



Kementerian Pendidikan dan Kebudayaan Republik Indonesia



Kementerian Agama Republik Indonesia

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Australia's Education Partnership with Indonesia

EDUCATION PARTNERSHIP STORY

Creating a Community of Learning: The Education Partnership's School Induction Program Training



A group of training participants from a new junior secondary school in East Java supported by the Education Partnership. Each group that attends the School Induction training includes the new school's principal, a teacher, a school committee representative, the school treasurer, and the supervisor assigned to the school by the district.

Building 450 schools in one year across a country of more than 15,000 islands is no easy feat. But a solid building is not all that matters when it comes to a new school – the school's leaders must be strong as well.

Through its School Induction training, Australia's Education Partnership with Indonesia offers the school's community the opportunity to create a more professional school management culture at their new school.

"This training is a golden chance to be able to make a difference from the very beginning," explained Alison Atwell, an Adviser with the Education Partnership and the Lead Designer and Trainer of the training.

"We use activity-based, collaborative learning to explore a range of topics that show our participants how to develop a great school with limited resources," she said. "The idea is that people from different backgrounds within the school community will have the same perception of the future direction of the school from the outset."

The School Induction training, which was rolled out from the first week of October 2013, will be delivered to the first 450 Junior Secondary Schools constructed through the Education Partnership. It demonstrates how to put systems and processes in place to create a positive school culture founded on the principles of social inclusion, which is about ensuring all children can participate in schooling regardless of gender, socioeconomic status, geographic location or disability.

Each district with a new school nominates five participants to attend the training, including the new school's principal, a teacher, a school committee representative, the school treasurer, and the supervisor assigned to the school by the district. Principals are asked to ensure that at least two of the five representatives are women.

The training emphasises strong participative leadership and management, providing a framework for good quality teaching, transparent financial practices, strong asset management, continuous improvement, community involvement, staff professional development, and strong coordination with district governments.

The material also covers the physical elements of a successful new school, such as creating vibrant and well-maintained classrooms, libraries, school grounds, clean toilets, covered bins, canteens offering healthy food choices, well-equipped health rooms, and adequate hand-washing facilities.

"This training really made me think about my role as a school supervisor," explained Dr. Musabikhin from Cigeulis, East Java. "I learned that I can be a coach for other staff and encourage those with potential to develop even further."

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According to Sri Janiyati (Jani), a teacher from Cibaduk, Sukabumi, "At first I was wondering: why would people from another country care about education in Indonesia?"

"But it was so valuable for me as a teacher – I saw how I can motivate my students by doing things differently," she said.

"And the social inclusion part of the training was very interesting," Jani explained. "I learned that a disability is not just something physical."

"A student with a learning disability – or a pregnant student, for example – they all have the right to an education," she said. "This is a new way of thinking for us."

Australia is proud to be working with Indonesia to improve access to a quality education for all Indonesian children. A better education system contributes to a stable and prosperous Indonesia which is important to Australia.

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