

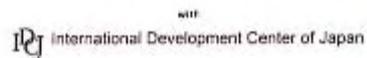
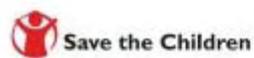
# Using Teacher Networks for Continuing Professional Development

Modul Pelatihan



# Using Teacher Networks for Continuing Professional development

ORF 3 adolah kejasama dari:



This training module is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the Decentralized Basic Education 3 (DBE3) Project and do not necessarily reflect the views of USAID or the United States Government.

# Overview

The formal education system in Indonesia is in a state of great transformation. The national education law of 2003 calls for an increase in quality and mandates that standards be developed and codified in the following areas:

- The Content of Education
- Facilities and Infrastructure
- Teachers and Education Staff
- Standard of Graduates from Education
- The Process of Education
- Management
- The Financing of Education
- Evaluation of Schools and other Education Units

Since 2003 the Government of Indonesia has made great strides in developing these standards especially with regards to teachers. Law 19 /2003 on the National Education Standards, Law 14/2005 on the Teacher and Lecturer, the Regulation from the Minister of National Education No 16/2007 on Teacher Competency Standards, and the Regulation from the Minister of National Education No 18/2007 on the Certification for Teachers detail the minimum qualifications and competencies teachers are expected to possess and the process of assessment.

The Ministry of National Education and in particular the Directorate General for the Quality Improvement of Teachers and Education Personnel (PMPTK) and the Directorate General for Higher Education are now faced with the enormous task of ensuring that 3,000,000 teachers already *in service* and all *newly qualified teachers* meet these standards. This is by no means an easy task in a country as diverse and large as Indonesia.

## Teacher Professional Development Associations in Indonesia

The Ministry of National Education considers teacher networks, such as *Musyawahar Guru Mata Pelajaran (MGMP)* and *Kelompok Kerja Guru (KKG)* as pivotal to the professional development of teachers. The PMPTK at the Ministry of Education Indonesia plans a *bottom up professional development* approach. The existing teacher's networks (mentioned above) will be asked to identify their own needs and submit proposals to provincial branches of the Ministry of National Education in order to receive block grants to *revitalize* and *empower* them to plan and conduct their own professional development activities

However, the Government recognizes that at the present time many MGMP are not well functioning well and are largely inactive. The Ministry of National Education highlights the following problems<sup>1</sup>:

- The Management of the MGMP is not functioning optimally
- The program of the MGMP is different from the needs of the teachers
- The operational budget of the MGMP is insufficient

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<sup>1</sup> MONE (2007) Pedoman Penyaluran Dan Pelaksanaan Pemberdayaan KKG dan MGMP Melalui Dana *Block Grant*: Direktorat Jenderal Peningkatan Mutu Pendidik

- There is little attention paid by the local governments through their related education offices toward the program and the activities of KKG (Elementary School Teachers Professional Development Network) and MGMP (Junior High School Subject Teacher Association)
- There is little support from the profession association toward KKG (Elementary School Teachers Professional Development Network) and MGMP (Junior High School Subject Teacher Association)
- There is little support from some education stakeholders to increase the teaching and learning quality that will provide positive impact on classroom teaching and learning process and nation-wide education quality assurance.

In mid 2006, DBE3 conducted an assessment of MGMP in order to understand more about the existing Teacher Associations. The challenges facing the MGMP identified through this assessment were very similar to the MONE perspective<sup>2</sup>:

- **Size and Composition:** MGMP are at the District Level, there are too many subject teachers in the District level so many teachers can not take part in MGMP activities and are not able to develop as professionals
- **Management:** Management of the MGMP is weak. MGMP chair persons or coordinators are not well trained or experienced for the role.
- **Activities:** MGMP activity programs are not always clear and planned and are usually based on instructions from District Office of Education not based on the teacher's needs and proposals from teachers.
- **Support:** There is often insufficient budget for the MGMP to conduct all its activities. MGMP are mostly dependent on aid from by KKKS/MKKS or contributions from School Committees, teachers or aid given by Textbooks Publisher, or aid given by private Donors.

For the type of bottom up approach planned by PMPTK to succeed the overall functioning of the MGMP needs to be improved first. Therefore,, it is the intention of the Ministry not to provide block grants to the KKG or MGMP until they can confirm they are *active, accountable* and *transparent*. The MGMP must provide evidence of the following:

- Good performance is proven by a letter from the District Education Office
- A professional development program for its members which is focused on the improvement of the quality of teaching and learning
- A conducive work environment in guiding teachers competencies and professionalism demonstrated by attaching notes and attendance lists of regular meeting from the from the previous year (2006).
- A transparent and accountable system of management and able to gain support from various stakeholders from the school, community and local Government proven by a financial statement from the past year.
- A management structure approved by the District Office of Education

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<sup>2</sup> Adapted from: International Development Center of Japan and Academy for Educational Development: Teacher Networks in Junior Secondary Education in Indonesia (May 2006)

- A bank account in the name of the MGMP as an organization (not a private account)

The Decentralized Basic Education Three (DBE3) Project, funded by USAID, aims to support the Ministry of National Education and the Ministry of Religious Affairs to improve the quality and relevance of formal junior secondary and non formal education through using teacher networks (including the MGMP) as a means for continued professional development. To achieve this aim, DBE3 has developed this module “*Using Teacher Networks for Continuing Professional Development*”.

## What is the Aim of the Module?

The module is aimed supporting *any* teacher’s network whether a formal association (such as an MGMP) or more informal (such as DBE3 training clusters<sup>3</sup>) to be an *active*, *accountable* and *transparent* network implementing a *needs based program* of activities focusing on teachers professional development.

Specifically for managers of the of MGMP the module will support them to meet the criteria for receiving a “Block Grant for Empowering MGMP” from the Ministry of Education.

## What is Included in the Module?

The contents of the “*Using Teacher Networks for Continuing Professional Development*” have been developed based on the Ministry of National Education and the DBE3 assessment of the MGMP and the criterion of the MONE of an MGMP eligible to apply for Block Grants for the Empowerment of MGMP. The materials in the module include:

- Training Materials
- Self Study Materials

A brief description of each follows:

### The Training Materials

**Session 1:**  
 The objective of this session is for participants to briefly review the characteristics of a professional teacher in Indonesia, to review different ways that teachers can continue to develop as professionals with a focus on the benefits of participating in a teacher network.

<sup>3</sup> Through the DBE3 Life Skills Training program, DBE3 will establish teacher training clusters at the sub district level. DBE3 would like to encourage these clusters to become teacher networks and continue to share after the training. DBE3 would prefer these networks to become formal sub district MGMP with the approval and support of the District Education Office. However, if it is not possible for the training clusters to become DBE3 would still like to support the training cluster to continue implementing activities to support professional development.

**Session 2:** The objective of this session is for participants to review how well the existing teacher (the MGMP) is functioning and consider what changes need to be made and what problems need to be solved to create an ideal teacher network. This includes changing the size and composition of the network to sub district level

**Session 3**

This session will increase participants understanding of the structure, roles and responsibilities of a teacher network committee and to examine the skills, experience and education required by a person in the position of coordinator.

**Session 4 & 5**

These sessions look at how a teacher's network can support teachers to continue to develop as professionals by developing an effective and needs based program of activities. Session 4 will support participants to conduct a gap analysis to identify teachers needs and session 5 will show participants how to use the results of the gap analysis to create a program of activities

**Session 6**

Teacher Network activities often require additional support. This support may be financial (meaning money) or non financial (which can be as diverse as in kind resources, moral support, cooperation with other people and institutions). This session will explore the different types of support teacher network activities might need and potential sources of that support.

**Session 7**

The purpose of this session is for participants to consider the importance of recording, monitoring and evaluating teacher network activities and to learn how to create a format which can be used to document the pr

**Session 8**

Prior experience has shown there are in fact many challenges that can be encountered when establishing and managing a teacher network. This session will summarize the learning from the previous sessions and examine other possible obstacles to establishing and operating a teacher network and propose some preventative actions and solutions to addressing these.

