



**ASSURING
QUALITY
EDUCATION**

MINISTER'S FOREWORD

Message by the Honourable **Tan Sri Dato' Haji Muhyiddin bin Yassin** Minister of Education

Providing access to quality education is fundamental to the process of nation-building and ensuring that Malaysia is globally competitive. We remain steadfast in our commitment to enable a decent start for children and helping them fulfil their potential. The GTP 1.0 was a success story which concluded with the achievement of most of the targets set out and has laid the foundations for further development and improvements. For example, there has been a 40% drop in the number of schools in Bands 6 and 7, High Performing Schools identified, improvement in literacy and numeracy rates through the LINUS programme and many more. We are now one step closer to closing the education gap and raising the bar.

With the GTP 2.0, the good work carried out previously will be continued and enhanced. These enhancements include the introduction of LINUS 2.0

to improve English literacy, upskilling of pre-school teachers and many other improvements to the GTP 1.0 initiatives. In addition, the GTP 2.0 will also include two additional initiatives – the Teacher Career Package and Professional Development Course for English Language Teachers. The Teacher Career Package provides a new career package to transform the teaching profession, allowing faster progression for high performing teachers and transition support for non-performing teachers. The other additional initiative, the English professional development programme, aims to put one proficient English teacher in every class. In order to achieve the Education National Key Result Area (NKRA) targets, all stakeholders involved need to be innovative, step up to the challenge and be supportive of one another. We will be intensifying our efforts to ensure that we



meet the ambitious targets set. Ultimately, we want our students to have access to the schools they need and secure the future of generations to come, concurrently securing the future of our nation. This chapter lays out the plans to achieve our aspirations of assuring quality education.

Looking back at the GTP 1.0 (2010 - 2012)

Education initiatives outlined in the GTP 1.0 and implemented over the last three years have made significant changes to the Malaysian education system. The initiatives targeted Big Wins, i.e. with immediate and sweeping changes that would best benefit the rakyat and arrest the decline in student outcomes.






	Result 2011	Target 2012	Target for the GTP 2.0 (2013-2015)
Pre-school	77% enrolment	87% enrolment	<ul style="list-style-type: none"> • 92% enrolment by 2015 • 100% public pre-schools and 50% private pre-schools assessed by 2015 • TBD% of in-service private pre-school teachers upskilled to diploma level 
LINUS	97.5% literacy 98.6% numeracy	100% literacy 100% numeracy	<ul style="list-style-type: none"> • Maintain the 90% (Y1), 95% (Y2) and 100% (Y3) targets • Introduce LINUS 2.0 - English Literacy 
High Performing Schools (HPS)	52 HPS	100 HPS	<ul style="list-style-type: none"> • Continue focus on a minimum of 100 HPS • Focus on quality since 4 HPS dropped to Band 2 (from the first cohort) 
New Deals	5.2% of primary school head teachers 4.2% of secondary school principals	4% of primary school head teachers 3% of secondary school principals	<ul style="list-style-type: none"> • Improved New Deals by adding instructional leadership - target 70% of Band 1 & 2 schools time on instructional leadership 
School Improvement Programme	40.25% reduction in Band 6 & 7 schools 21.86% increase in Bands 1 & 2 schools	20% reduction in Band 6 & 7 schools 8% increase in Bands 1 & 2 schools	<ul style="list-style-type: none"> • Zero (0) Bands 6 & 7 schools by 2015 

Figure 1: Education NKRA initiatives

BIG WIN 1 Increasing pre-school enrolment rates

Pre-school and early childhood education improves cognitive development leading to stronger learning outcomes throughout a child's life. Access to pre-school is also critical to ensuring an equal head start for all children irrespective of socio-economic background. To foster greater enrolment rates, the Education NKRA undertook a number of activities including providing tuition fee assistance, increasing the number of pre-school classes through

collaboration between the Ministry of Education (MoE), government agencies such as KEMAS, JPNIN, SeDIDIK and the private sector. Grants were provided and the quality of teachers was improved. In the GTP 1.0, the Education NKRA set for itself a goal to raise the pre-school enrolment rate of children aged 4+ and 5+ to 80% by 2011. The actual rate in 2011 fell slightly short of the 80% mark at 77%. The target has since been stretched to 87% for 2012.



BIG WIN 2 Basic literacy and numeracy skills

In order to ensure that all primary schoolchildren passing through the education system have basic mastery of numeracy and Bahasa Malaysia, the Literacy and Numeracy Screening (LINUS) programme was established to screen skill levels as the students passed through the first three years of primary school. The programme also provided remedial action for students who fell below the benchmarks of the programme, thereby diagnosing and arresting the problem early on. The

goal set at the initial stages of the programme was to ensure that 95% of schoolchildren in Primary 2 would meet basic literacy and numeracy benchmarks by 2011, but the actual data surpassed this target. In 2011, 97.5% of the screened students in Primary 2 were shown to possess basic literacy skills, while 98.6% possessed basic math skills. The goal for 2012 is to ensure that all (100%) Primary 3 students screened under LINUS will meet both basic requirements.



BIG WIN 3 Identifying and rewarding high-performing schools

The goal of this initiative is to encourage and motivate educators by identifying the best-performing schools in the nation through a stringent assessment that looked at the school's academic and non-academic achievement, strength of alumni and success at international competitions and linkages. The identified high-performing schools (HPS) were rewarded with a

RM700,000 grant as an incentive to maintain their performance and to encourage other schools to improve their own performance. The original target of this initiative was to recognise and reward 50 HPS by the end of 2011, but the actual number of schools identified - 52 - slightly exceeded this target. The goal is to increase the number of HPS to 100 in 2012.



BIG WIN 4 New deals for principals and head teachers

The New Deals initiative targets school leaders who are key drivers of change in the school system. Eligibility for New Deals is determined by a stringent set of requirements that look at the performance of the school as a whole as well as the individual school leader's accomplishments. The stated goal for

2011 was to offer the New Deals award to 3% of primary school head teachers and 2%¹ for secondary school principals. The actual percentages came in at 5.2% and 4.2% respectively. The plan is to reach out to an additional 4% of primary school head teachers and 3% of secondary school principals in 2012.



