



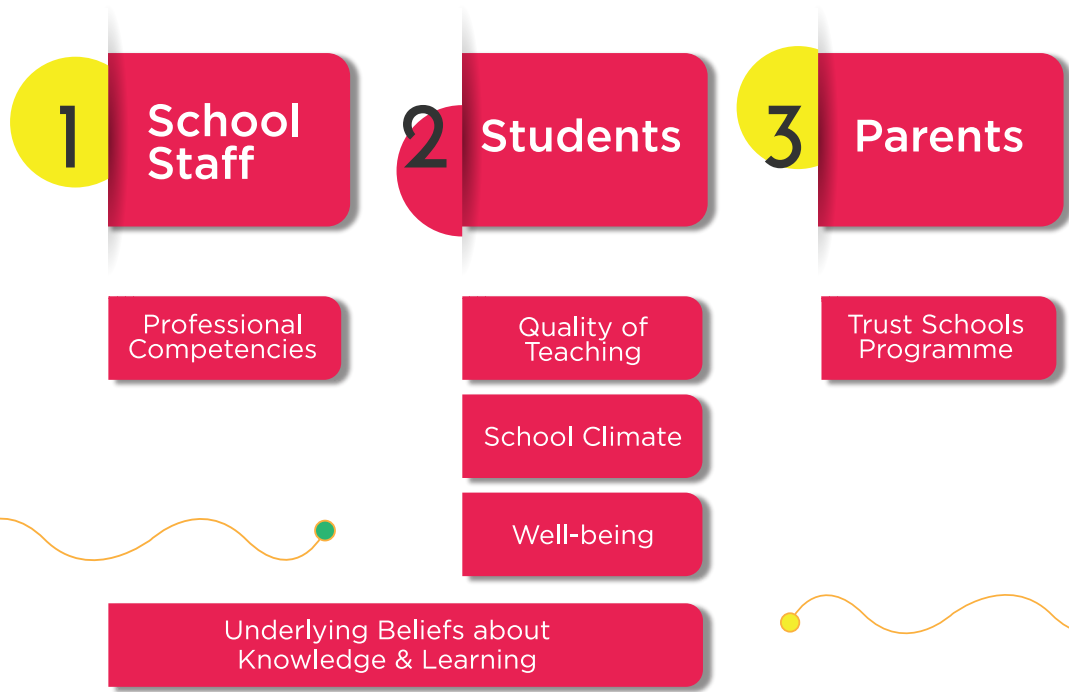
Data Collection Method

- Online Questionnaire
- Pen & Paper Questionnaires
- Interviews
- Focus Groups
- Lesson Observations





Our Parameters



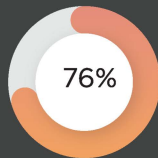
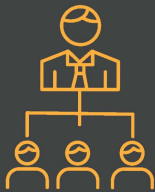
Progress Levels



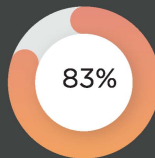
A movement of one level indicates a paradigm shift in level of knowledge, skills, thinking, pedagogy and practice which requires continuous self-reflection and a growth mindset.

Quantitative Data- Senior Leadership Team (SLT)

Findings



Primary



Secondary

SLTs indicated that they had progressed by a minimum of **1 level**.

>12%

of primary and secondary school SLTs felt they had progressed by a minimum of **2 levels**.

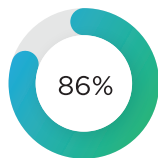


This suggests TSP 1.0 has had a **positive impact** on the professional competencies of SLTs.

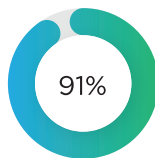


Quantitative Data- Middle Leadership Team (MLT)

Findings



Primary



Secondary

MLTs felt they had progressed by a minimum of **1 level**.

>40%

of primary and secondary school MLs felt they had progressed by a minimum of **2 levels**.



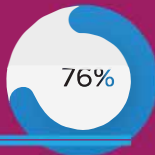
>**8%** of primary school MLs indicated progress of 3 levels.



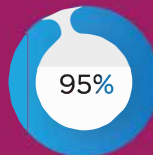
This suggests TSP 1.0 has had a **positive impact** on the professional competencies of Middle Leaders.

Quantitative Data- Teachers

Findings



Primary



Secondary

Teachers felt they had progressed by a minimum of **1 level**.



