Reaching out to students: the Teach For Malaysia Fellowship perspective.

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Teaching Alumni of Teach For Malaysia Fellowship
Content

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Introduction to Teach For Malaysia (TFM)
Who is Teach For Malaysia?

▪ An independent, not-for-profit organization.
▪ Mission: end education inequity in Malaysia.
▪ Modus operandi: recruit high achievers and placed them in high-needs, secondary school for two years.
▪ Partners and sponsors:

[Logos for Ministry of Education Malaysia, UBS, Pearson, and Google]
The Fellowship
(and what comes after)
What is the Fellowship?

▪ Two years full-time and fully-paid leadership development programme that is modelled after Teach For America.

▪ Individuals who are selected into the programme are known as 'Fellows'; while 'Alumni' refers to Fellows who have graduated from the programme.

▪ Fellows are facilitated to conduct project in their respective school community.
Who are the Fellows?

Where do our Fellows come from?

- Business / Accounting / Finance / Economics: 20%
- Engineering: 12%
- Psychology: 12%
- Arts: 9%
- Social Sciences: 8%
- Law: 6%
- Others: 3%
- Various Sciences: 30%
Who are the Fellows?

31% of our Fellows are professionals

69% are fresh graduates
Who are the Fellows?

46% of our Fellows graduated from universities in UK, US, Australia, China, Canada and New Zealand.

54% of them graduated from local institutions.

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Which path the alumni has taken?

Breakdown of Alumni in their chosen career paths post-Fellowship:

- Went into medicine (1): 2%
- Took on roles in public policy (2): 5%
- Pursued graduate and further studies (4): 9%
- Joined private education institutions as teachers (5): 11%
- Went into corporate positions (7): 16%
- Remained in their schools for a third year of teaching (9): 21%
- Joined Teach For Malaysia’s management team or other non-profit organisation (16): 36%
From Institute to the Classroom (how the knowledge is transferred)
How do Fellows communicate theories into practice?

TFM Fellowship Journey

At the beginning of the Fellowship

1. Pre-Service Programme
2. Post Graduate Diploma of Education (PGDE)
3. Regional Event (Professional Development workshops)

At the end of the Fellowship, Fellows will be:
1) Fully certified teacher.
2) Contributing effort to end education inequity.
Emphasis in training Fellows

- Suspending judgement – investigate further before passing judgement and avoid assumption.

- The three A’s:
  - Achievement
    - Highlighting expectations on students’ performance (examination results; co-curricular marks)
  - Access
    - Providing opportunities for students to explore beyond the walls of their classroom.
  - Affect
    - Shaping the students’ personality and character to be role models in the future.
Case Examples from a Fellow and Alum
Chong Zhi Xiong
Fellow (2014 cohort)

- Empowering communication to students via digital literacy.
  - Facebook
  - Google Site (https://sites.google.com/site/sirchongatsmkpuchong/)
Welcome! Selamat datang!

Sir Chong's Website: bit.do/sirchong
Tan Kai Lee
Alumni (2012 cohort)

- Oral Communication
  - Establish class expectations through stating objections and agenda
  - Visual aids

- Experiential Learning
  "I see the power of experiential learning where students learned from their experience either individually or in a small group. They will share their experiences and connect their experience with the knowledge or lesson."
Social Enterprise – Arus Academy

- Arus is an afterschool space that gives students meaningful learning experiences by allowing them to apply their knowledge through making.

- Facebook: www.facebook.com/arusmalaysia
  Website: http://arusacademy.org.my/

- Communication strategies:
  - Coding with the use of Arduino
  - TEDed Talks simulation
Social Enterprise – Arus Academy
My teaching experience

▪ Communicating to students through the concepts of distributed leadership and ecological literacy.

▪ Distributed Leadership
  Distributed Leadership for learning and teaching is a leadership approach in which collaborative working is undertaken between individuals who trust and respect each other’s contribution (Jones, Harvey, Lefoe, Ryland 2013, p.21).”

▪ Ecological literacy
  Orr (2005) wrote, “An ecologically literate person would have at least a basic comprehension of ecology, human ecology, and the concepts of sustainability, as well as the wherewithal to solve problems“ (p. xi). According to Hardin, as cited by Orr, ecological literacy is the ability to ask “what then?” (Koh, 2012).
Distributed leadership in classroom

- Students from higher achieving class teaching to students from lower achieving class.
Ecological literacy in classroom

- Creating effective microorganism (EM) mudball to improve water quality in nearby rivers.
Lastly...

- Conducting social house visits to the students is very effective not just reaching out to the students, but to the concerned parents and the community.

- However, this can be ineffective if the house visit is done with poor planning and if there is language barrier.
Key Takeaways

- TFM model develops individuals to be leaders in the classroom.
- Through the TFM Alumni network, communicating with students can be further enhanced through various collaborations and theories taught.
- Based on the case studies, communicating with students can be done entirely out of limited resources in classroom.
- House visits can be effective, but if done with proper planning.

Find out more about Teach For Malaysia at www.teachformalaysia.org
A Tale of Two Classrooms

Classroom A
Teacher knows everything.
Mistakes = Errors
Teacher Questions.
Kids listen.
Goal is good grades.
Memorize Facts.
Finish Pages.
One Size Fits All.
Rules enforced.

good for robots

Classroom B
Teacher as learner.
Mistakes = Learning
Kids Question.
Kids think.
Goal is learning.
Solve Problems.
Create.
One Size Fits EACH.
Rules unnecessary.

great for kids

Soonufat Supramaniam Fellow (2015 cohort)
References