BIG WIN 5 Closing the gap in school quality

Underperforming schools need greater support and accountability measures in order to improve the delivery and provision of education to students, and also to close the gap with HPS to reduce the disparity in student outcomes. To facilitate the improvement of the weaker schools in the country, the Education NKRA introduced the School Improvement Programme (SIP), which analyses and provides support for schools falling in Bands 6 and 7. The SIP also helps schools that may not be underperforming, but are not designated high performing either. The programme therefore works in two directions to

raise the bar on standards by increasing the number of HPS, as well as to close the achievement gap by reducing the number of under-performing schools. In 2011, the initiative targeted a 20% reduction in Bands 6 and 7 schools and an 8% increase in Bands 1 and 2 schools, but the programme greatly outperformed the target, reducing Bands 6 and 7 schools by 40.25% and increasing Bands 1 and 2 schools by 21.86%. The goal for 2012 is to further reduce the number of underperforming schools by 20% and increase the number of high performing schools by 8%.



¹ The target of 2% for secondary school principals in 2011 was based on 2010 targets as the New Deals results for 2011 for secondary schools were only made available after the SPM results were published in May 2012.

Introduction to the GTP 2.0 (2013 - 2015)

Case for change

Despite the successes of the GTP 1.0 initiatives, more needs to be done to further improve student outcomes in Malaysia, especially if the country is to realise its development goal of becoming a high-income nation by 2020.

There is a strong case for change along three dimensions in the current education system to support Malaysia's development goals. These three dimensions of improving access, strengthening quality and enhancing equity

provide the aspirations for the education system. These aspirations will inform and guide the education initiatives for the next three years, although the GTP 2.0 initiatives alone will not achieve all three aspirations in full.

	Access	Quality	Equity
Education Blueprint (2013 - 2025)	<p>Universal enrolment across all levels from pre-school to upper secondary by 2020</p> <p>From stagnant enrolment today to developed nation levels</p> <p>98% Primary 90% Lower Secondary 85% Upper Secondary</p>	<p>Top third of countries in international assessment like PISA, TIMSS in 15 years (from bottom third today)</p> <p>Malaysia as one of the fastest improving systems ever in the world, in 15 years</p>	<p>50% reduction in achievement gaps (urban-rural, socio-economic, gender) by 2020</p> <p>Malaysia as one of the world's most equitable school systems</p>
GTP 2.0 (2013-2015)	<p>92% Pre-schools</p>	<p>At International average in international assessments like PISA, TIMSS*</p>	<p>25% reduction in urban-rural achievement gaps across Malaysia*</p>

Figure 2: Three aspirations have been identified

* The targets are to be achieved by initiatives under both the Education Blueprint and the GTP 2.0.

Aspiration 1: Universal Enrolment

Inequities in the education system do still exist despite near universal enrolment at the primary and lower secondary levels. At present, approximately 95% of primary school-aged children and 90% of lower secondary school-aged children are enrolled in the school system.

Unfortunately, growth of these numbers has stagnated, and there are signs suggesting that it may be very difficult to reach the last 5% to 10% of non-school attending children. These are typically students who fall into

the at-risk categories, which include indigenous and other minority groups and hardcore-poor families.

This present state of affairs is not good enough as regional peers such as South Korea and Japan have almost full enrolment on the primary level. Meanwhile, upper secondary participation in Malaysia has grown – 78% compared with 45% in the 1980s – but the overarching concern again is that the number is not growing as fast as our regional peers, where enrolment consistently exceeds 90%.

Education is an area where there can be no compromise, and even a single child left behind can be construed as a failure of the system. The Education NKRA's GTP 2.0 initiatives will continue its focus on pre-schools and early childcare over the next three years, while the Ministry of Education will also undertake targeted retention initiatives to further improve primary and secondary enrolment rates.

Aspiration 2: Improving Education Quality

Numbers aside, another pressing concern for the Malaysian education system is the quality of education that our students are getting. An international assessment of math and science, the Trends in International Mathematics and Science Study (TIMSS), revealed that Malaysian students have slipped from 16th (out of 38 countries) and 22nd to 26th and 28th in mathematics and science respectively. What is more worrying is the fact that up to a fifth of Malaysian students failed to meet the minimum benchmarks in science and math, increasing from 5% to 7% between 2003 to 2007.

This declining assessment of Malaysian student abilities was further reinforced by the country's results from its maiden participation in the Organisation for Economic Cooperation and Development's (OECD) Programme for International Student Assessment (PISA) 2009+. Malaysia ranked in the bottom third of 74 participating countries, below both the international and OECD average.

Furthermore, almost 60% of Malaysian students failed to meet the minimum benchmarks in mathematics, while 44% and 43% failed to meet the standards in reading and science respectively.



Reading			Math			Science		
Rank	Country	Mean score	Rank	Country	Mean score	Rank	Country	Mean score
1	Shanghai-China	556	1	Shanghai-China	600	1	Shanghai-China	575
2	Korea	539	2	Singapore	562	2	Finland	554
3	Finland	536	3	Hong Kong	555	3	Hong Kong	549
4	Hong Kong	533	4	Korea	546	4	Singapore	542
5	Singapore	526	5	Taiwan	543	5	Japan	539
42	Russian Fed.	459	41	Croatia	460	40	Greece	470
International Average			International Average			International Average		
43	Chile	449	42	Israel	447	41	Malta	461
53	Thailand	421	52	Thailand	419	51	Thailand	425
55	Malaysia	414	57	Malaysia	404	52	Malaysia	422
62	Indonesia	402	68	Indonesia	371	68	Indonesia	383

■ Regional peers

Figure 3: Malaysia ranks among the bottom third of 74 participating countries across all subjects in PISA

SOURCE: PISA 2010

Thus, the second aspiration for the education sector is quality, where the goal is to belong to the top one-third of countries participating in international

Aspiration 3: Narrowing Disparity

The third aspiration for the education system is to close the gap between Malaysians from opposite ends of the socioeconomic and geographic spectrum, thus making quality education more equitable and accessible for all Malaysians. There are significant disparities in student outcomes in Malaysia between urban and rural settings, between students of high-or middle-income homes and low-income homes, between different states, as well as between genders.

assessments such as TIMSS and PISA. The Education NKRA will therefore introduce initiatives aimed at improving the quality of teaching and learning

For example, urban schools, on average, perform 4 percentage points better than rural schools in the UPSR national examinations though the gap is decreasing over time. In the matter of students from differing socioeconomic status, the variation remains high. The disparity has been observed via three proxies: parents' highest level of educational attainment, state average household income, and the percentage of students receiving basic financial assistance (KWAPM). For all three proxies, the evidence consistently

in classrooms (teachers), and raising standards in core literacy and numeracy skills (LINUS 2.0 and English).

demonstrates that students from poor families are less likely to perform as well as students from middle-income or high-income homes.