Primary



Secondary

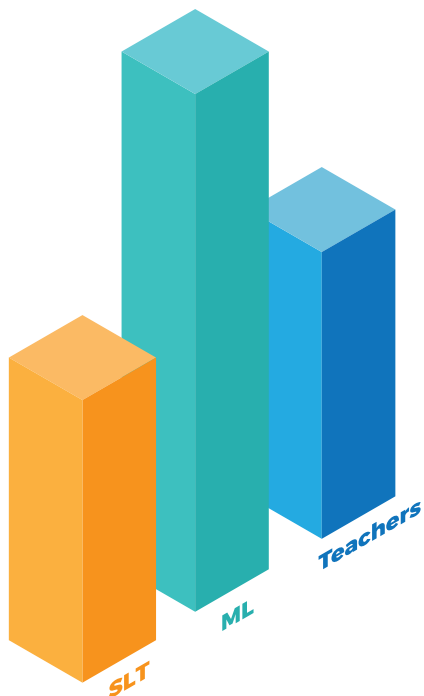
Teachers felt they had progressed by a minimum of **2 levels**.



This suggests TSP 1.0 has had a **positive impact** on the professional competencies of teachers.



Summary



66% > 1 Level
13% > 2-3 Levels
21% > No progress



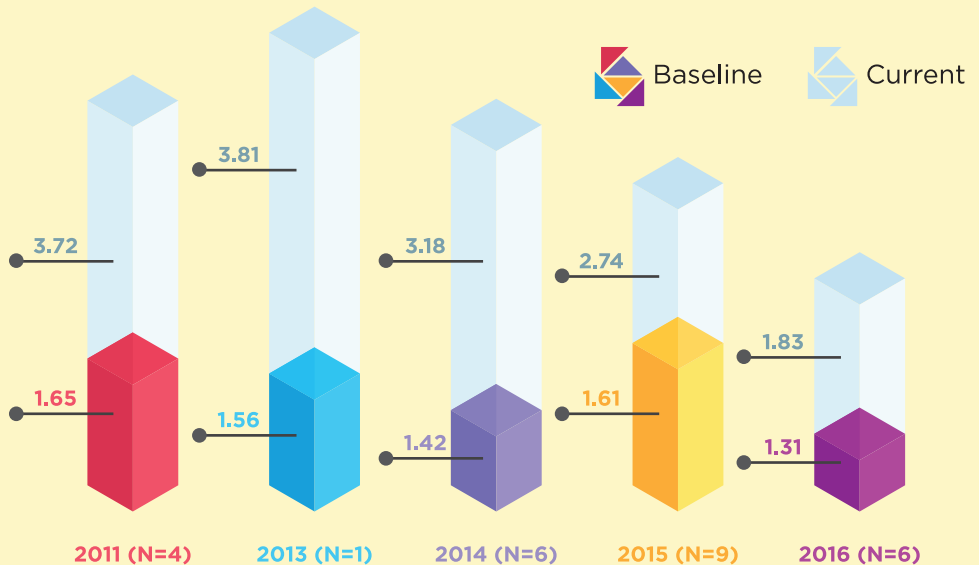
49% > 1 Level
40% > 2-3 Levels
11% > No progress



61% > 1 Level
25% > 2-3 Levels
14% > No progress

Progress in Professional Competencies

Lesson Observation Data



Teachers' Growth in Practice by Cohorts



All cohorts show growth.

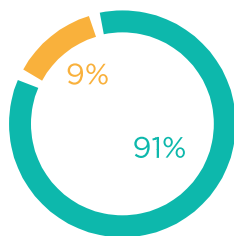


Positive linear relationship between teachers' progress and the number of years the schools has been in TSP.

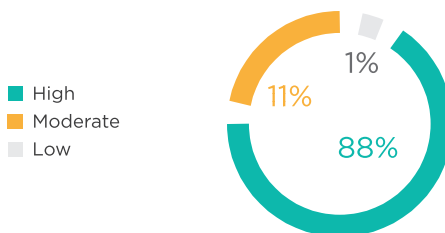


Primary & Secondary Students' Perceptions of the Quality of Teaching and Learning

