

The background is a complex collage of geometric and organic elements. In the top left, there is a green circle with a blue dotted pattern. To its right, a series of blue plus signs are arranged in a grid-like fashion. A large, faint, light gray grid pattern covers the upper half of the image. In the bottom left, there is a solid orange rectangle. The bottom half of the image features a yellow textured surface, possibly representing a table or floor, with two crumpled pieces of white paper. Several wooden blocks are arranged in a row on this surface, leaning against each other. Dashed lines and arrows, resembling a path or a process flow, are drawn over the yellow surface and the wooden blocks. The overall aesthetic is modern and creative, suggesting a focus on design and innovation.

OUR APPROACH

02



We believe students must be able to function in the global environment of the 21st Century through five critical life skills of confidence, communication, creativity, critical thinking and co-existence.

At the heart of our philosophy is the central role that learners drive their transformation; by making choices and effective change.

The 'traditional' approach to education and the role of schools have evolved over the years. Where we once viewed education as rote and scripted, current research calls for a specific focus on self-directed learning.

We see a cohesive system with five dimensions (Learners, Classrooms, Schools, Communities and System), working in tandem to achieve a transformative school culture that is both sustainable and scalable.

Our vision is to ultimately have our learners participate in the design of their own learning. To bring this vision to reality, we work together with the Ministry of Education Malaysia and all our strategic partners.

Education Philosophy



Students



Classrooms



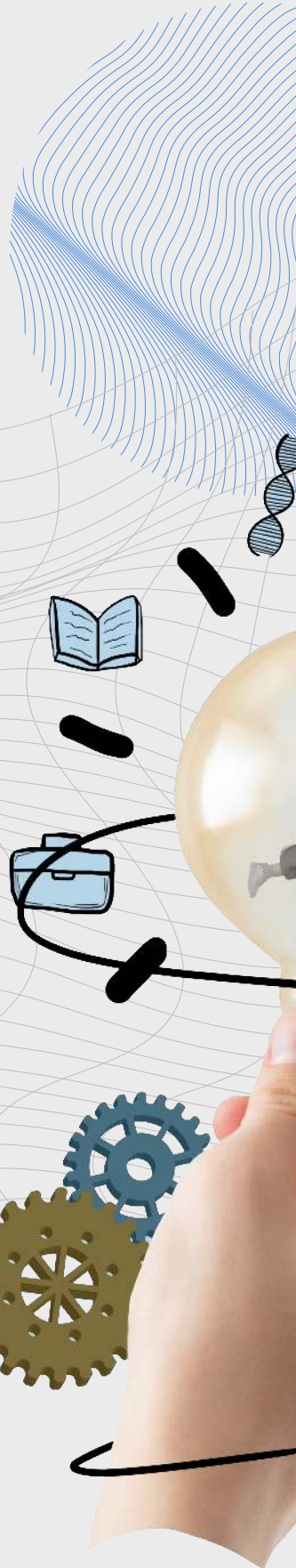
School
Leadership



Parents &
Community



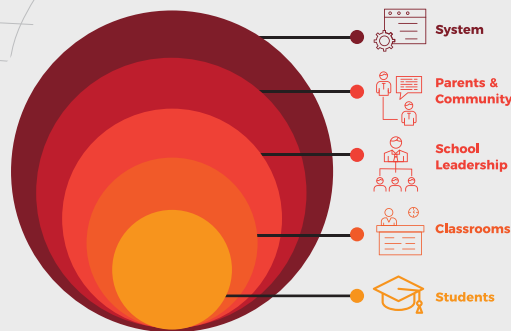
System



Theory of Change

Our Theory of Change resulted from a collaboration between academic expertise and practical experiences that emphasise the central position of a learner. Studies have shown that student engagement is a strong predictor of student learning. Students who have been given more autonomy in the classroom and are asked to take ownership of their learning, are thoughtfully engaged, empowered and able to reflect on their own progress and growth.

In this theory, the learner is at the centre of the ring; the students' needs and interests are prioritised and their voice is central to the learning process. This places students at the core of all we do. However, for the inner circle to be successful, the outer (supportive) circles must also continue to innovate and contribute to a comprehensive, inclusive educational environment. While LeapEd's role is to provide support for these dimensions, ultimately, success is the responsibility of the system.



Our Theory of Change is underpinned by the following interactive principles:

TRANSFORMATION

The potential for greatness resides within each child. This potential is not solely realised through classroom participation; rather by the continuous and full support of teachers, school leaders, parents and the community for their holistic transformative empowerment.

SUSTAINABILITY

For change to be sustainable, transformation must include the change of culture in schools. Here we define culture as the variables of leadership and teachers' attitudes, school processes as well as the system's character and behaviour.

SCALABILITY

Sustainable transformation must be replicable and transferable. This involves the acceptance and assistance of the larger eco-system including regulator, government and industry.