A more equitable delivery of education in Malaysia will ensure a more cohesive and economically viable workforce, ensuring equitable participation in the country's future and prosperity. It will also contribute to the overall welfare of the nation and ensure the continued development of the country be it in the urban city centre or the rural kampung.

Overview

The GTP 2.0 Education NKRA initiatives were designed with the three aspirations described above in mind and are a subset of initiatives in the National Education Blueprint – a 13-year transformation programme beginning in 2013. The National Education Blueprint will be the result of a comprehensive review of the education system in Malaysia by the Ministry of Education and will take on its final form by the end of 2012.

Further information on the results of the review, including details on how Malaysia fares in the issues of access, quality and equity, as well as other measures the Ministry is undertaking, will be made available through the preliminary document to be published

by the Ministry in September this year for public consultation. The Blueprint draws from multiple resources for its conception including international reviews from UNESCO and the World Bank, results from international assessments such as TIMSS and PISA, research from six local universities, and input from thousands of teachers, principals, parents and students via town halls, roundtable discussions, surveys, interviews and focus groups.

The new National Education Blueprint will guide and shape the long-term goals of the overhaul of the education system, as well as address critical short-term goals. These short-term, high-impact projects will directly benefit the rakyat and the current

batch of students, and will also provide additional impetus for the long-term improvement of education. These issues will be tackled under the GTP 2.0 Education NKRA, which will also represent part of the first wave of reform under the overarching roadmap of the National Blueprint.

The initiatives of the GTP 2.0 continue the work already started with the GTP 1.0, and will again be guided by the aspirations documented above. The GTP 2.0 will see the continuation of existing initiatives implemented in the GTP 1.0 and new ones introduced, and will together be encapsulated under seven workstreams:

1.	Pre-school and Early Childcare
2.	LINUS 2.0
3.	High Performing Schools
4.	District Transformation Programme (enhancement of School Improvement Programme (SIP))
5.	New Principal Career Package (enhancement of New Deals)
6.	New Teacher Career Package
7.	English Language: Professional Development Course for English Language Teachers