Primary Students' Perception



Secondary Students' Perception



■ High
■ Moderate
■ Low

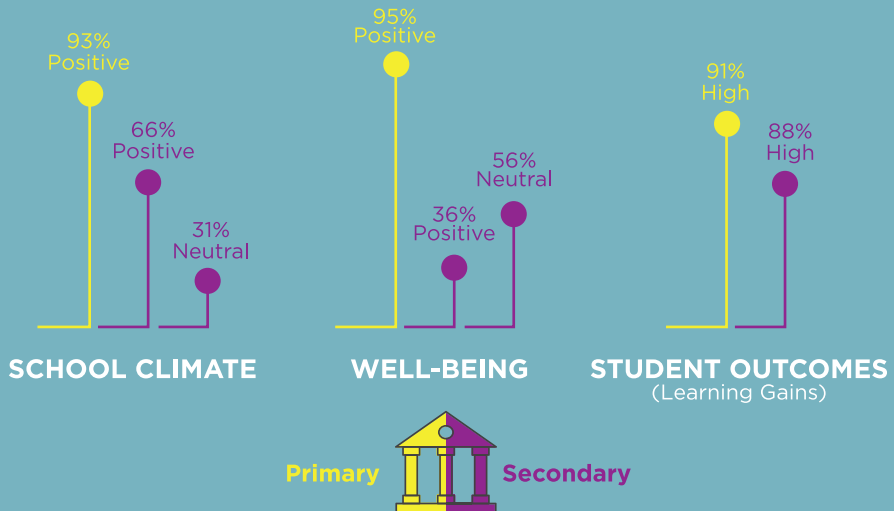
Summary of Findings

The majority of students in both primary and secondary schools perceive the quality of teaching to be high.

Research (ACER -Australian Council for Educational Research) indicates that

- ✓ students are responsible and reliable sources of information about the quality of teaching, when asked the right kinds of questions and in the right way.
- ✓ student learning gains are greater where students' ratings of the quality of teaching are higher.

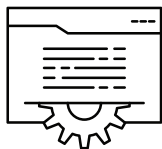
School Climate, Well-being & Student Outcomes



It was hypothesized from the onset of this evaluation exercise, that in addition to school climate being a strong influencer of students' life satisfaction and well-being, it is also a strong determinant of student outcomes. Data from this evaluation exercise supports this.



Summary of Findings on Professional Development



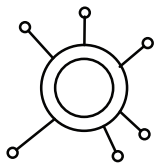
OVERALL

Trust Schools Programme has had a positive impact on participants' professional practices.



HIGHLIGHTS

Trust Schools Programme has had greatest impact on the professional competencies of the Middle Leaders.



TRIANGULATIONS

Findings from Quantitative data are supported by lesson observation data.



AREAS OF IMPROVEMENT

Need to focus on quality of teaching and learning in primary schools reflected by 24% who reported no perceived progress since joining the programme.

Emerging Themes (Parents)



UNDERSTANDING

- ✓ Clarity around what it means for their child to be in a Trust School.



SATISFACTION

- ✓ Higher levels of satisfaction with their child's education.



COMMUNICATION

- ✓ Frequency and level of interaction between the school and parents has improved.



INVOLVEMENT

- ✓ Increased opportunities for parents to be involved in the life of the schools.



Assumptions & Findings around 'Beliefs'

VALUES ABOUT Individualism vs Collectivism as predictors of Agency Conformity

- Majority of staff and students have a balance of both values.
- Higher tendency for primary students to be collectivist.
- Higher tendency for secondary students to be individualist.

- 48% teachers are facilitative, 26% didactic.
- Primary teachers more facilitative than secondary.

Facilitative vs Didactic Teaching Approaches as predictors of

- Strong relationship between school climate and student well-being.

21st Century Teaching & Learning

leads to

- Student Well-being**
- School Climate**
- Student Efficacy**

BELIEFS ABOUT INTELLIGENCE as predictors of Growth Mindset vs Fixed Mindset

- Staff who reported high self-efficacy also reported facilitative teaching and learning orientation.

High Teacher Efficacy

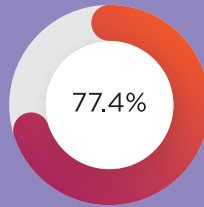
- >85% of TS school staff and students indicate an incremental view of intelligence.

- High Efficacy among school staff correspond with high efficacy among students.

