

# ERI-NET PHASE III (2015)

## THE MALAYSIAN EXPERIENCE



**“Integrating Non-cognitive / Transversal Competencies in Education Policy and Practice (Phase III): How are Teachers Prepared / Supported to Facilitate Acquisition of Transversal Competencies”**



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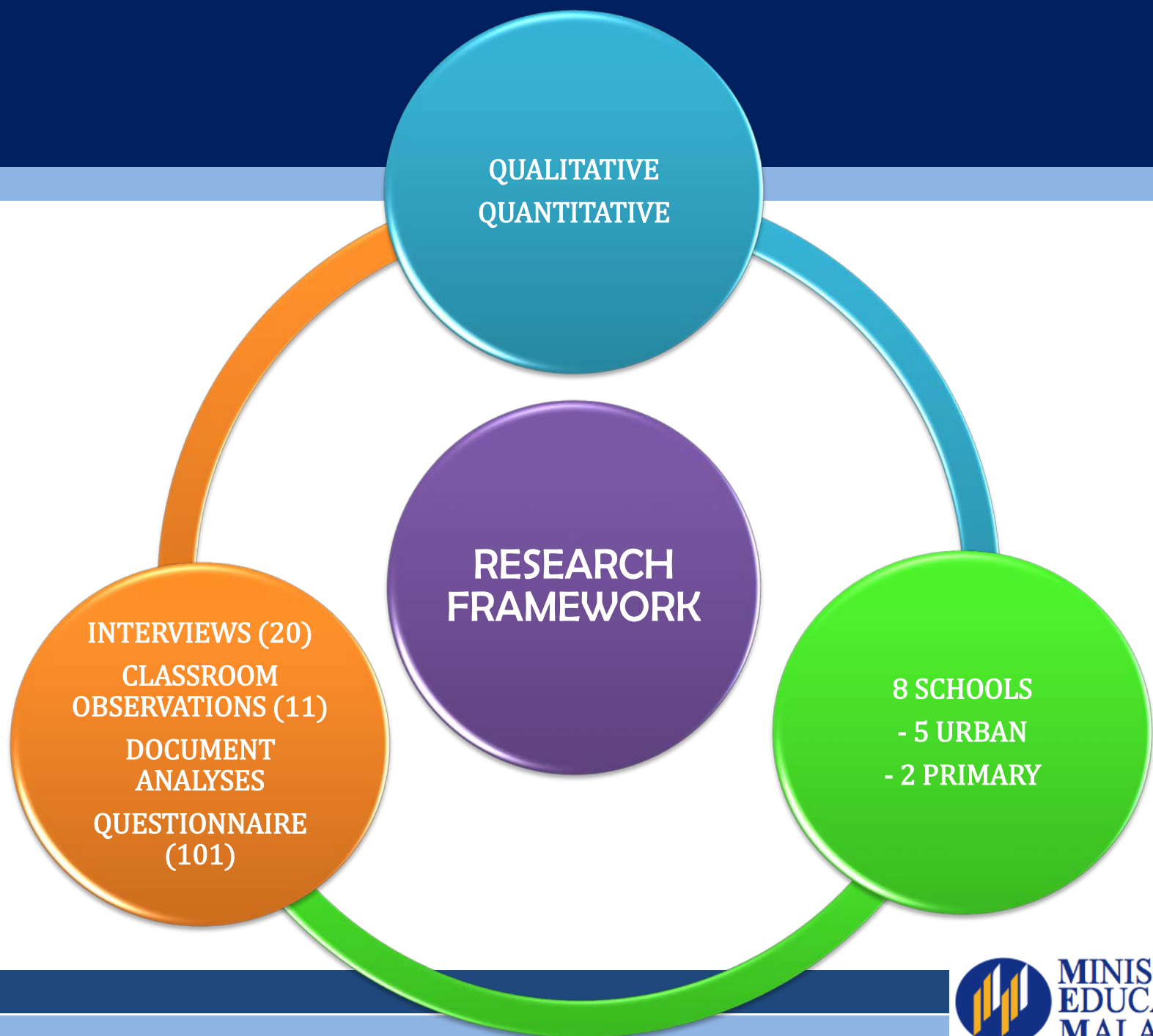
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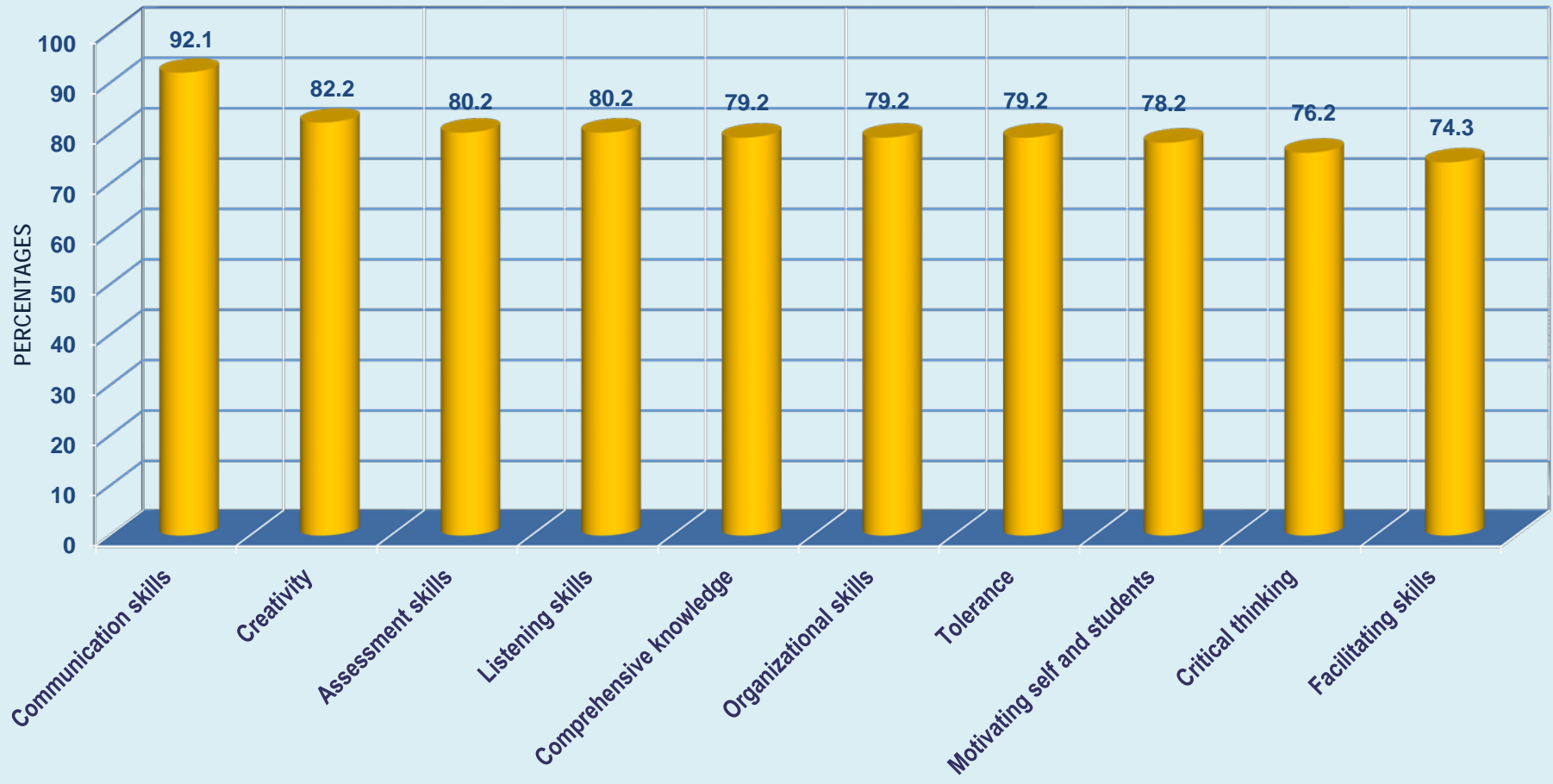
# Importance of TVCs in Malaysia