Workstreams and Initiatives

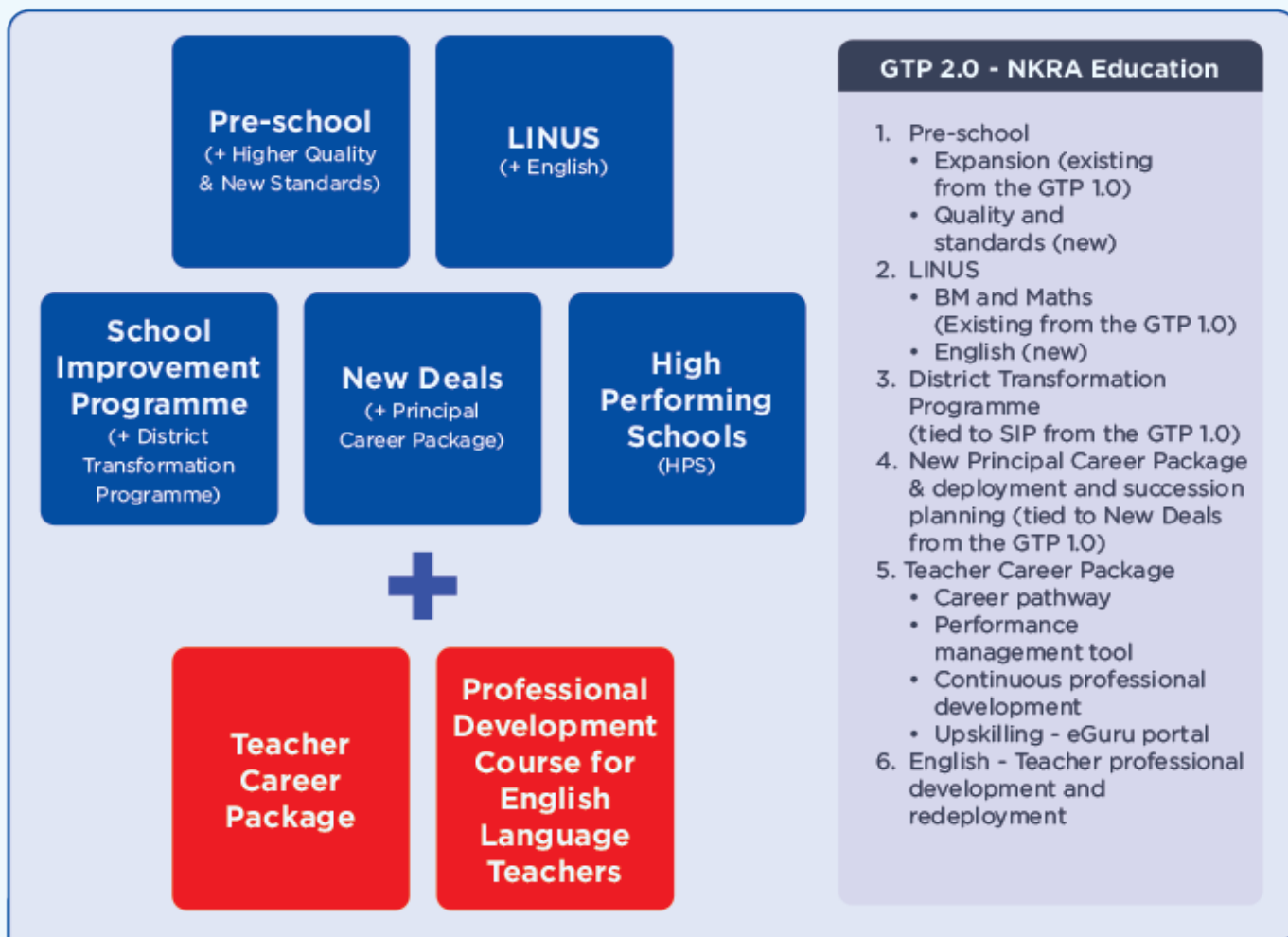


Figure 4: The GTP 2.0 will include two additional programmes on top of the enhancements to the current programmes

As the figure above shows, the GTP 2.0 will see the continuation of five existing programmes from the GTP 1.0 with enhancements in the next three years. Meanwhile, the Teacher Career Package and the Professional Development Course for English Language Teachers will be introduced as well.

As with the overall theme of the GTP 2.0, the Education NKRA is also working towards broadening and deepening the transformation process using the achievements of the GTP 1.0 as the starting point. The enhancements to the five existing programmes that will be carried over are detailed in the following table:

	The GTP 1.0 focus	The GTP 2.0 focus
Pre-school	<ul style="list-style-type: none"> Harmonise support for government pre-schools Improve and harmonise quality of teachers and teacher assistants across all government pre-schools Increase the number of pre-school classes in urban (poor neighbourhoods), rural and remote areas via Public-Private Partnerships 	<p>Enhancements</p> <ul style="list-style-type: none"> Continue to increase the number of classes Review and revise fee assistance and launching grant and extend similar benefits to childcare (catering to children from the age of 0-4) <p>NEW</p> <ul style="list-style-type: none"> Focus on Quality - Ensure national standards for pre-school and childcare; and upskilling of pre-school teachers
LINUS	<ul style="list-style-type: none"> LINUS Bahasa Malaysia LINUS screening (9 screenings held from Years 1-3, with 3 screenings per year) Training of remedial teachers Students assessment levels - Construct 8 (Literacy) and Construct 10 (Numeracy) 	<p>Enhancements</p> <ul style="list-style-type: none"> Screening: 6 screenings held from Year 1 -3 with 2 screenings per year Training: Align LINUS modules with KSSR and add skills training for remedial teachers Assessments: Achieve 12 constructs to re-enter mainstream curriculum (Arus Perdana) <p>NEW</p> <ul style="list-style-type: none"> LINUS 2.0: Add English literacy from Years 1-3 (aligned to Kurikulum Standard Sekolah Rendah "KSSR"), with training of English remedial teachers
New Deals	<ul style="list-style-type: none"> Annual reward for principals and teachers in top performing schools and most improved schools Rewards tied to school overall and individual performance Principals receive RM7,500, the top 5 % teachers receive RM1,600 & the remaining 95% of teachers receive RM900 	<p>Enhancements / New</p> <ul style="list-style-type: none"> Continue annual reward for schools (principals and head teachers) under New Deals Link with new Principal and Teacher career package (and performance management)

Figure 5: The GTP 2.0 Education NKRA initiatives are linked to the GTP 1.0 initiatives

	The GTP 1.0 focus	The GTP 2.0 focus
SIP	<ul style="list-style-type: none"> • School rankings and banding • Teacher coaches (SISC) and Principal (SI Partners) coaches • School improvement action plans 	<p>Enhancements / New</p> <ul style="list-style-type: none"> • Extend SiPartner+ and SISC+ coaches to be full time in District (PPD) Improvement Programme: <ul style="list-style-type: none"> - Strengthen PPDs to support schools (more resources and decision rights) - Standard dashboards and KPIs for all states, districts and schools (integrated with SAPS system) - Tailored set of interventions for different schools (focusing on access, quality and equity)
HPS	<ul style="list-style-type: none"> • Expand number of HPS (66 currently) 	<p>Enhancements</p> <ul style="list-style-type: none"> • Focus on quality control of HPS (prevent decline to Band 2) and ensure autonomies are fully utilised • Continue to focus on a minimum of 100 HPS.

SAPS: Sistem Analisis Peperiksaan Sekolah (School Examination Analysis System)

1 Pre-school and Early Childcare

While the GTP 1.0 stressed on the importance of increasing pre-school enrolment, the goal in the GTP 2.0 is to further enhance the programme by introducing minimum pre-school standards and to extend the programme to cover early childcare as well. In-line with the GTP 1.0, the focus going forward will continue to be on improving access and enhancing the overall quality of pre-schools by making all government and private pre-schools part of the national education system.

The revision of the programme is aimed at the following objectives:

- Further increase the enrolment and quality of services of pre-schools and childcare service providers
- Continue providing access to affordable and quality childcare and

pre-schools for low-income groups

- Ensure that enrolment is made in legal and established centres.

Specifically, the execution of the plan will involve the following actions:

- Increase the number of classes from both private and public providers
- Review and revise eligibility requirements for fee assistance and grants in pre-schools, and the disbursement mechanism
- Harmonise pre-school teacher and teacher assistant qualifications
- Expanding fee assistance and launching grants for childcare (for children in the age group of 0 - 4 years)
- Put in place National Early Childcare Education (ECCE) Standards and professional standards for teachers.

The plan is to execute these initiatives immediately, with the aim of achieving 92% and 10% enrolment in preschools and childcare by 2015 respectively.

There is also a secondary target of ensuring that all government pre-schools and at least 50% of private pre-schools are inspected and rated by the Ministry of Education and ECCE Council respectively by 2015, and that 30% of all pre-school teachers hold minimum Diploma qualifications by the same deadline.

These initiatives should also shift some of the cost from the public to the private sector by encouraging more participation of private providers of early childcare in the country.