School Teams: Continuing Professional Development Needs



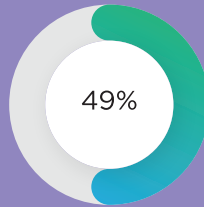
SLTs



✓ Financial Management



ML

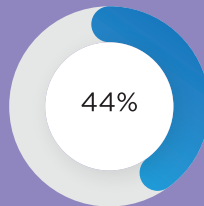


✓ General Pedagogy

✓ Curriculum & Assessment



Teachers



✓ General Pedagogy

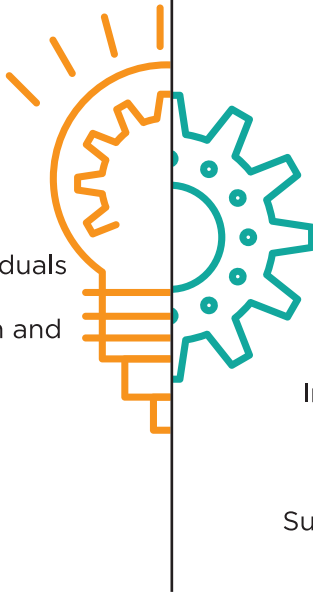
✓ Special Needs Teaching



The Way Forward

New Ways of Thinking

- Andragogy vs Pedagogy
- System - Process vs Individuals
- Collective vs Individualism and Individualisation
- Enablers vs Doers



New Ways of Doing

- Top Down, Bottom Up approaches
- Data Driven, Needs based solutions
- Inquiry Based Methodologies
- Design and M&E focused
- Support for Existing Processes

Evolution of TSP

Trust Schools Programme 2.0 (TSP 2.0)

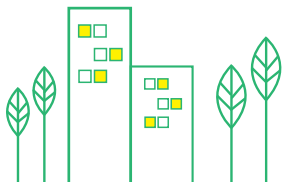
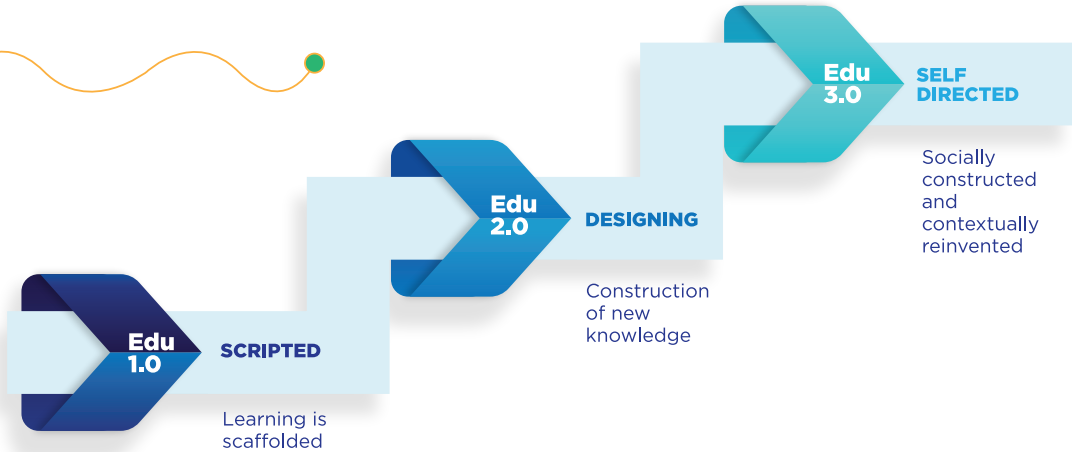
TSP2.0 is the next evolution of our Trust Schools Programme aligned to global trends and national aspirations.

Leveraging on the success and learnings of TSP 1.0, TSP 2.0 is designed as a model that is both sustainable and scalable.

TSP2.0 has been launched in 2019 in selected Malaysian public schools.



Education Trends



MEB was designed to respond to global education trends and to meet the needs of the nation.

How is TSP 2.0 different from the current model?

▶ TSP 2.0

Approach to School Transformation

- Grounded in the theory of school culture change and is not dependent on specific groups of individuals

Duration

- Phased approach with a maximum of 3 years (depending on starting point and progress)
- Progression targets for each phase (0- 3)

Programme Ownership

- Partnership with system at state and district level, and with community set up at the beginning of the programme (Phase 0)
- Handover of accountability and ownership to MoE as the driver of the programme starts on Day 1

Quality Standards

- The measurement is against progress in each standard from TOV for each individual school
- Student holistic outcomes are final measure of success
- Robust M&E embedded within the programme to ensure success

**Because
every child
deserves
a great
future”**





INSPIRING EVERY LEARNER

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