## The Self Study Materials

During the training, participants will have examined the types of support that teacher networks require to conduct activities to support the professional development of teachers. However, the session does not look at *how* teacher networks can acquire this support.

As it is likely that some teacher networks may want to learn more about how to acquire additional support the module contains supplementary self study materials on the following:

- Public Private Alliances
- Proposal Writing
- Block Grants
- Financial Reporting

This information can be given directly to workshop participants to read in their own time. Alternatively the information can be used by the trainers to extend the training workshop

## How the Module can support the MGMP

Although the contents of the module is aimed at supporting *any* and *all teacher networks* (not only the MGMP), the MGMP is consistently used as an example of a network. The knowledge, skills and understanding developed through a study of the module will support the MGMP to fulfill some of the conditions for the Block Grant for the Empowerment of the MGMP. The following are some examples:

Conditions of the Block Grants for the Empowerment of the MGMP	How the “Using Teacher Networks for Continuing Professional Development Module” can help
Good performance is proven by a letter from the District Education Office	Session 7 will help the MGMP to develop a log book which can demonstrate the performance of the network (meetings held and materials produced)
A professional development program for its members which is focused on the improvement of the quality of teaching and learning	Session 4 and 5 will help the MGMP to develop a program of activities for the MGMP based on teachers needs
A conducive work environment in guiding teachers competencies and professionalism demonstrated by attaching notes and attendance lists of regular meeting from the from the previous year (2006).	Session 7 will support the MGMP to develop a log book which can be used to demonstrate a conducive work environment in guiding teacher’s competencies and professionalism and help to create an attendance list to prove that the MGMP is active and for how long
able to gain support from various stakeholders from the school, community and local Government proven by a financial statement from the past year.	Session 6 will support the MGMP to identify understand different local sources of support and the self study materials will support the MGMP to understand how to acquire support

	from public and private stakeholders as well as from the education system.
A transparent and accountable system of management	The self study materials will support the MGMP to develop the skills for transparent and accountable financial reports
A management structure approved by the District Office of Education	Session Three will help the MGMP to develop an <i>effective, transparent</i> and <i>accountable</i> system of management which is approved by the District Office of Education
Have their proposal approved by the assessment team at the Lembaga Penjamin Mutu Pendidikan	The self study materials will support the MGMP to understand how to write successful proposals
Write a report on the use of the block grant including how the budget was used with authentic and original proof of expenditure	The self study materials can support the MGMP to prepare transparent and authentic financial reports

## Who can Benefit from the Module?

The Using Teacher Networks for Continuing Professional Development Module” can module can benefit a wide range of people who are teacher network *supervisors* and *managers* including:

- School Principals/key teachers/teachers from DBE3 training clusters who are interested in establishing informal local networks can benefit from this module
- Current district MGMP Chair persons/Coordinators
- Sub district/cluster MGMP Chair persons/Coordinators
- School Supervisors (who support and monitor MGMP activities)
- District Education Staff responsible for supervising and monitoring MGMP

## Who can Use the Module?

The module has been designed for use by *DBE3* trained *Trainers* to train current and potential teacher network *supervisors* or *managers*.

## How to Use the Module

The module has used the *best practice* for adult and teacher education. A variety of interactive learning methods have been used through each module to not only motivate teachers in the training but also to provide a model of different methods that teachers can use in their own classroom.

## How the Module is Structured

To structure the learning in each session the module uses a very simple framework called ICARE. The ICARE system covers the five key elements of any good learning experience (whether with children, youth or adults) Introduction, Connection, Application, Reflection and Extension. Using the ICARE system ensures that learners

have the opportunity to apply what they have learned. The ICARE framework is explained in detail below.



## Introduction

In this stage of the learning experience the teacher or facilitator establishes the content of the lesson/session to the learners. This must include an explanation of the *objectives* of the lesson/session and what will be accomplished – the outcomes during that lesson/session. The introduction should be quick and simple.



## Connection

Most learning is sequential with one competency building on the preceding one. Therefore, all good learning experiences must start from what learners *already* know and can *do* and *build* on that. In the connection stage of the lesson/session you try to link the new content of the lesson/session with something that is familiar to the learners from their previous learning or prior experience. You can achieve this by conducting a simple *brainstorming* exercise to understand what learners already know, by *asking* learners to tell you what they remember from the previous lesson/session or by developing an *activity* learners can do independently. Following this you connect the participants to the new content. This can be done through a simple *presentation* or *explanation*. However, remember that the presentation should not be too long lasting about *ten minutes* at the most.



## Application

This is the most important stage of the lesson/session. After learners have acquired the new knowledge or skills through the connection section, they need an opportunity to *practice* and applying these knowledge and skills. The application part should be the *longest* part of the lesson/session when learners are working independently from the instructor, in *pairs* or in *groups* to complete a *real life activity* or solve a *real life problem* using the new information and skills they have acquired.



## Reflection

This is the summary section of the lesson/session where learners have the opportunity to reflect on what they have learned and the instructor to assess the extent of learning. Reflection or summary activities can involve a *group discussion* where the instructor asks learners to give a presentation or explain what they have learned. They can be an *individual writing activity* where learners write a summary of their learning or it can be a *quick quiz* where the instructor asks questions based on content of the lesson/session. A key point to remember with reflection is that the

instructor must provide the *learners with the opportunity* to say what they have learned.



## Extension

Just because the lesson/session has finished does not mean that all learners have learned are able to automatically use what they have learned. The Extension part of the lesson/session is where you provide learners with activities they can do following the lesson/session to reinforce and extend the learning. In schools extension activities are usually called homework. Extension activities can include providing *additional reading material, research tasks or exercises.*

Look through some of the sessions in your module to see some examples of the ICARE framework being used and to get some ideas about different connection, application, reflection and extension activities.

The module has been organized in a very specific way for very particular reasons. The sessions included in the module all use the same layout and approach to organizing the process of the sessions so once you know how to use one of them you can use all of them. Every session contains the following:

### Session Title

This is written in a question form. The question refers directly to the content of the session and at the end of the session teachers should be able to answer the question.



### Introduction

The introduction to the session will provide you with background information on the content of the session and a rationale for why this content has been included in the module



### Objectives and Learning Outcomes

This explains the purpose of the session and what participants should be able to do at the end of the session. It will show you how the learning outcomes link to the recent education legislation and the national standards for education.



### Key Questions

The key questions relate to the learning outcomes of the session. They should be presented to teachers at the beginning of the session



### Notes for the Facilitator

This provides ideas and guidance to the facilitator to prepare and deliver the session. You should read these notes carefully before you even begin to plan to carry out the session. They will help you to ensure the session is successful and teachers learn what you intend them to.



### Resources

This will give you a list of items that you need to carry out the session. Prepare them before you attempt to carry out the session.

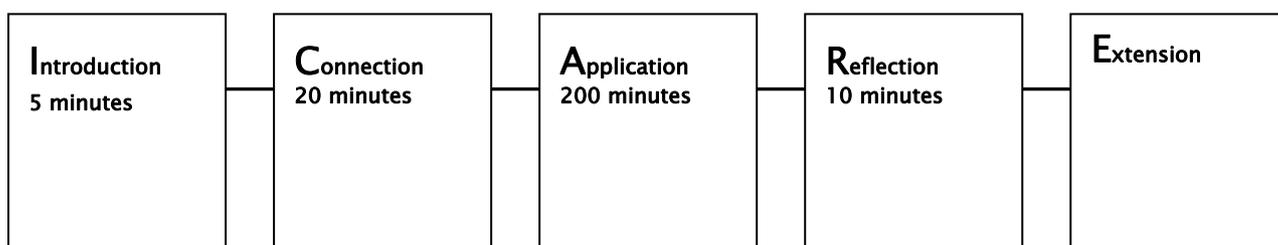


### Time

This informs you of the minimum amount of time you will need to carry out the session. Remember that this is a minimum.



### Session Summary



This provides you with a flow chart summary of how the session will progress. It is divided into the ICARE stages.