2 LINUS 2.0

The success of the LINUS programme in the GTP 1.0 showed the enormous impact early literacy and numeracy education can have on ensuring that all school children have a basic command of Bahasa Malaysia and Mathematics. To further build on the success of the LINUS programme, the GTP 2.0 will see the programme further expanded

to ensure school children also achieve basic English literacy standards.

Meanwhile, the basic structure of the programme will also be enhanced to ensure that there is a more comprehensive assessment of all Year 1 to Year 3 school children. In the GTP 1.0, as the chart below shows, only

school children adjudged to be falling behind in Year 1 were enrolled in the LINUS programme, and subsequently monitored over the next three years. The GTP 2.0 will improve on this screening process ensuring that every child, from Year 1 to 3, is screened twice a year.



Figure 6: LINUS 2.0 will continue efforts in improving BM literacy and numeracy, as well as address English literacy issues

The incorporation of English literacy screening in LINUS 2.0 will be implemented over two phases. In the first phase, a baseline screening test will be conducted to assess the existing levels of English literacy of school children in Year 1 to 3. The second phase will then determine the targets and KPIs

for the English component of LINUS 2.0 upon completion of that baseline test.

The GTP 2.0 will similarly see the cohort of LINUS facilitators, the FASILinus, expanded to include coaching for English language basic literacy. They will also be given further training

to increase their responsibilities beyond pedagogy to support teachers on curriculum implementation and assessments. This initiative will be further discussed in the District Transformation Programme initiative.



3 High Performing Schools (HPS)

This initiative from the GTP 1.0 will carry over to the GTP 2.0, but the focus over the next three years will also be on maintaining the standards of all HPS. Simply put, this means ensuring that HPS do not decline in performance, and

that the HPS fully utilise their additional autonomies to continue to innovate and raise standards.

All schools should continue to strive to significantly improve their performance

levels and to aspire to eventually become HPS. In the GTP 2.0, the target will continue to focus on creating a minimum of 100 HPS, and on ensuring they maintain their high quality standards.

4 District Transformation Programme

The successes of the School Improvement Programme (SIP) from the GTP 1.0 revealed the importance of targeting weaker schools and helped improve them through a coordinated effort. This initiative will be continued in the GTP 2.0, and further expanded under the rubric of the District Transformation Programme.

District education offices (Pusat Pelajaran Daerah or PPDs) are key in narrowing the performance gap between schools within the district as they are at the frontlines and are best placed to support schools across the country. In this workstream, initiatives are channelled to improve the coordination and sharing of best practices such that individual PPDs are empowered to provide direct support and accountability to schools. There are three elements in this transformation programme:

- Revise the role of the State Education Department (Jabatan Pelajaran Negeri or JPN) and PPDs to provide more frontline support to schools.

- Create standard KPIs at the school, district, state and national levels via new dashboards and rankings.
- Target interventions at schools that need it the most. For example, more full-time teacher coaches deployed to district offices to support teachers in schools; parent engagement programmes to encourage involvement and participation in student learning; targeted initiatives to address issues such as truancy in specific schools.

This programme will see PPDs fundamentally transformed by granting them greater powers and authority to support schools within their jurisdiction. In order to do so, the Education NKRA will help create a basic foundation that will strengthen the PPDs by providing training and resources, as well as a platform for PPDs to share best practices. This will in turn embed a strong performance-based culture within the PPDs that can then be devolved down to schools within their jurisdiction.

The District Transformation Programme is an extension of the SIP, with PPD strengthened to better support schools in their districts, especially schools that need it the most. Important elements of the SIP under the GTP 1.0 will be enhanced, such as the expansion of the School Improvement Specialist Coaches (SISC+) programme to support teachers with curriculum, assessment methods and pedagogy. The enhancement will see these full-time coaches, including FasiLINUS teachers, deployed to the district education offices to support and intervene in faltering schools to help improve education outcomes.

5 Principal Career Packages

The New Deal initiative from the GTP 1.0 that rewarded high-performing school principals and head teachers proved to be an effective mechanism to further motivate and incentivise school leaders, and will be continued in the GTP 2.0. School leadership is one of the key drivers of school performance and student outcomes; hence there will be even greater focus over the next three years to provide better support to

principals and head teachers, including better succession planning, career progression and development.

The Education NKRA found several areas for improvement in the principal and head teachers professions, and has taken steps to remedy these problems in the GTP 2.0. One of the biggest problems that the education system faces is ensuring a healthy succession

plan for retiring principals/head teachers. A corollary problem is the lack of a clear set of consistent criterion for promotion to principal and head teacher roles.

The GTP 2.0, therefore, sees the introduction of two new initiatives in addition to the continuation of the New Deals for this workstream.

Initiative: Principal Succession Planning and Fast-Tracking

The present succession planning pathway for principals that do not clearly specify requirements and criteria may mean that there could be a lack of top candidates to fill the shoes of some 4,000 principals retiring over the next five years.

Presently, the appointment and deployment process for principals can take up to a year, which means that schools may be left without a leader for extended periods of time. Indeed, some schools have reported difficulties in appointing principals and head teachers, particularly those in rural areas.

The goal of this initiative is to increase the efficiency of the succession planning process by putting in place a clearer process to identify principal-candidates

based on performance. Moreover, the large number of principals set to retire in the near future also presents an opportunity to appoint principals that are better qualified by raising the recruitment bar. This is further detailed in the new principal career package explained below.

The implementation of this initiative will:

- Optimise and shorten the selection process in order to identify successors for an outgoing principal, ideally six months before the actual retirement date.
- Create a centralised system to recruit from a candidate pool, with a traffic-light system to determine readiness of a candidate.
- Revise incentives to attract quality candidates to rural and/or under-performing schools.

- Provide support to help a principal transition into a new school.

This initiative will result in the identification of a pool of candidates for all principals retiring in the next five years and will also create a more efficient selection and deployment process. As an added benefit, the initiative will create an advanced planning system that will determine upcoming principal vacancies and identify suitable candidates at least six months prior to the vacancy.

The selection process itself will be optimised by stressing a target of “back-to-back transition” which will reduce the current time frame of up to a year to just five months.