## The National Education Philosophy

- *“Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are **intellectually, spiritually, emotionally and physically balanced and harmonious**, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large.”*



# Teachers' Perceptions and Needs to Facilitate Transversal Competencies (TVCs) Learning



**Skills and Competencies Required for Teachers to Facilitate Transversal Competencies Learning**

# Teachers' Perceptions and Needs to Facilitate Transversal Competencies (TVCs) Learning

## Why Communication Skills



*"(to enable myself to integrate transversal competencies in my lessons) the skill that I need the most is communication skill. This is because teachers are considered as facilitators who should be able to communicate and motivate students ..."*



*"Teachers should be effective communicators. In any circumstances, I strongly believe that communication skills are the focal transversal competencies. The way we communicate reflects and depicts a lot of underlying elements. Of late, we rarely communicate face-to-face, the communication mainly happens virtually... We just cannot see the facial expression, the body language, and there is no way we can hear the intonation of the voice whereas that every single element carries meaning."*



# Teachers' Perceptions and Needs to Facilitate Transversal Competencies (TVCs) Learning

## Teachers' Confidence

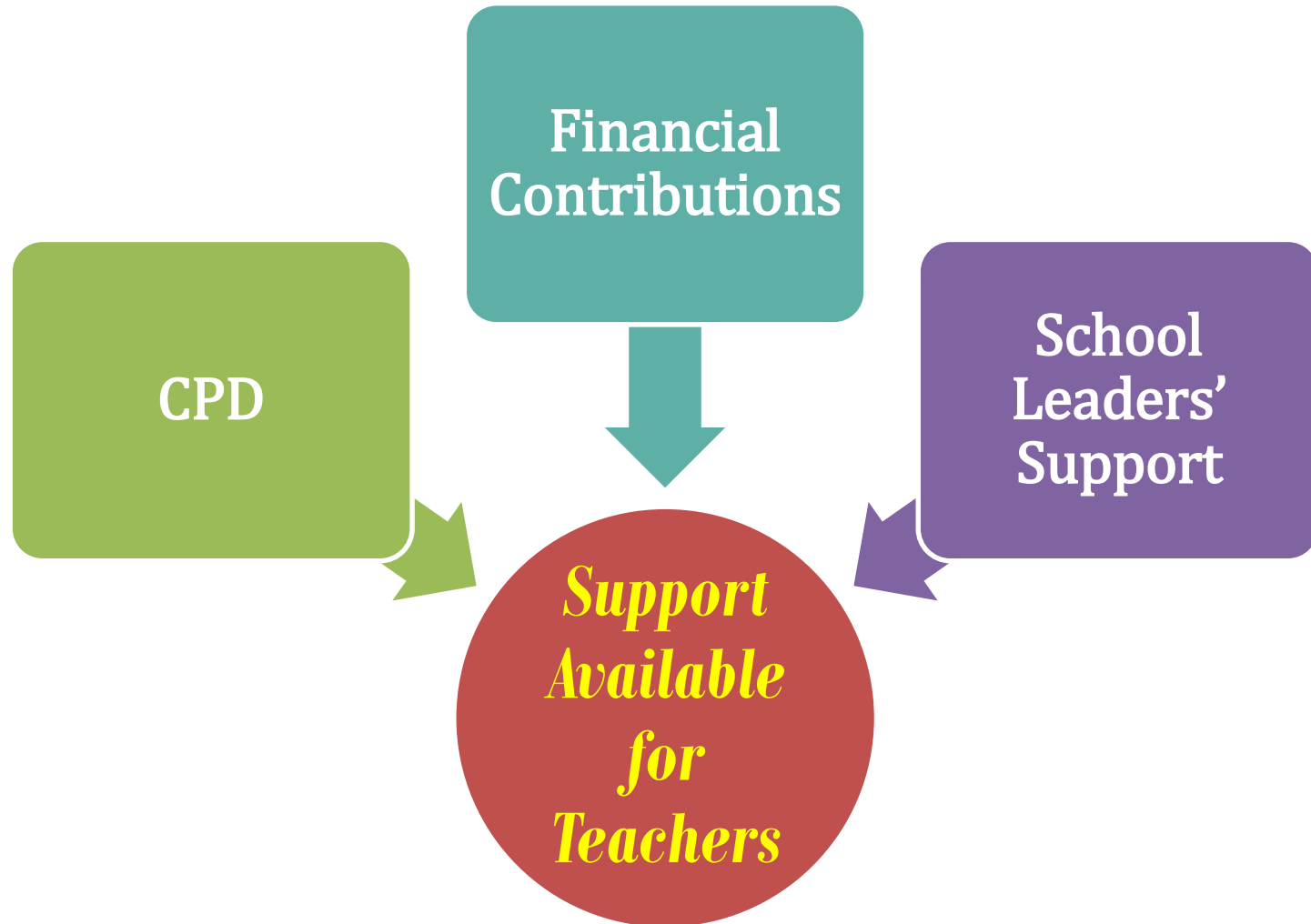




# Teachers' Perceptions and Needs to Facilitate Transversal Competencies (TVCs) Learning



# Teachers' Training and Support Opportunities

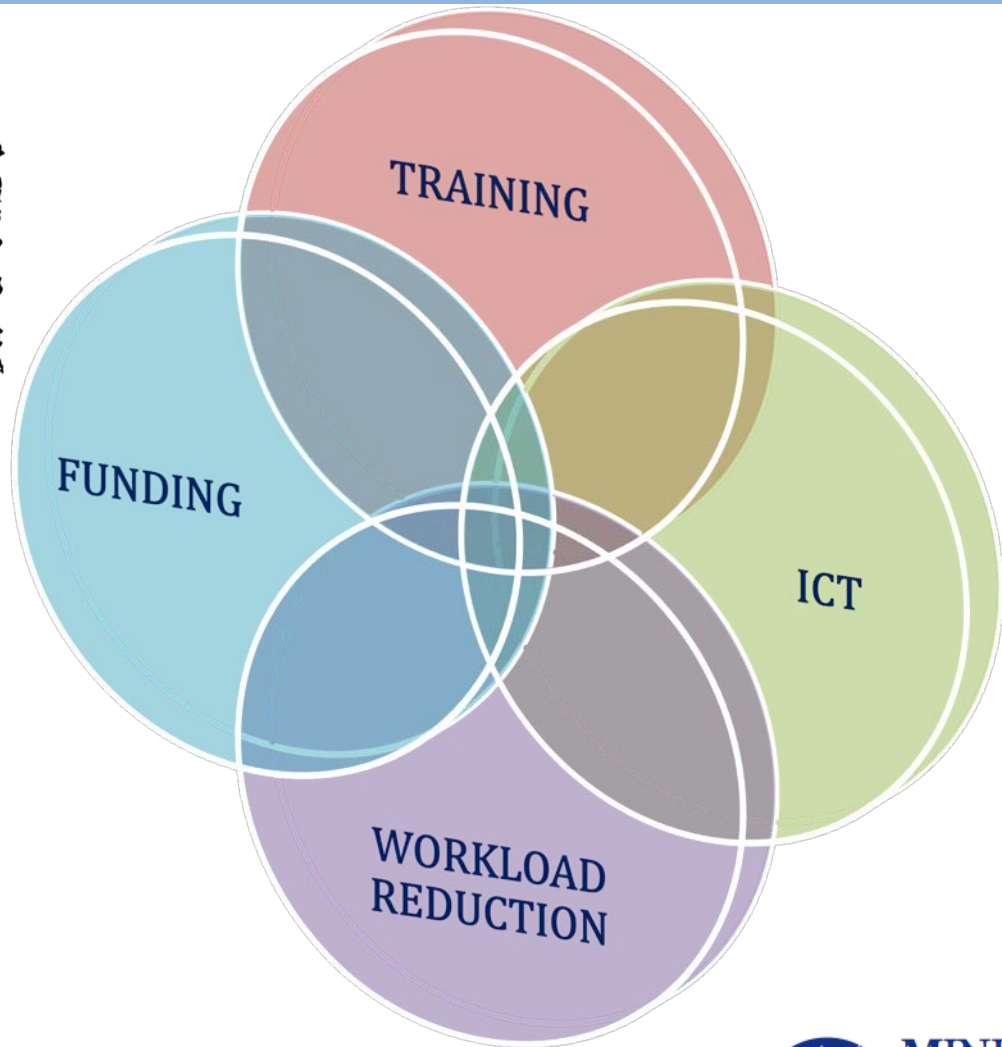


# Teachers' Perceptions and Needs to Facilitate Transversal Competencies (TVCs) Learning



Additional Support  
Teachers Need

www.kem.gov.my



# Teachers' Training and Support Opportunities



# Teachers' Training and Support Opportunities

Malaysia Education  
Quality Standard

Standard Curriculum  
– (Primary School)

***School  
Guidelines***

School Based  
Assessment

Integrated  
Curriculum –  
(Secondary School)



# Good Practices



# POLICY IMPLICATIONS



REVISION OF  
PRE-SERVICE  
TRAINING



REFINEMENT  
OF CPD (IN-  
SERVICE)