### Energizer

These are ideas for how you can energize the teachers during the training. All the energizers are not integral to the session and therefore, not compulsory. Use your judgment about whether to use them based on your perception of the needs of the teachers in the training



### Detailed Steps for Activities

This will give you step by step instructions to carry out all activities in the session. The steps are divided into the ICARE Framework which is described and explained in detail in the next section. Try to follow the steps as they are written in the module.



### Facilitators Notes

These boxes include specific information for you (the trainer or facilitator) only. In these boxes you will find suggestions for how to complete an activity, ideas for providing some input to participants, recommendations for how to conclude a discussion and key information you need to use to prepare presentations. Read these boxes carefully.

1



### **Key Message**

This is a summary of the session which quickly states the main ideas which participants should have learned from the session. You should give these key messages to teachers after they have provided you with a summary in their own words.



### **Additional Reading**

This section will identify some sources which you may want to read to further your own knowledge and understanding of the concepts included in the session. You could also give the list to the teachers in your workshop if they are interested to continue learning more.



### **Handout for Participants**

These are learning tools which teachers can use to help them complete some activities in the session. They are included at the end of each session and will need to be copied prior to the training.



### **Additional Information**

This is extra information which can be used for a variety of purposes. It can be used by the facilitator to extend their knowledge of the concepts being addressed in the session or copied and provided to teachers as additional reading material or extension activities.

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# When and How to Use the Using Teacher Networks for Continuing Professional Development Module

The module is a one day training program. It can be used as follows:

Time	Content	Outcomes
08 00 - 08 15	Introduction to the training	<ul style="list-style-type: none"> <li>Participants understand the purpose of the training</li> </ul>
08 15 - 09 00	Session 1: Why are Teacher Networks Important for Professional Development?	<ul style="list-style-type: none"> <li>Reflect on the current and future quality and professionalism of teachers in Indonesia</li> <li>Describe different ways teachers can take responsibility for their continued professional development</li> <li>List the benefits of teacher networks</li> </ul>
09 00 - 10 00	Session 2: What is the Ideal Teacher Network?	<ul style="list-style-type: none"> <li>Describe the strengths and weaknesses of the MGMP and explain how the MGMP can function more effectively</li> <li>Create a concept for an ideal local teacher network</li> </ul>
10 00	<b>Break</b>	
10 30 - 11 30	Session 3: What are the Roles and Responsibilities of the Teacher Network Committee and the Coordinator?	<ul style="list-style-type: none"> <li>List some of the roles and responsibilities of the network committee and the coordinator</li> <li>Propose a management structure for their ideal local teacher network</li> <li>Describe the ideal experience, skills and education needed by a network coordinator</li> </ul>
11 30 - 12 30	Session 4: How Do Teacher Networks Select Appropriate Activities for Professional Development?	<ul style="list-style-type: none"> <li>List different activities, which can be carried out by a teachers network</li> <li>Conduct a gap analysis to identify the needs of teachers in their sub district</li> <li>Plan a series of teacher network activities according to the identified needs</li> </ul>
12 30	<b>Lunch</b>	
13 30 - 14 30	Session 5: How Do Teacher Networks Plan Activities for Professional Development?	<ul style="list-style-type: none"> <li>List a variety of different options for teacher network activities</li> <li>Explain the importance of involving stakeholders on the planning process</li> <li>Create a program of activities based on teachers needs</li> <li>Prepare an activity plan taking into account important planning principles</li> </ul>

14 30 - 15 30	Session 6: What Support Do Teacher Networks Need to Conduct Activities?	<ul style="list-style-type: none"> <li>• Recognize different types of support required to conduct activities</li> <li>• Identify key stakeholders in their teachers network and list potential sources of support (financial and non financial) for teacher network activities</li> <li>• Conduct educational resources mapping to pinpoint <i>local</i> potential people, places, institutions and opportunities for support.</li> </ul>
15 30	<b>Break</b>	
16 00 - 17 00	Session 7: Why is it Important to Record, Monitor and Evaluate Teacher Network Activities?	<ul style="list-style-type: none"> <li>• Explain the concepts and importance of recording, monitoring and evaluation of activities</li> <li>• Create and use a log book to record teacher network activities and products</li> <li>• Plan and carry out monitoring and evaluation of teacher network activities</li> </ul>
17 00 - 17 30	Session 8: What Challenges Might a Teachers Network Face? How can they be solved?	<ul style="list-style-type: none"> <li>• List and explain obstacles they may face in establishing and operating a local teacher network</li> <li>• Identify possible actions they can take to overcome the obstacles</li> </ul>

# Notes for the Facilitator

Please read the following notes carefully before preparing and conducting the training:

- The training materials and handouts include a lot of very detailed information. This information is important for you as it will provide you with the background knowledge and information you need to successfully deliver the training. So please read it all carefully beforehand.
- In every session you are expected to use the information in some of the handouts to prepare and deliver a 10 minute presentation covering the key points. It is important that you prepare this presentation and not only distribute the handouts to the participants because the information is too dense for participants to read, absorb and understand the information in the time available
- The handouts can be given to participants following the presentation in order to reinforce the key points and support participants to complete the subsequent activities. Participants can read them in their own time
- The modules are intended as a training guide. The modules can help trainers to implement successful participatory training workshops with adult learners. The modules are not a set of instructions which must be followed faithfully. The best, most effective facilitator is a critical and creative thinker able to react to the situation in the training room and able to be flexible in the approach and content of the training. Therefore, you are encouraged to modify and adapt the activities to suit the participants and the training situation.
- Nevertheless, as each session in the module is part of a carefully thought out training program, it is important that the objectives, learning outcomes and key message remain the same. Therefore, every activity that you do must be aimed at achieving the objective and learning outcome.
- There are some Self Study materials included at the back of the module for participants to extend their understanding of how to acquire additional support for teacher network activities. The self study materials include: (1) A reading passage and (b) an activity (c) Answers sheets. Participants can complete these materials in their own time
- However, if you have additional time during the training and participants would like to study these materials as a group you can (1) use the information in the reading passage to create and deliver a *presentation* on the issue being covered (connection), (2) ask participants to complete the activities in groups and then give feedback (application) (3) use the answer sheets to assess and reflect on their learning (reflection)

# The Training Materials

# Session 1

## Why are Teacher Networks Important for Professional Development?



### Introduction

Education reform demands a comfortable and meaningful class condition with the learning process which is no longer teacher teacher-centered but student-centered. Students must be active to read, do, check, calculate, and discuss their results so knowledge they gain is a result of their own efforts. Teachers must be a *designer, facilitator, motivator*, and learning manager in order that the students are active in learning. Teachers are required to manage classes in order that the students are active, enjoy learning, and feel happy and develop a pre determined set of competencies. In Indonesia at the present time, it few teachers are currently able to fulfill the demand. As a result the Government of Indonesia has called for an increase in quality of teachers and has established minimum standards for professional teachers. Ensuring that all teachers meet these standards is a challenging task. The current condition and background of teachers is very heterogeneous and they have different motivations, skills and commitment. Most teachers need on-going guidance and motivation to improve their quality and develop their professionalism. Actually, the Government of Indonesia through Ministry of National Education, Provincial and District/Municipal Education Agency has done its best to improve teachers' quality through various workshops, trainings, seminars and training of trainers. Unfortunately, they are beyond reach of all teachers. So, not all teachers have same opportunity to increase their professionalism. Therefore, teachers need to look for different ways to continue their professional development.

This session will look at the importance of a teacher network as an important measure to support teachers continued professional development.



### Objective and Learning Outcomes

The objective of this session is for participants to review different ways that teachers can continue to develop as professionals with a focus on the benefits of participating in a teacher network. At the end of this session participants will be able to:

- Reflect on the current and future quality and professionalism of teachers in Indonesia
- Describe different ways teachers can take responsibility for their continued professional development
- List the benefits of teacher networks



## Key Questions

- What are some of the characteristics of a professional teacher in Indonesia?
- What are some ways which teachers can continue their professional development?
- What are teacher networks?
- Why are teacher networks important?