Initiative: New Principal Career Package

In line with the New Teacher Career Package outlined in this section, the new Principal Career Package will establish new standards, competency framework, career pathways, performance assessment tools and a continuous professional development (CPD) plan. Presently, the selection of school leaders is primarily tenure based, and no clear pathway for interested candidates. The present performance assessment instrument does not effectively differentiate between performing and non-performing principals, as there are cases of high scores for principals despite continually low or declining overall school performance.

The New Principal Career Package will establish a minimum criteria and competency framework to ensure the quality of principals while defining career paths for candidates interested in the job. The establishment of an objective metric will help the Ministry assess and identify qualified candidates, and also help principals determine their own levels of performance.

In doing so, the goal is to speed up the career progression for good principals – via incentives and the availability of better prospects – while consistently underperforming principals will be moved out of the principal track. Though appropriate support will be

given to underperforming principals to help bring them up to speed, their principal ship could be removed if they consistently underperform despite the support.

This initiative supports and dovetails with the first initiative by providing an objective standard of measure to help identify and appoint principals to vacancies as quickly as possible. Presently, career progression is based more on tenure than performance, but the GTP 2.0 aims to reverse this situation to prioritise performance and competencies.


<p>4,000 principals retiring in 5 years with no succession plan in place</p> <p>No differentiated performance management approach</p> <p>States and districts report difficulty in securing principals for rural areas</p> 	Initiative	Key deliverable
	<p>New Principal Career Package</p>	<ul style="list-style-type: none"> • Raise minimum criteria to ensure quality of principals • Advocate for Skim Perkhidmatan Pegawai Pendidikan (Pengetua and Guru Besar) • Define career pathways for principals and create a new performance assessment tool in line with the proposed New Teacher Career Package • Design targeted Continuous Professional Development plan based on principal performance
	<p>Proactive Deployment Process & New Incentives Focused on Rural Schools</p>	<ul style="list-style-type: none"> • Optimise & shorten selection process for early identification of successors for principal (>6 months before retirement) • Identify schools with retiring principals or without principals • Create centralised and interconnected system to recruit from candidate pool, with traffic light system on readiness • Revise incentives to attract quality candidates to rural schools • Provide transition between outgoing principal and incoming principal with a special programme

Figure 7: The GTP 2.0 New Principal Career Package

6 Teacher Career Packages

Teaching quality is the most important school-based determinant of student-outcomes, with significant data showing that a student’s performance

is hindered or enhanced by a low- or high-performing teacher respectively. A core thrust of the Education NKRA is to better equip and reward teachers for

enhancing student outcomes, and two initiatives have been introduced in the GTP 2.0 towards this goal.

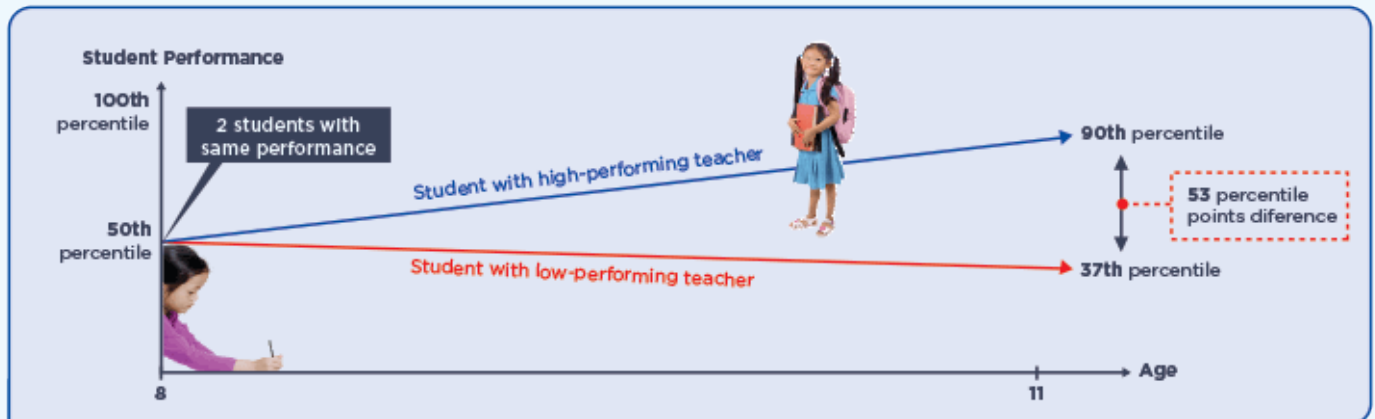


Figure 8: Teachers matter: teaching quality is the most important school-based driver of student outcomes

SOURCE: Sanders and Rivers 'Cumulative and residual effects on future student academic achievement', 1996

Initiative: New Career Package for Teachers

This initiative aims to boost career opportunities for all 410,000 teachers all over the country, and will introduce a single evaluation instrument focused on teaching and learning competencies. This initiative will also cut down the amount of time – from 25 years – that high-performing teachers will take to progress from being a beginner teacher to an expert teacher.

In addition, teachers will benefit from a new comprehensive continuous professional development programme that can be individually tailored to their needs. Finally, this initiative will also provide extensive development and, eventually, transition support for consistently non-performing teachers who will be redeployed from classroom teaching roles to other roles.

While the Ministry of Education has already taken steps to raise entry requirements for new teachers, existing teachers must also be incentivised to continually boost their performance. This initiative will clearly spell out what is expected of teachers, how to get

there, and also provide the support to help them progress in their career. This new career progression and reward system aims to motivate teachers to upskill themselves and enhance their own performance throughout their careers.

The new continuous professional development (CPD) programme will be formalised under this initiative, and a better structure put in place to track what individual teachers have been doing. In the first phase of CPD deployment, the main focus will be on pedagogical skills that will translate directly into better classroom performance. As part of the CPD offering, teachers will also be exposed to best teaching practices via EduWebTV, an interactive online video training programme. The subsequent phases will also provide CPD training for teachers that are deployed in the Ministry, the State Education Departments and District Education Departments to help them progress in their chosen career pathways.