'UPGRADING'  
STATUS OF  
TVCs



# Impact of Globalisation on Education in Malaysia



<p><b>PROVIDE EQUAL ACCESS TO QUALITY EDUCATION OF AN INTERNATIONAL STANDARD</b></p> <ul style="list-style-type: none"> <li>Benchmark the learning of language, Mathematics and Science to international standards</li> <li>Launch new Secondary (RSM) and revised Primary Curriculum (KSSR) in 2017</li> <li>Revamp examinations and assessments to increase focus on testing higher order thinking skills by 2016</li> <li>Raise quality of preservice and push to 100% enrolment by 2020</li> <li>Move from 8 to 11 years of compulsory schooling, starting at age 6, supported by retention initiatives and job-ready vocational training</li> <li>Increase investment in physical and teaching resources for students with specific needs</li> </ul>	<p><b>ENSURE EVERY CHILD IS PROFICIENT IN BAHASA MALAYSIA AND ENGLISH LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Introduce a common Bahasa Malaysia curriculum at the primary level, with online resources remedial support for students that struggle to allow for retention of non-elite class</li> <li>Expand the LINGES programme to include English language literacy</li> <li>Upskill English language teachers and expand opportunities for greater exposure to English language</li> <li>Encourage every child to learn an additional language by 2025</li> </ul>	<p><b>DEVELOP VALUES-DRIVEN MALAYSIANS</b></p> <ul style="list-style-type: none"> <li>Strengthen civic elements by making community service a pre-requisite to graduation by 2017</li> <li>Enhance Islamic and Moral Education with greater focus on core values and underlying philosophies of major religions by 2017</li> <li>Develop students holistically by reinforcing requirement to participate in 1 Sport, 1 Club and 1 Uniformed Body</li> <li>Enhance and expand HIMPJ from 2016 to facilitate interaction across school types, attributes and socio-economic groups</li> </ul>	<p><b>TRANSFORM TEACHING INTO THE PROFESSION OF CHOICE</b></p> <ul style="list-style-type: none"> <li>Raise entry bar for teachers from 2015 to be amongst top 10% of graduates</li> <li>Upgrade the quality and retention of CPD from 2015 with greater emphasis on school based training</li> <li>Focus teachers on their core function of teaching from 2015 by reducing administrative burden</li> <li>Implement competency and performance based career progression by 2016</li> <li>Enhance pathways for teachers into leadership, make teaching and subject specialist roles by 2016</li> <li>Place real culture of excellence and certification process by 2020</li> </ul>	<p><b>ENSURE HIGH-PERFORMING SCHOOL LEADERS IN EVERY SCHOOL</b></p> <ul style="list-style-type: none"> <li>Competency based selection criteria and enhanced succession planning processes for principals from 2013</li> <li>New Principal Career Package rolled-out in waves from 2013, with greater support for example via coaching, on-boarding programmes, greater operational flexibility for school improvement, curriculum and co-curricular planning, and deeper accountability for improving student outcomes</li> </ul>	