## Notes for the Facilitator

- You will need to prepare a 10–15 minute presentation and discussion on Teacher networks prior to the session. Use the information included in handout 1.1 to help you.



## Resources

- Flipchart paper, pens, tape
- Handout 1.1
- Prize for the best network slogan
- Regulation 16/2007 on Teacher Competencies



## Time

The time required for this session is 45 minutes



## Energizer

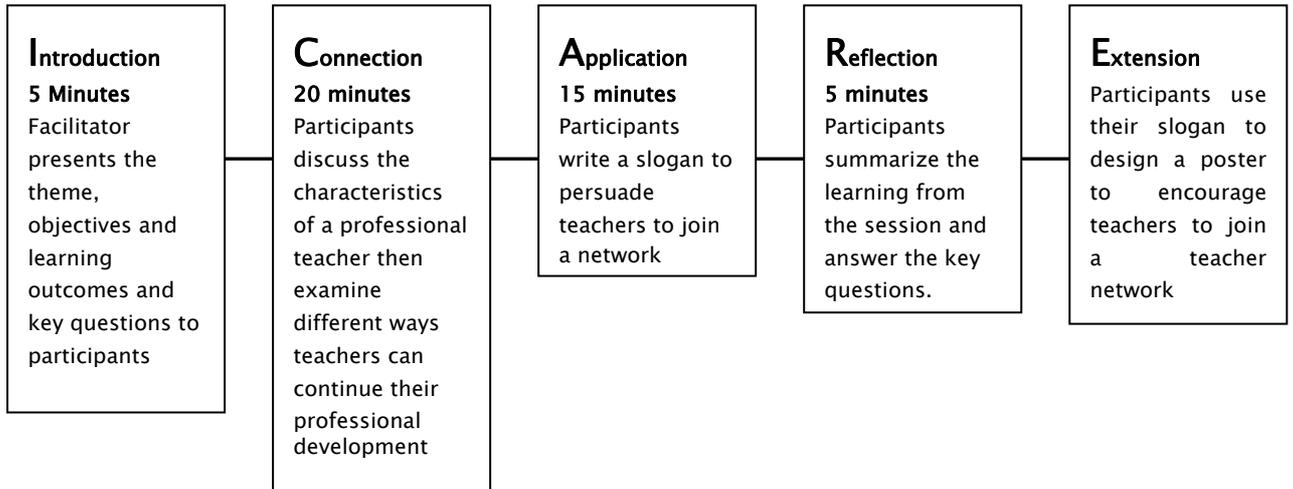
You can use the following energizer to at the beginning of the session. However, this energizer can take a long time and therefore should only be used if you feel that participants need it and you have enough time to complete it without it interfering with the rest of the session.

### Non Verbal Introductions

Taking turns, each member of the whole group should communicate to the rest of the group as much about themselves as they can *without speaking or writing* (drawing pictures is allowed). For example they might point to a wedding ring or draw a picture of their house. The rest of the group should guess what is being communicated. To make it easier you can give participants topics to communicate about.



## Session Summary



## Detailed Steps for Activities

**I**

### Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the questions at the end of the session.

**C**

### Connection (20 minutes)

- (1) Divide participants into groups. Give each group a piece of flipchart paper and a pen and a copy of regulation 16/2007. Ask them to copy the chart below

No.	Characteristics of professional Teachers

- (2) Instruct them to discuss the characteristics of a *professional* teacher as required by *recent legislation* in Indonesia and complete the chart in 10 minutes
- (3) Elicit feedback. Facilitators notes 1 includes some suggestions



### Notes for the Facilitator

According to recent legislation the characteristics of a professional teacher are as follows:

1

They have pedagogical skills. They can manage the learning process, including planning and implementation, evaluation of learning results and the development of students as individuals.

For example:

- Able to plan and Implement an interactive learning process
- Able to evaluate the results of the learning process using different techniques
- Able to motivate, facilitate, educate, guide, and train students
- Act objectively and no discriminately based on consideration of gender, religion, ethnic, race, physical condition or socio-economic background of the student in learning

They have personal skills: They are dedicated and loyal, steady, mature, wise, have authority and are an example for the students.

For example:

- Physically and mentally healthy
- High dedication and loyalty

They have professional skills: They are able to master learning materials: They have a solid knowledge of the subject that they are teaching, able to follow the professional code of conduct and maintain and develop their professional ability.

- Have S1 or D4 in the subject they teach
- Maintain and develop their professional capability
- Improve capability and skill in line with science and technology development
- Uphold the prevailing legislation, teachers professional code of conduct and ethical values

They have social skills: They are able to be part of society, effectively communicate and interact with students, other teachers, educational personnel, parents and guardians of the students and the community

- Maintain and build good relations amongst teachers, between teachers and student, between teacher and students parents or guardian as well as between teacher and community

(4) Discuss with participants the following:

- What are the challenges to making all teachers in Indonesia professional?
- What action the Government has taken in the past to try and support teachers to become more professional?
- How successful has this been so far?



## Notes for the Facilitator

2

### Challenges

This is a big challenge. The current qualifications and competencies of the teachers fall far short of the national standards.

- Heterogeneous qualifications and competence of teachers: Of the teachers serving in 2002/3 in SMP<sup>4</sup> 57.7% of did not meet the S1 standard and 47% of MT teachers did not meet this requirement in 2003/4. 30% of Public MT and 50% of Private MT teachers were under-qualified.<sup>5</sup> In 2002/3, 39.9% of SMP teachers were found not to have adequate competencies to teach and there was a 15% mismatch between the teacher and the subject being taught.
- Low of work spirit and commitment
- In managing class, teacher acts just as *teacher or instructor*
- Low welfare of teachers
- Low community's appreciation to teacher profession

### Action

Actually, the Government through Ministry of National Education, Provincial and District/Municipal Education Departments has done its best to improve teachers' quality through workshops, trainings, seminars, Training of trainers and key teachers etc.

### Success?

To date, this is not so successful

- When training or workshop results are going to be applied in schools, there is no support from principals for a reason that it is beyond the school program.
- There is no appreciation from the district agency to the teachers who have already passed training and education.
- The work spirit of the teachers is low, so they have no intention to apply the training, workshop, or seminar result.
- The government never follows up the training result.
- If the training program is continuous, the teacher attending the next program is different, so there is no continuity.
- Sometime the teacher only calculates the economical value of the training. If there is no value they intentionally do not attend the training invitation, thereby there is no continuity.

Even when there are trainings and workshops they are often beyond reach of all teachers. So, not all teachers have same opportunity to increase their professionalism.

- (5) Brainstorm with participants the different ways teachers can continue their professional development. Discuss each option presented by the participants. Use Facilitators notes 3.

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<sup>4</sup> All data on junior secondary schools from the Directorate General for Quality Improvement of Teachers and Educational Personnel'

<sup>5</sup> All data on MT's from ADB situation analysis report of Madrasah



### Notes for the Facilitator

#### Self assessment or reflection.

3

This can be done through journals, portfolios or research logs. However, it is not always easy to self assess one's own abilities and all people benefit from a colleagues input to help them recognize their strengths and identify areas for improvement.

#### Assessing Performance

Another way to improve is periodic assessment of teaching performance. This can be done either through an evaluation of your teaching in the classroom (lesson observation) by a mentor or through a technique called microteaching in which small groups of teachers practice developing and implementing classroom activities whilst colleagues observe and provide feedback.

#### Mentoring

Is when one teacher facilitates the learning of another. This can aid professional development. The mentor observes and coaches the teacher to help them improve their teaching. Sometimes it might be that the teacher wants to learn a new skill. At other times the teacher being coached might remain with the mentor for a whole school year developing and improving skills or learning how to teach a new academic program. In some countries new teachers are automatically assigned to mentor teachers for their first year as part of a program of induction.

#### Participation in professional organizations or networking with other teachers

There are many professional organizations that teachers can join to continue their professional development. At local level these include the MGMP where at National level this includes subject associations, such as the Mathematics association. Meetings of teachers can be educational, enriching and fulfilling for those that attend.