The implementation of this initiative will help enhance the attractiveness of the teaching profession and ensure only the very best teachers in the country are recruited and retained by the Malaysian education system. The new Teacher Career Package, in summary, comprise four main elements:

- New competency-based pathways to create exciting career opportunities for teachers, including fast-tracking for high performers
- The creation of a single unified evaluative instrument focusing on teaching and learning, combining best elements from the five existing evaluation instruments and incorporating student outcomes
- CPD Masterplan to provide tailored support to each teacher
- New standards for CPD and monitoring mechanism for recruitment of new teachers, and career-long support and evaluation of teachers

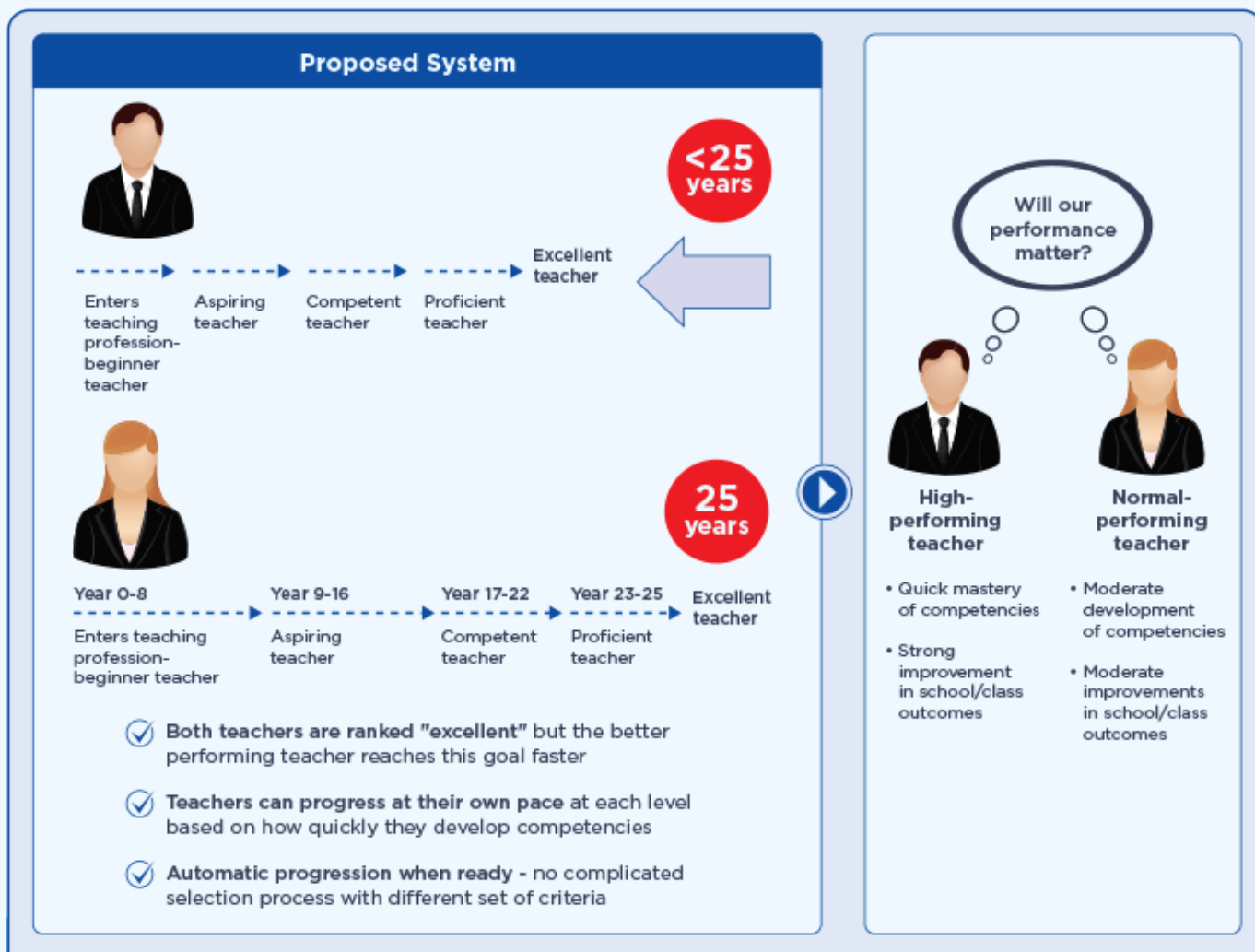


Figure 9: Faster progression for high performing teachers

7 Professional Development Course for English Language Teachers

The standard of English proficiency of Malaysian students remains a major concern of parents and employers. The Education NKRA aims to help remedy this by improving the way the language is taught in schools, and by focusing on enhancing the English language proficiency of English teachers.

