



Learning to Improve Learning across Super-Diverse Indonesia:

BUILDING STRONG NETWORK LEARNING
COMMUNITIES

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A LITTLE ABOUT ME

- I am bilingual in Spanish and English; I spent my primary school years in Mexico and the US. I have lived in various countries, and I have worked with several Ministries of Education, most recently in Guatemala, where there are multiple indigenous language users who have been severely underserved by educational policies.
- My specialties are (multilingual) language education and teacher education policy and practice, and I use practice-based evidence through learning communities to support educational leaders and educators who seek to improve education by also addressing social inequities. I am interested in International Education.
- I have read voraciously about Indonesia educational policy and educational challenges.



THE OHIO STATE UNIVERSITY

- Long history of collaborative work with Indonesia graduate students.
- US Indonesia Teacher Education Consortium (UNITEC) - The Ohio State University has 50 years of work with Indonesia. USINTEC was founded by Dr. Sue Dechow at The Ohio State University. USINTEC aims to support access in teaching, research and service in scholarship between Indonesia and the US.
- The Sandwich project has helped prepare Indonesian educators mostly during summer months.

AREAS OF STRENGTH AT OSU

- Early Childhood Education – Special Education – Visually Impaired
- Educational Technology
- English Language Enhancement– Multilingual Education
- Kinesiology
- STEM Education
- Vocational Education

SOME FACTS ABOUT EDUCATION IN INDONESIA

- Access to schools across Indonesia has improved immensely since the New Order (1965-1998). Post New Order construction of public schools has slowed; more and better resources schools are needed.
- More than 3 million teachers across Indonesia; few have advanced degrees.
- Approximately 4,000 higher education institutions provide tertiary education; most are private institutions. Admission to top universities is fiercely competitive; emphasis on vocational education in community tech-oriented colleges. Completion of tertiary education is a national goal.
- Government continues to invest in EC and teacher education in poorer and rural regions.
- Women have greater access to higher education, improving gender equity.
- Early Childhood Care and Development has improved; disparities exist between rich and poor, urban and rural.

SCHOOLS SOME CHILDREN ATTEND



SCHOOLS OTHER CHILDREN ATTEND



DIVERSITY AS A RESOURCE IN INDONESIA

- **Language diversity** – Hundreds of languages, regional variants, and communicative repertoires. Multilingualism throughout Indonesia is commonplace.
- **Religious diversity** – Islam, Hinduism, Buddhism, Confucianism, Protestant Christianity, and Roman-Catholic Christianity.
- **Ethnic diversity** – over 300 ethnic groups.
- **Regional, geographic, social, economic, and political diversity.**
- **Teachers come from diverse language, ethnic, and religious backgrounds.**

NETWORKED LEARNING COMMUNITIES: 4 FEATURES

1. Focus on a common aim: improve X for students and families in various settings and levels.
2. Local and regional educational problems guide NLC aims, what and why problems occur, with shared possible solutions; compare results and learn from one another.
3. Methods of improvement research (inquiry-based research; action research; use of technology) guide the development, assessment, and refinement of teaching approaches and strategies, based on emerging patterns across multiple settings and contexts.
4. NLCs organize and diffuse what was learned to other teachers and educators and support integration of new knowledge into teacher education institutions, through collaboration with the Ministry of Higher Education, Research & Technology, and Ministry of Education & Culture.

NETWORKED LEARNING COMMUNITIES CAN IMPROVE HOW TO IMPROVE LEARNING

- Network improvement communities involve universities, local schools, and community teams, organized across 1, 2, and 3 level groupings.
- **Level 1 Learning:** Knowledge acquired by teachers and community members about students' lives and community practices and what is working in classrooms; what can be improved; ways to improve learning.
- **Level 2 Learning:** Knowledge acquired **across** teachers about their school and communities, and in some cases, across school clusters.
- **Level 3 Learning:** Knowledge acquired from diverse schools across different contexts, drawn together and shared with teacher educators and education researchers, working with the Ministry of Higher Education, Research & Technology, and Ministry of Education & Culture to improve learning in diverse communities.

LEVEL I LEARNING – INQUIRY-BASED STUDY

- Inquiry-based study of student learning: What works in my school/community and how does it works in my context?
- What does the current literature say about my inquiry topic? Is the literature appropriate for my context?
- Are my strategies aligned with long-term goals?; rigorous and culturally relevant for students?; are the strategies and practices teachable to others?
- Have I collected and analyzed my data carefully, ethically, and responsively?
- Are my formative and summative assessments of learning aligned with long-term-goals.
- What does this inquiry tell me about student learning in my context? About culturally relevant topics?



LEVEL 2 LEARNING: NETWORKING WITH OTHER TEACHERS AND SCHOOL COMMUNITIES

- Strategic sharing of knowledge gained from teacher inquiry studies to augment what teachers learn in their classrooms, & communities, systematically pooling insights for collective learning.
- Teachers present inquiry studies and discuss shared *theories of practice about* improvement through poster presentations videos, recorded stories, and powerpoints. What patterns emerge? Were the data collected the right data? Do the findings make sense?
- Inquiry study is expanded and duplicated across classrooms and school sites. Are there similar patterns in other classrooms and school sites?
- Teacher collectives share practice-based evidence with other school communities, via e-discussions, webinars, videoconferences, and other ways of communication.

