



Group photo at the pre-course workshop in Depok.

The 'Teacher Professional Education: University and Government Collaboration' Short Course (SC) was funded by the Australian Government's Department of Foreign Affairs and Trade (DFAT), managed by the Australia Awards in Indonesia (AAI), and delivered by The University of Queensland's International Development unit (UQID). The Course Leaders, Associate Professor Shiralee Poed and Associate Professor Jodie Miller were both from UQ's School of Education.

The SC included the following components:

- Pre-Course Workshop delivered in Depok, Indonesia (16–18 May 2023)
- In-Australia course in Brisbane (12–23 June 2023)
- Online Award Project mentoring sessions (29 May 2023, 24 July 2023 & 4 September 2023)
- Post-Course Workshop delivered in Bogor, Indonesia (25–27 September 2023)

The course focused on pedagogical approaches that are beneficial for effective teaching of foundational skills and implementation of Indonesia's new 'student-centred' curriculum. This short course was part of Indonesia's efforts to 'build back better' post-COVID-19 pandemic.

The course was delivered to 25 course participants (15 women and 10 men). The participants were mid to senior-level and included teachers, lecturers, principals, deans, coordinators, trainers and government officials.

Course Highlights

- Experience, expertise and perspectives of the various speakers and panellists.
- Site visits to schools to see Inclusion in Action.
- Networking opportunities with speakers, panellists and invited guests.
- Theory and practical knowledge on teacher professional education in Australia, including identifying student needs, pedagogy and assessment such as inquiry-based learning, positive behaviour for learning and accommodating inclusive education in classrooms.
- Delivery and feedback from the Award Project presentations at the post-course workshop.





Award Project Presentation on the final day of in-Australia component

Pre-course workshop

The focus of the pre-course workshop was to facilitate a deeper connection between the course leaders and participants and to prepare them for the course in Australia. To achieve this, the course leaders meticulously planned a series of sessions that provided insights into the Australian teacher education landscape. These sessions delved into how teacher education is structured, the intricacies of teacher recruitment, the requirements for maintaining registration, and the practical implementation of inclusive education within a multi-tiered system of support aimed at boosting student engagement and enhancing academic and behaviour support. The pre-course workshop also enabled the course leaders to better understand the learning needs of the participants and their objectives for their award projects.

In-Australia program

The in-Australia program was held from 12-23 June in Brisbane, Australia. The content of the program was related to four key themes: (1) identifying learner needs; (2) inclusive pedagogy and assessment; (3) inclusive practice; and (4) inclusion in action (which embeds Award Projects). The content was delivered through a mix of lectures from the delivery team, guest presentations from content experts and site visits to two schools, Ironside State School and Brisbane South State Secondary College.



Participants visit Ironside State School (primary school) in Brisbane

Post-course workshop

During the post-course, participants summarised their learning from the course and presented their implemented Award Projects. The workshop provided an opportunity for peer feedback and potential collaboration.

Award Project Highlights

As part of the short course, course participants developed and implemented Award Projects which applied learnings from the course in their work. Some of the most successful projects included:

- A project from West Java titled “Enhancing primary school teachers’ competence in differentiated learning for mathematics and English” was singled out by the delivery team as both ambitious and a highlight of the program. The objectives of the project were clear: to empower educators to create an inclusive and diverse learning environment. A dedicated team of educators (Lili Indarti, Nita Narini, Winti Ananthia, and Desy Merisa Susanti) meticulously crafted a storybook that, on the surface, appeared to be about geometry, but it also painted a vivid portrait of diversity and inclusion, leaving an indelible mark on those who use it.
- In the heart of Tanjung Palas Timur, the project of a passionate early career teacher, Pranika Dian Dini, led to her embarking on a journey to be possibly the first Indonesian educator to implement positive behaviour support (PBS) in her school. PBS is a framework used internationally to support schools to create positive learning environments in which all children can thrive. Dini joined forces with her fellow teachers, parents, and students to craft a matrix that identified the values that will be taught to students, which also aligned with the Ministry’s commitment toward character education.

Testimonials

“I am very grateful to be involved in this course. My big concern is the teachers’ difficulties in implementing differentiated learning as mandated by the new curriculum. The course really highlights the topic area of differentiated learning and inclusive education, which is closely related to each other.”

Anonymous Short Course Participant

“I’ve got so many insights from the course to develop my teaching skill both in knowledge and practices (as a teacher and as supervising teacher for preservice teacher), ideas to solve many problems in teaching and learning, positive behaviour learning, and also build new networking with new friends in Indonesia and Australia.”

Anonymous Short Course Participant

“A great combination of topics that are relevant to all participants for implementation improvement in Indonesia. The school visit is very valuable for us to experience real classroom practices in Australia. Bringing the master’s and Ph.D. students into the course is a great idea, being away from home and meeting people from the same country feels like home.”

Anonymous Short Course Participant

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