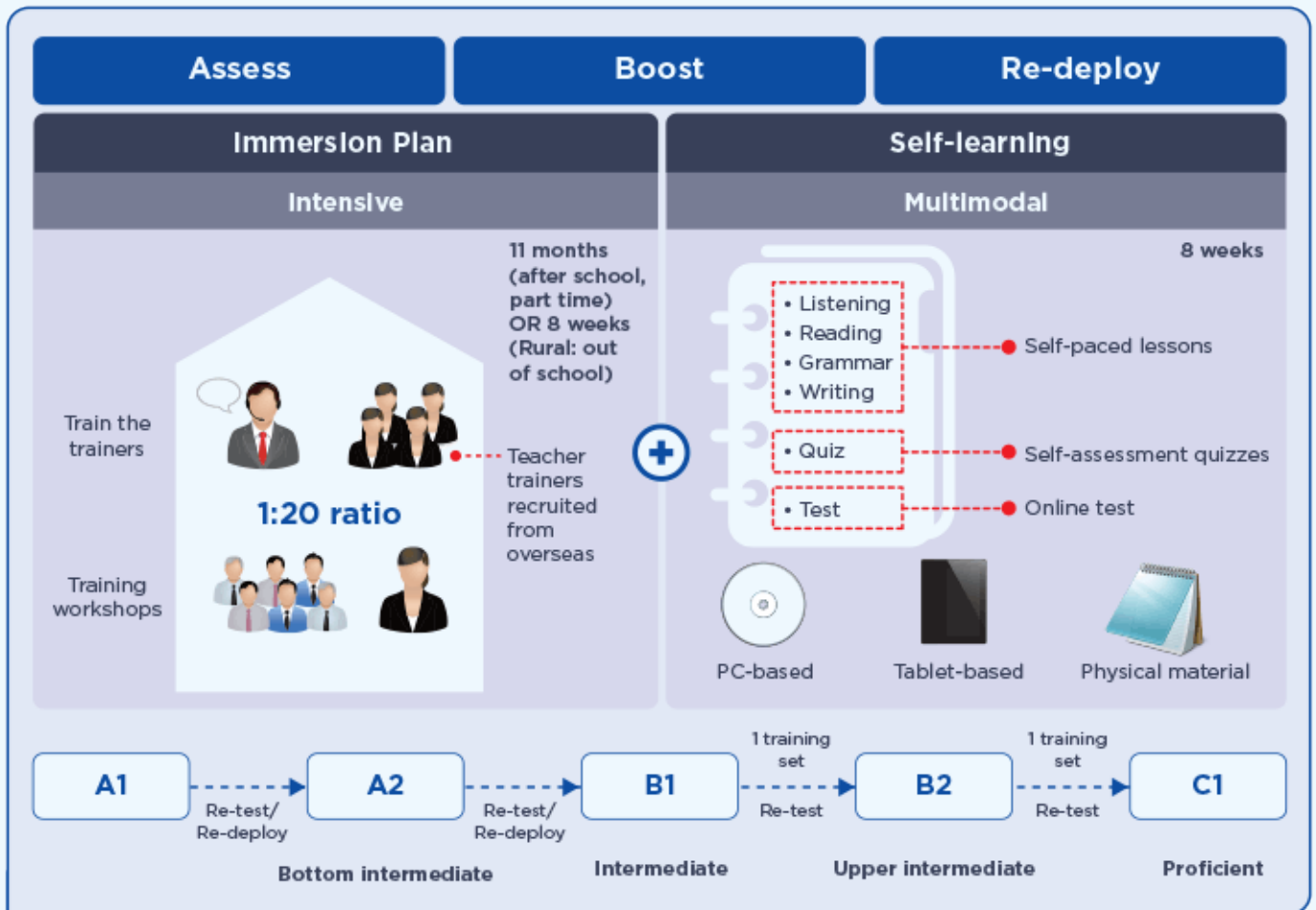


Figure 10: Intensive professional development and immersive learning

This workstream will rapidly upskill the English teaching force to meet the target of delivering one proficient English teacher in every classroom across Malaysia, and to eventually bring Malaysian students closer to international standards for English education. A pilot programme was launched in 2012 to rapidly enhance the English proficiency levels of English teachers, beginning with a proficiency test in May 2012 for 7,000 English teachers across four states. This programme will be rolled-out to all English teachers across all states in Malaysia.

A three-pronged approach will be used, which will assess, boost and re-deploy non-proficient teachers. The first step is Re-testing and Re-deployment, where the proficiency levels of existing teachers will be determined, to be followed by the Intensive professional

development initiative. The goal was to screen all 52,000 English teachers. This exercise was completed in July 2012.

A remedial programme has also been put in place, with a pilot programme aiming to retrain approximately 5,020 non-proficient English teachers expected to be completed by December 2013. The goal is to retrain all non-proficient teachers by 2015.

The government recognises that building a workforce with a high proficiency in the English language is necessary if Malaysia is to compete on the international stage and to transform itself into a high-income nation. Language mastery begins in the earliest years of formative education, and there is therefore a very crucial need to address the shortcomings in the way English is presently taught.

The hope for the GTP 2.0 is to have new language initiatives complement the developmental work of LINUS 2.0 to build a stronger foundation of basic education that will better prepare Malaysian students for the challenges and opportunities in their future.

In conclusion, the support of all stakeholders involved is critical in order to achieve Education NKRA targets. The Government needs to escalate its efforts; teachers, who form the backbone of the education system, need to adapt and evolve; and parents need to be fully supportive of the initiatives. The Education NKRA will be focused and committed in our efforts towards providing access to quality education for all Malaysian students.





Summary of Initiatives

Pre-School



- Increase the number of classes from both private and public providers
- Review and revise eligibility requirements for fee assistance and grants in pre-school, and the disbursement mechanism
- Harmonise pre-school teacher and teacher assistant qualifications
- Expand fee assistance and launching grants for childcare (for children in the age group of 0 - 4 years)
- Put in place National Early Childcare Education (ECCE) Standards.

LINUS 2.0



- Incorporate English Literacy screening along with Bahasa Malaysia and Mathematics
- Expand screening to cover every student from Primary 1 to 3

High Performing Schools



- Continue initiative to establish list of 100 HPS
- Focus on quality to ensure existing HPS do not falter

District Transformation Programme



- Revise the role of the State Education Department (Jabatan Pelajaran Negeri or JPN) and District Education Departments (Pejabat Pelajaran Daerah or PPDs) to provide more frontline support to schools
- Create standard KPIs at the school, district, state and national levels via new dashboards and rankings.
- Target interventions at schools that need it the most

Principal Career Packages



- Principal succession planning and fast-tracking of appointments
- New principal career package that raises minimum principal requirements to raise performance

Teacher Career



Packages

- New competency-based pathways to create exciting career opportunities for teachers, including fast-tracking for high performers
- The creation of a single unified evaluative instrument focusing on teaching and learning, combining best elements from the five existing evaluation instruments, and incorporating student outcomes
- Continuous Professional Development (CPD) Masterplan to provide tailored support to each teacher
- New standards for CPD, new standards and monitoring mechanism for recruitment of new teachers, and career-long support and evaluation of teachers

Professional Development



Course for English Language Teachers

- Provide remedial support and training for non-proficient teachers
- Ensure that every classroom will have a proficient English teacher by 2015