- (7) Discuss with participants the advantages to teachers working together or sharing their ideas in any kind of forum
- (8) Use the information in handout 1.1 to prepare a brief 10–15 minute presentation and discussion on teacher networks.
- (9) Give participants a copy of handout 1.1



### Application (15 minutes)

- (1) Divide participants into groups. Give each group a piece of flipchart paper and a pen. Their task is to write a slogan for a teacher network to persuade teachers to join the network. The slogan must meet the following criteria.
  - It can only be one sentence
  - Maximum of six words
  - Easily remembered
  - Carry the key message (the benefits of participating in a teachers network)

- (2) Give participants some examples of slogans. Read the slogan and ask them where it is from. Use the examples in facilitator's notes 4 or any other locally well known slogans



#### Notes for the Facilitator

3

- Together we can (Bersama kita bisa: SBY)
- .....(Tutwuri handayani)
- Not a normal Phone (Bukan telepon biasa: Flexi)
- Washes whiter than white (Mencuci lebih bersih: Rinso)

- (3) Ask each group to share their slogans.
- (4) Vote for the best slogan.
- (5) Give the winning group a prize

**R**

#### Reflection (5 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask participants to answer the questions
- (2) Ask participants the key message of the session to the participants. Provide the key message (see below).
- (3) Explain the extension activity below.

**E**

#### Extension

Give participants a copy of handout 1.1 to read in their own time

Participants can use their slogans to create a poster or newsletter for the teachers network



#### Key Message

The Teacher is most dominant supporting instrument in the quality improvement of education in Indonesia. However, at present the quality of teachers is very heterogeneous and there are several general weaknesses, therefore, the teacher's capability must be improved. The government has made efforts in various ways but the result has yet to meet the expectations. Teacher networks at the sub district level can be very effective mechanisms for supporting teachers to continue their professional development because through networks teachers can share ideas, facts, teaching practices, lesson plans, materials, programs resources, classroom techniques that work.



## Further Reading

- Dedi Supriyadi, 1999. *Mengangkat Citra dan Martabat Guru*, Adicita Karya Nusa.
- Departemen Pendidikan dan Kebudayaan, Direktorat Jendral Pendidikan Dasar dan Menengah, 1993. *Buku Pedoman Penyelenggaraan MGMP seluruh Indonesia*.
- Departemen Pendidikan Nasional, Direktorat Jendral Pendidikan Dasar dan Menengah, 2001. *Manajemen Peningkatan Mutu Berbasis Sekolah, Edisi 3*.
- Departemen Pendidikan Nasional. Direktorat Jendral Pendidikan Dasar dan Menengah, 2004. *Pedoman Musyawarah Guru Mata Pelajaran*.
- Indra Djati Sidi, 2001. *Menuju Masyarakat Belajar Menggagas Paradigma Baru Pendidikan*, Padar Jaya.
- Toyomane, N. 2000. *Mengembangkan Musyawarah Guru Mata Pelajaran (MGMP)*, Komponen B, Menu 2, Jakarta.
- Syaiful Bahri Djamarah 2000 *Guru dan Anak Didik Dalam Interaksi Edukatif*, Rineka Cipta, Edisi I.
- ----- UU Republik Indonesia No 20 th 2003, tentang *Sistem Pendidikan Nasional*, CV Eka Jaya, Jakarta, 2003



## Handout for Participants

### All about Teacher Networks

Education quality can not be separated from teachers because teachers are in the forefront of education. Therefore, throughout their teaching career teachers need to continue improving their knowledge and skills in all aspects of teaching and learning. Teachers need to be proactive in finding ways to develop as professionals. Teacher networks are a crucial factor in supporting teachers to continue to develop as professionals.

#### **What are Teacher Networks?**

A teacher network is simply a group of teachers that communicate (make regular contact) with each other. The aim of the contact is for teachers to collaborate, to exchange ideas, to provide support to each other so they can grow as professionals. The contact can be in the form of face to face meetings or through e-mail or internet exchanges, via SMS or the phone or visits.

#### **What are the main objectives and functions of a teacher network?**

The main objectives of teacher's network are to:

- Develop teachers' motivation to improve their capabilities and skills in planning, implementing and appraising learning in the classroom.
- Discuss problem the teachers have in performing their daily tasks and finding out the solution method according to characteristics of subject, teacher, school and environmental conditions.
- Give the chance to teachers to share information and experience for application of the curriculum and in using technology.
- Give the chance to the teachers to articulate their ideas through MGMP to increase their profession.
- Build cooperation with all stakeholders to create active, effective, and enjoyable learning process.

#### **Why are Teacher Networks important?**

Teacher networks are an excellent way to support teachers continued professional development. Teachers learn best from other teachers. They understand the challenges each other face and the stress of the job.

The problems teachers face varies from one teacher to another and one school to another. Through a teacher networks teachers can share ideas, facts, teaching practices, lesson plans, materials, programs resources, classroom techniques that work. They can organize professional development activities such as guest speakers, workshops or displays, visiting teachers at other schools, attending in-service workshops, seminars and programs. Teacher networks can empower and

enrich teachers. Teacher networks can act as a bridge between schools and between management and teachers.

As recognized by the Government of Indonesia, communicating with other teachers are important components of the professional development processes. The following is taken from Regulation 16/2007.

<b>Core Competency</b>	
17: Communicate in effective way, emphatic, and well mannered with other educator, education people, parents, and the community.	17.1 Communicate with colleague and other scientific community in good manner, emphatic, and effectively
19: Communicate with his/her profession community and other profession orally and in writing or other forms.	19.1 Communicate with the colleague, scientific profession, and other scientific community through various media in order to enhance the learning quality. 19.2 Communicate the learning innovation result to his/her profession community in orally and writing or other forms.

## Session 2

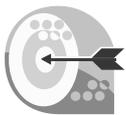
# What is the Ideal Teacher Network?



### Introduction

In Indonesia at the present time there is one *local* professional organization which brings teachers for Junior High School together. This is the MGMP (*musyawarah guru mata pelajaran*), which is a non structural organization at the district level. In mid 2006, DBE3 conducted a rapid assessment of MGMP in a limited number of provinces and districts and according to these assessments there are a number of challenges facing MGMP which are preventing the MGMP from operating as effectively as they could. These challenges include the size, management, budget and activities of the MGMP. If teacher networks are to effectively support teachers to continue their professional development these problems need to be addressed.

This session will look at some of the general problems faced by the MGMP and examine the ideal or model teacher network.



### Objective and Learning Outcomes

The objective of this session is for participants to review how well the existing teacher (the MGMP) is functioning and consider what makes an ideal teacher network. At the end of this session participants will be able to:

- Describe the strengths and weaknesses of the MGMP
- Explain how the MGMP can function more effectively
- List the criteria from MONE of an effective MGMP eligible for block grants
- Create a concept for an ideal local teacher network



### Key Questions

- What are some existing examples of teacher networks in Indonesia?
- How well are they functioning?
- How can they be improved?
- What would be your ideal local teacher network?