<p><b>EMPOWER JPNs, PPDs, AND SCHOOLS TO CUSTOMISE SOLUTIONS BASED ON NEED</b></p> <ul style="list-style-type: none"> <li>Accelerate school improvement through systematic, district led programmes in all states by 2014</li> <li>Allow greater school-based management and autonomy, including greater operational flexibility over budget allocation and curriculum implementation, starting with the best performing and most improved schools</li> <li>Ensure 100% of schools meet basic infrastructure requirements by 2015, starting with Sabah and Sarawak</li> </ul>	<p><b>LEVERAGE ICT TO SCALE UP QUALITY LEARNING ACROSS MALAYSIA</b></p> <ul style="list-style-type: none"> <li>Provide internet access and virtual learning environment via 11starfish for all 10,000 schools by 2013</li> <li>Align content best practices online starting with a video library of best teachers delivering lessons in critical subjects in 2013</li> <li>Maximise use of ICT for distance and self-paced learning to expand capacity and allow for more customised learning</li> </ul>	<p><b>TRANSFORM MINISTRY DELIVERY CAPABILITIES AND CAPACITY</b></p> <ul style="list-style-type: none"> <li>Empower JPNs and PPDs through greater decision making (leave their budget and personnel files) and holding them accountable for common KPIs from 2013</li> <li>Deploy around 7,000 more personnel from Head Office and JPNs to PPDs to better support schools by 2014</li> <li>Strengthen leadership capabilities in 10,000 middle and 150,000 leadership class from 2013</li> <li>Strengthen key central functions and restructure Ministry from 2016</li> </ul>	<p><b>PARTNER WITH PARENTS, COMMUNITY, AND PRIVATE SECTOR AT SCALE</b></p> <ul style="list-style-type: none"> <li>Equip every parent to support their child's learning via a parent engagement toolkit and online access to their child's in-school progress (eAPPS systems)</li> <li>Invite every PEG to provide input on contextualisation of curriculum and teacher quality from 2016</li> <li>Expand Trust School model to 500 schools by 2020 by including alumni groups and NGOs as potential sponsors</li> </ul>	<p><b>MAXIMISE STUDENT OUTCOMES FOR EVERY RINGGIT</b></p> <ul style="list-style-type: none"> <li>Link every programme to clear student outcomes and annually measure programmes that have low impact, sign to get rid of</li> <li>Optimize efficiency of operations, with funding reallocated to the most critical areas such as teacher training and updating</li> </ul>	<p><b>INCREASE TRANS-PARENT PARENRY FOR DIRECT PUBLIC ACCOUNTABILITY</b></p> <ul style="list-style-type: none"> <li>Publish an annual public report on progress against President targets and indicators, starting for the year 2013</li> <li>Conduct comprehensive stock-take in 2015, 2020 and 2025 to ensure Blueprint remains relevant by incorporating student feedback and accounting for an ever changing external environment</li> </ul>



# Key Transversal Competencies for Students to Navigate in a Globalised and Inter-Connected World