LEVEL 3 LEARNING: ELABORATION, REFINEMENT AND ASSESSMENT ACROSS DIFFERENT CONTEXTS

- At this level, local, regional, and national educators operate across diverse teaching and learning contexts to examine patterns of successful learning and persistent challenges.
- NLCs, using practice-based evidence across multiple settings, accelerate the social learning process and address challenges in new ways.
- The capacity for shared learning grows exponentially. What works with various contexts is integrated into teacher education programs nationally, meeting the learning needs of Indonesia students at primary, middle, secondary, and tertiary schools.
- The Ministry of Higher Education, Research & Technology, and Ministry of Education & Culture work with Networked Learning Communities to initiate and support improvements to teaching and learning.



ORGANIZING NETWORKED LEARNING COMMUNITIES

1. Commitments in practice: Changing lives requires a commitment to measurable aims.
2. Develop an NLC Initiation Team to articulate problems, analyze the ways the problems are affecting learning, and develops an aim statement and an initial plan for developing theory of practice for improving learning.
3. The NLC Initiation Team recruits teachers, educators, researchers, and national and community leaders to think about: educational problems, area of expertise needed, and how NCLs work to bring about educational change for improved learning.
4. NLCs take time to develop. Finding a good leader for NLCs matters!!!

AN EXAMPLE OF AN NLC FOR IMPROVING INSTRUCTION IN MULTILINGUAL COMMUNITIES

- NLC Initiation Team decided to work on ways of becoming more equitably inclusive for children and communities that use a community language(s) other than Indonesian (CLOTI).
- Aim: to use CLOTI for classroom instruction and student learning in primary grades so that students learning is improved beyond the national average of comparable communities where Indonesia is the sole language of instruction.
- Discuss national and local issues with using a CLOTI for student learning. What are the benefits and drawbacks of using an CLOTI for student learning? What does the literature say about bilingual learning in primary grades? What kinds of issues are there for teachers and students when a CLOTI is used for student learning?

KEY IMPROVEMENT COMPONENTS

- Professional development for CLOTI teachers on bilingual and biliterate pedagogy that supports students in their CLOTI for language, literacy, math, science, and citizenship;
- Infuse teaching and learning with creative persistence to support students to use language creatively and bilingually.
- Continued workshop support on bilingual and biliteracy pedagogy and languaging practice for teachers throughout the year.
- Conduct teacher inquiry on approaches and strategies for student access to, participation, and benefit from bilingual and biliterate pedagogy.

FOCUS ON CHANGE STRATEGIES FOR IMPROVING LEARNING BILINGUALLY: LEVEL I

- Based on professional development, teacher workshops and prior education, give special attention to engaging learners and promoting classroom communities; use culturally responsive activities; and share with other teachers what works well and why.
- Conduct informal assessments of student learning throughout the year; use assessment data to adjust teaching. Keep a learning log of students' progress; use portfolios as learning evidence. Use technology: record lessons, videotape lessons.
- Stay in contact with NLC members about what you are doing and learning in your classroom.
- Conduct Inquiry Study to focus on how to improve student learning.

SHARING NEW STRATEGIES FOR IMPROVING LEARNING BILINGUALLY: LEVEL 2

- Share Inquiry Study findings with NLC at different school sites using Powerpoint Posters, and video recordings.
- Discussion among teachers about patterns of teaching practices; patterns of what practices work; what difficulties remain; and what additional inquiry is needed.
- Prepare and Powerpoint and other digital artifacts to share practice-based evidence for ways to improve teaching and learning bilingually.

SHARING WHAT WAS LEARNED IN THE NLC ACROSS THE NATION: LEVEL 3

- Give presentations about what was learned across several teaching sites at national and local education conferences.
- Create and give Professional Development workshops for teachers nationwide.
- Work with Ministry of Research & Technology, and Ministry of Education & Culture to share what was learned through Blogs, journals, and digital storytelling efforts.

OTHER EXAMPLES OF NLCs FOR GETTING BETTER AT BEING BETTER EDUCATORS AND TEACHERS

- **Early Childhood Education** – Birth through age 8; health and well-being, language and cognitive development. Early literacy practices and children's literature.
- **Expanding English Use in Schools and Society** –Enhanced languaging and literacy practices.
- **Special Education** - Mild to Moderate Learning Difficulties; Inclusion practices.
- **Innovative Pedagogies** – Using Ipads for teaching and learning when WIFI is scarce; culturally responsive and culturally sustaining teaching and learning; multiple-ability groupwork.

Working together as educators, and with teachers and communities, we can improve teaching and learning in ways to create well-prepared, educated communities regardless of language, religion, ethnicity or location.

Terima kasih.