### Notes for the Facilitator

- You will need to prepare a 10 minute presentation and discussion on the MGMP prior to the session. Use the information included in handout 2.1 to help you.
- Ensure there is enough time for a discussion on the advantages and disadvantages of establishing a sub district MGMP during the reflection activity

- Ensure that participants are aware you not actively encouraging them to establish a formal sub district MGMP, but are simply making them aware of the value of teachers communicating through a network whether it is a formal network such as the MGMP or a more informal network such as the DBE3 training group.
- If participants decide to create sub district MGMP they need to be aware that DBE3 does not provide any additional support to this organization beyond the training



## Resources

- Flipchart paper, pens, tape
- Handout 2.1
- Handout 2.2
- Additional Information
- Copies of Academy for Education Development and International Development Center of Japan (May 2006) *Teacher Networks in Junior Secondary Education in Indonesia*

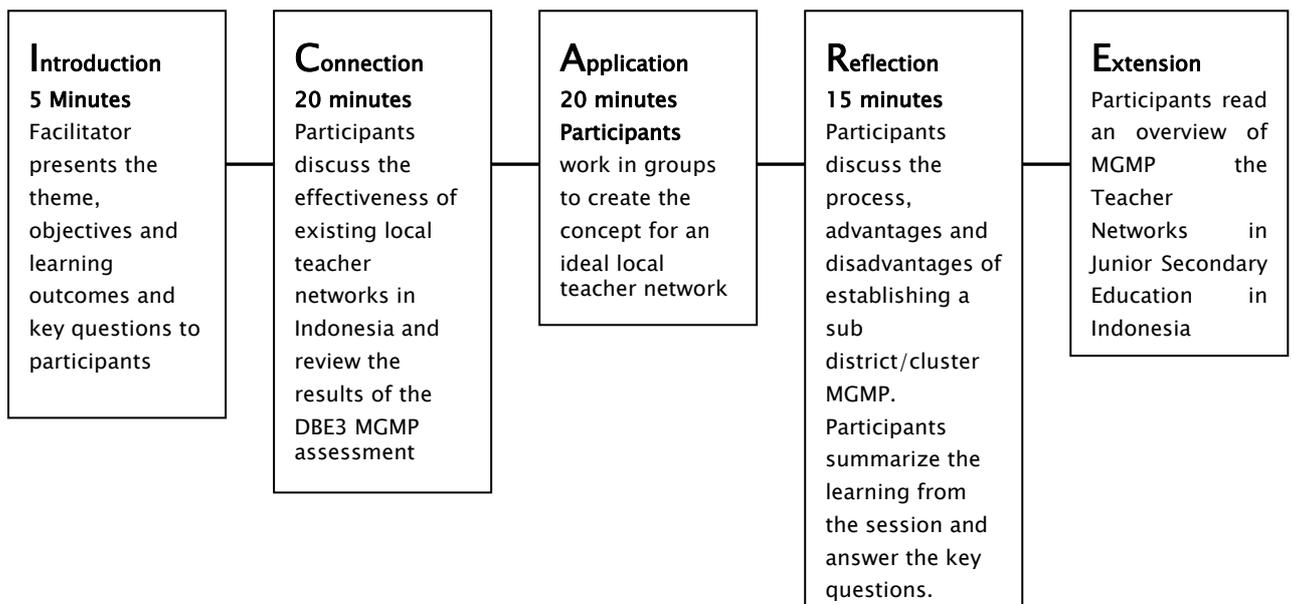


## Time

The time required for this session is 60 minutes



## Session Summary



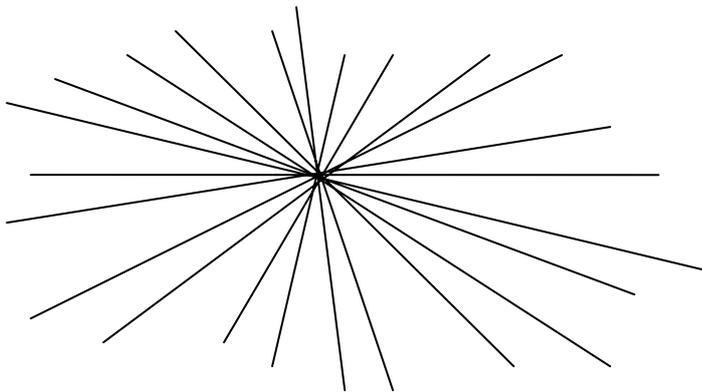


## Energizer

You can use the following energizer to at the beginning of the session. However, this energizer can take a long time and therefore should only be used if you feel that participants need it and you have enough time to complete it without it interfering with the rest of the session.

### Spider Play (Networks)

Before the session begins cut 15 long pieces of string. Twist them all together into a knot in the middle so that each piece of string has two long ends. See the diagram below. You should make the knot complicated but not too complicated



Ask participants to stand in a circle. Give each participant the end of a piece of string and to tie it around their waist. They are now all networked together. Their task is to try and undo the knot in the middle but they *can not* use their hands. They must move their bodies. Give the participants 10 minutes to untie the knot.



## Detailed Steps for Activities

**I**

### Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the questions at the end of the session.

**C**

### Connection (20 minutes)

- (1) Brainstorm with participants *teacher* networks that already exists in Indonesia for teachers in basic education
- (2) Write a list on flipchart paper/board. Use facilitators notes 1 to add to the list if necessary.



### Notes for the Facilitator

1

PGRI: Persatuan Guru Republik Indonesia: Teachers Union  
 PGSRI: Teachers Union for Teachers in Private School  
 KKG: Primary School Teachers network: Class teachers  
 MGMP District Level: Secondary school Teachers network: Subject Teacher  
 MGMP School Level

- (3) Discuss with participants their experience of participating in teacher networks.
- (4) Focus on the their experience with MGMP. Discuss how successful they think that the MGMP currently is. How can it be made more successful?
- (5) Prepare an deliver a 10 minute presentation MGMP and other Teacher Networks. Use the information in handout 2.1.



### Application (20 minutes)

- (1) Instruct participants to work in groups according to sub district
- (2) Give each group a piece of flipchart paper and a pen.
- (3) Ask them to copy the chart below.

Teachers Network	Sub District MGMP Informal Teacher Network
	Decisions
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

- (4) Explain their task is to plan and ideal (perfect example) of a teacher network at the sub district level. Then they need to write down some decisions they would make in establishing this perfect network including:
  - What are the *aims and objectives* of the teachers network
  - What are the expected *benefits* of the network
  - How would you *motivate* teachers to participate in the network
  - The *size and composition* of the network
  - The *communication* mechanisms (e.g. what and how often)
  - The *expectations* of the *members* of the network
  - How they would make sure everyone has the *time to participate*
  - The *work principle* of the network
  - The *scope* (range of activities) of the network

- The *types* of activities of the network
- The *frequency* of meetings or activities

(4) Ask groups to share their ideas for the perfect local teacher network.



### Reflection (15 minutes)

(1) Reflect with participants the criteria which PMPTK considers important to create the ideal MGMP (in order to receive block grants). Use facilitators notes 2



**Notes for the Facilitator**

MGMP should meet the following criteria:

- Have a management structure approved by the District Office of Education
- Have been active for the past two–five years
- Have a bank account in the name of the MGMP as an organization (not a private account)
- Approved by the assessment team at the Lembaga Penjamin Mutu Pendidikan
- Plan to use the block grants to conduct the MGMP program especially for such activities as developing curriculum and lessons.

Emphasize to participants that to receive block grants the network should be an MGMP recognized and approved by the District Education Office

(2) Give participants a copy of handout 2.2 and discuss the benefits and process of establishing a sub district MGMP.

(3) Discuss with participants whether they would be interested in creating a sub district MGMP from the DEB3 Life Skills training cluster. Read facilitators notes



**Notes for the Facilitator**

Ensure that participants are aware that DBE3 does not provide additional support to sub district MGMP beyond the training program already established. The sub district MGMP is the responsibility of the Dinas Pendidikan and Depag.

(4) Look again at the overarching questions introduced at the beginning of the session. Ask participants to answer the questions

(5) Ask participants the key message of the session to the participants. Provide the key message (see below).

(6) Explain the extension activity below.



### Extension

Give participants a copy of

- Handout 2.3 to read in their own time
- MGMP Overview Paper to read in their own time. This document will give them information and ideas for establishing sub district MGMP based on experience of other projects.

- Additional Information: Summary of MGMP Assessment Results which includes recommendations to improve the effectiveness of MGMP



## Key Message

The most common local teacher in Indonesia is the MGMP. However at the current time many MGMP are not functioning as effectively as they could. It is important for the professional development of teachers that teacher networks are well structured, well managed and well resourced with relevant and useful activities. This is the ideal network to aim to create.



## Further Reading

- Dedi Supriyadi, 1999. *Mengangkat Citra dan Martabat Guru*, Adicita Karya Nusa.
- Departemen Pendidikan dan Kebudayaan, Direktorat Jendral Pendidikan Dasar dan Menengah, 1993. *Buku Pedoman Penyelenggaraan MGMP seluruh Indonesia*.
- Departemen Pendidikan Nasional, Direktorat Jendral Pendidikan Dasar dan Menengah, 2001. *Manajemen Peningkatan Mutu Berbasis Sekolah, Edisi 3*.
- Departemen Pendidikan Nasional. Direktur Jendral Pendidikan Dasar dan Menengah, 2004. *Pedoman Musyawarah Guru Mata Pelajaran*.
- Indra Djati Sidi, 2001. *Menuju Masyarakat Belajar Menggagas Paradigma Baru Pendidikan*, Padar Jaya.
- Toyomane, N. 2000. *Mengembangkan Musyawarah Guru Mata Pelajaran (MGMP)*, Komponen B, Menu 2, Jakarta.
- Syaiful Bahri Djamarah 2000 *Guru dan Anak Didik Dalam Interaksi Edukatif*, Rineka Cipta, Edisi I.
- ----- UU Republik Indonesia No 20 th 2003, tentang *Sistem Pendidikan Nasional*, CV Eka Jaya, Jakarta, 2003



## Handout for Participants 2.1

### Local Teacher Networks

#### What local Teacher Networks currently exist in Indonesia?

Currently in Indonesia, there is only one *local* professional organization which brings teachers for Junior High School together. This is the MGMP (*musyawarah guru mata pelajaran*).

The MGMP is non structural teacher professional organization, established by teachers and for teachers and their members. The scope can be in district, sub district, or cluster level depending on the teacher group to develop. This organization is aimed at:

- Teachers receiving further training to complement what they have learned already at district or sub district training
- Prepare and test teaching materials or visual and teaching aids to be used in the classroom
- Discuss the problems faced in classes and receive suggestions from subject advisors or key teachers and their peers

Some schools also have subject teachers meetings which they call school level MGMP.

#### How well are they functioning?

According to the Ministry of National Education there are a number of problems with the operation of the MGMP at the present time. PMPTK highlights the following problems<sup>6</sup>:

- The Management of the MGMP is not functioning optimally
- The program of the MGMP is different from the needs of the teachers
- The operational budget of the MGMP is insufficient
- There is little attention paid by the local governments through their related education offices toward the program and the activities of KKG (Elementary School Teachers Professional Development Network) and MGMP (Junior High School Subject Teacher Association)
- There is little support from the profession association toward KKG (Elementary School Teachers Professional Development Network) and MGMP (Junior High School Subject Teacher Association)
- There is little support from some education stakeholders to increase the teaching and learning quality that will provide positive impact on classroom teaching and learning process and nation-wide education quality assurance

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<sup>6</sup> MONE (2007) Pedoman Penyaluran Dan Pelaksanaan Pemberdayaan KKG dan MGMP Melalui Dana *Block Grant*: Direktorat Jenderal Peningkatan Mutu Pendidik

DBE3 conducted a rapid assessment of MGMP in a limited number of provinces and districts in mid 2006. According to these assessments there are a number of challenges facing MGMP<sup>7</sup>.

#### *Participation*

Not all subject teachers are able to take part in District MGMP programs. Schools only send their representatives. Those joining the programs do not always share their experience with their colleagues within their own schools. In other words, there is an interrupted communication. Actually all teachers should take part in all MGMP activities, but the school budget is sometimes not adequate so they only send some teachers as representatives. When these teachers return to their schools, they should share what they learn from MGMP to other teachers.

There are too many subject teachers in the District level, as a result, too many teachers will take part in MGMP activities in the District level and they will not be able to play their active role in the programs. In addition, a training involving too many participants will not be effectively organized.

Some school principals do not support MGMP programs by assigning teachers to teach on MGMP activity days. Especially teachers from private schools are facing this problem.

#### *Distance*

From geographical point of view, the venue for District MGMP meetings and activities is relatively distant especially for teachers from rural areas so it is hard for them to join MGMP meetings and activities. In some districts, this problem significantly affects the implementation of MGMP activities.

#### *Teachers Motivation*

There are cases where MGMP programs are already scheduled and school principals allow teachers not to teach on those days, but some teachers do not attend the MGMP activities because they assume MGMP days are time for them to take a rest so that they have no enthusiasm to attend the MGMP activities. The situation is even worse when they assume that MGMP activities are not interesting for them.

#### *MGMP Programs and Activities*

MGMP activity programs are not always clearly and operationally planned. They only deal with writing summative test questions. Other programs within MGMP are prepared based on the instruction from District Office of Education, not based on the teacher's needs and proposals from teachers. If this is the case, MGMP cannot encourage teachers to take part in its programs. Often the problems identified by District MGMP are too general and applied to all teachers both in urban areas and rural areas, both for teachers from developed schools and from underdeveloped schools. For example, the members of District MGMP only discuss about test

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<sup>7</sup> Adapted from: International Development Center of Japan and Academy for Educational Development: Teacher Networks in Junior Secondary Education in Indonesia (May 2006)

indicators (items), instead of discussing about very specific problems faced by teachers in the process of teaching and learning. Therefore, the proposed programs are also district-based and do not directly deal with the real problems faced by each teacher in the field.

### *Budget*

There is often insufficient budget for the MGMP to conduct all its activities. Dinas Pendidikan Kabupaten (Kabupaten Dinas) and Depag. Kabupaten Office does not have enough budget allocated in the Kabupaten Govt. Budget (APBD II) to support activities or trainings that will be conducted by Kabupaten MGMP. So the Budget for Kabupaten MGMP are mostly dependent on aid from by KKKS/MKKS (Forum of SMP/M. Ts.' Principals), from contributions provided by Schools' Committees, from teachers' voluntary contributions, aid given by Textbooks Publisher, or aid given by private Donors.

### **How can MGMP/Networks be improved?**

Considering the problems described above there are several possible solutions to make MGMP more effective

#### *Create more local level MGMP/Networks*

One of the solutions would seem to be to create smaller MGMP at the sub district or cluster level. This means that more teachers from each school can participate and the distance they have to travel is not too far.

#### *Ensure that MGMP/Network activities are better managed*

Managers MGMP/Networks should be trained and their skills improved so that they could function well and developed their program as an independent organization.

#### *Ensure that MGMP/Network activities are more useful*

Involve teachers and school principals in the planning and implementation of MGMP/Network activities so activities are useful and relevant to the members.

#### *Increase Budget for activities*

All Institutions involved with MGMP/Networks should consider collectively the issues involved. MGMP managers should try to make the MGMP financially independent by raising funds from education stakeholders.



## Handout for Participants 2.2

### Sub District MGMP

MGMP can be established at the sub–district or cluster level would seem to be quite ideal for several reasons:

- Number of participants is more limited therefore more effective.
- Distance isn't too far from the house or school, so they do not have to spend night nor separated from their family.
- Participants can reprimand among themselves if not serious because they have known each other for a long time and are close.
- If the activities are held at school, they can borrow instrument/facilities to each other because the school is geographically adjacent.
- If there is problem, they can ask each other to come to their schools to observe the learning process can be more intensive.
- The fee required is not costly or even free of charge.

#### **Can you create a sub district MGMP?**

The establishment of the MGMP is based on Government Regulation No 38/1994 on Education Personnel. In chapter XIII article 61 (1) is stated that educational personnel may establish a professional association to improve and develop their career, capacity, ability, professional authority and welfare for the achievement of optimum educational goals. Although MGMP is a professional organization for teachers at district level it can be established, if necessary in a lower level than district. The first letter of MGMP (Musyawarah) indicates that this is a deliberation forum “from, by and for” teachers.

#### **How can you establish a Sub District MGMP?**

It is relatively easy to establish Sub–District MGMP. Steps can be taken as follows:

- The District Education Office or MKKS can invite teachers of the same subjects or a group of area of study (e.g. Science, Social Studies) to meet and make a consensus to establish a sub district/cluster subject teachers association.
- A member of District MGMP could act as the chair of the meeting.
- Members of the committee are then elected.
- The establishment of Sub–District MGMP and the list of committee members are sent to the District Office of Education for approval.
- District Education then sends a letter of approval called a Surat Keputusan Pembentukan MGMP di Tingkat Kecamatan.

#### **Does it have to be an MGMP?**

MGMP are seen as formal or ‘official’ associations and as such may need to be established legally. If this is this case then there is no reason why a group of

teachers with similar ideas and interests can not create a more *informal teachers network*. Some of these unofficial teacher networks already exist. For example though implementing the Life Skills Training the DBE3 program has created a teacher network by bringing together teachers from different schools in the sub district. Perhaps this could become a network of teachers to exchange ideas on a regular basis and not just during the workshop.



## Handout for Participants 2.3

### Summary of MGMP Assessment Results Conducted by International Development Center of Japan and Decentralized Basic Education Three 2006

#### Challenges

- In all the 5 sample Provinces<sup>8</sup> there are already Kabupaten/Kota MGMP which have legal authorization from Dinas Pendidikan (Kabupaten Dinas). All of the Kabupaten MGMP already had their own Managers or Coordinators, although some MGMP Managers were not yet fully consolidated or trained.
- For most M. Ts there is not an MGMP of General Subjects like the one found in SMP. That is why some teachers of M. Ts. who teach General Subjects have joined Kabupaten MGMP of SMP Schools.
- Activities conducted by Kabupaten MGMP are still very limited in its scope and number. The main reason for this condition is the budget. Dinas Pendidikan Kabupaten (Kabupaten Dinas) and Depag. Kabupaten Office do not have enough Budget allocated in the Kabupaten Govt. Budget (APBD II) to support activities or trainings that will be conducted by Kabupaten MGMP. So the Budget for Kabupaten MGMP are mostly dependent on aid from by KKKS/MKKS (Forum of SMP/M. Ts.' Principals), from contributions provided by Schools' Committees, from teachers' voluntary contributions, aid given by Textbooks Publisher, or aid given by private Donors.
- Trainings conducted at the Kabupaten level were generally teachers' trainings which were planned/programmed and implemented by Dinas Pendidikan Provinsi (Provincial Dinas) with Budget provided by APBN/DEKON Budget, or organized by Dinas Pendidikan Kabupaten (Kabupaten Dinas) which were designed for teachers of Public and Private SMP.
- Training for teachers of Public/Private M. Ts. were usually programmed and funded by Central Govt. (MORA/Mapenda) which then implemented by Depag. Kabupaten Office. Kabupaten MGMP, therefore, haven't yet had training programs of its own, which then could be implemented by Managers or Coordinators of Kabupaten MGMP. This occurred because there were no Budget available for financing such training activities, either which were provided by Dinas Pendidikan Kabupaten (Kabupaten Dinas) or Depag. Kabupaten Office, or from the Schools' contributions.
- Activities conducted Kabupaten MGMP (i.e. for teachers of Civics and English) haven't yet involved all SMP and M. Ts.' teachers. Such activities had only been

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<sup>8</sup> Assessments were conducted in Central Java (Kudus and Klaten) West Java and Banten (Cilegon, Sukabumi and Karawang) East Java (Bangkalan and Mojokerto) North Sumatra (Binjai and Tapanuli Utara) and South Sulawesi (Soppeng and Pangkep). This is a summary of the common issues in the provinces and districts.

attended by teachers of Public SMP, while most of the teachers of Private SMP and M. Ts. haven't yet formally been involved in the activities.

- Dinas Pendidikan Kabupaten (Kabupaten Dinas) and Dinas Pendidikan Provinsi (Provincial Dinas) were the institutions which determined the contents of the trainings or activities conducted by Kabupaten MGMP. In some cases, however, the topics were decided through conference or consensus among Dinas Pendidikan Kabupaten, MGMP Managers or Coordinators and Schools' Supervisors.
- The average frequency of Kabupaten MGMP's activities was 2 – 4 times a year, while the average number of teachers' attendance was about 70 –75%. The topics of the trainings were focused on Socialization of 2004 (KBK) Curriculum, developing Teaching Syllabus and Evaluation system, CTL modes of teaching, developing Teaching Plan (for Annual/Semester Program), developing Specification for constructing Examination questions, etc.
- Subjects discussed in the trainings were the UAN subjects (Indonesian, English and Mathematics), while the Non-UAN subjects haven't yet received enough consideration.
- Teachers generally possessed high motivation to participate in Kabupaten MGMP's activities; they usually always or often applied or practiced what they have got in the training in their classroom teaching-learning activities. Monitoring and evaluation, however, had rarely been implemented by Staff of Dinas Pendidikan Kabupaten or Depag/Mapenda Kabupaten Office.

### **Recommendations**

- Kecamatan based-MGMP or larger group area based-MGMP (e.g. Kawedanan based-MGMP or any other larger grouping of MGMP) should be formed and be allowed to develop their own programs for improving teachers' professional competence. Managers or Coordinators of Kabupaten MGMP could assist in the formation of such Kecamatan or Kawedanan based-MGMP. Both MGMP then will form networks in the effort of improving the professional competence and capabilities of teachers.
- The issue of the budget for supporting MGMP's activities should be considered or solved collectively among the institutions involved, i.e. Dinas Pendidikan Kabupaten, Depag. Kabupaten Office, Schools' Principals, and Coordinators/Managers of Kabupaten MGMP. In solving the Budget problems, some alternative solutions have been proposed, e.g.: using part of BOS Budget to support MGMP's activities; Schools' Committees collect fund from parents and the community to be allocated in RAPBS (Schools' Annual Budget) for supporting MGMP (for instance: supporting transport expenditures for teachers); make effort so that the budget could be included in the APBD II in a specific post for supporting MGMP; voluntary contributions from teachers as proofs of their commitment and responsibility in improving their professional competence; and make effort of getting aid from private Donors.

- Kabupaten/Kota MGMP and Kecamatan (or larger grouping) based–MGMP should have their own Programs which are developed and planned, for shorter, middle and longer period of time in cooperation with teachers.
- Managers of Kabupaten MGMP should be trained and their skills improved so that they could function well and developed their program as an independent organization. Some topics proposed to be included in the training programs at the present time are: training to develop Programs of MGMP, CTL modes of teaching, training to develop media of learning or teaching aids, training for mastery of subject’s contents, trainings for conducting Classroom Action Research and Writing Scientific Articles.
- Many activities could be done by MGMP without spending much budget, for instance MGMP members could meet (2 until 3 hours) to share their experience in managing classroom teaching–learning activities. These activities could be implemented without spending much or any money at all.
- Schools’ Supervisors (of Kabupaten Dinas and Depag. Office) should be involved in supervising MGMP’s activities, especially in giving training activities and conducting monitoring, so that they could give facilitation and technical/professional help to Managers/Coordinators and members of MGMP.

## Session 3

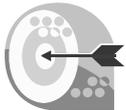
# What are the Roles and Responsibilities of the Teacher Network Committee and the Coordinator?



### Introduction

The leadership of a teacher network can affect the performance of the network and the perception of its members. Whether the local network is a sub district MGMP or a sub district network it will need a committee to organize and manage the activities. To function effectively this committee and especially the leader of the committee (the coordinator) will need to be clear about their roles and responsibilities and have the experience, skills and commitment to ensure that the network is successful.

This session will examine the management structure of teacher network and the tasks and skills needed by the coordinator of an ideal network.



### Objective and Learning Outcomes

The purpose of this session is to increase participants understanding of the structure, roles and responsibilities of a teacher network committee and to examine the skills, experience and education required by a person in the position of coordinator. By the end of the session participants will be able to:

- List some of the roles and responsibilities of the network committee and the coordinator
- Propose a management structure for their ideal local teacher network
- Describe the ideal experience, skills and education needed by a network coordinator



### Key Questions

- What are the main tasks of a network committee?
- What are the key skills a network coordinator needs to successfully complete their tasks?



### Notes for the Facilitator

- You will need to prepare a 10–15 minute presentation and discussion on the roles and responsibilities of Network Committees and Coordinators prior to the session. Use the information included in handout 2.2 to help you.



## Resources

- Flipchart paper, pens and tape
- Copies of handout 3.1
- Copies of handout 3.2
- Copies of handout 3.3

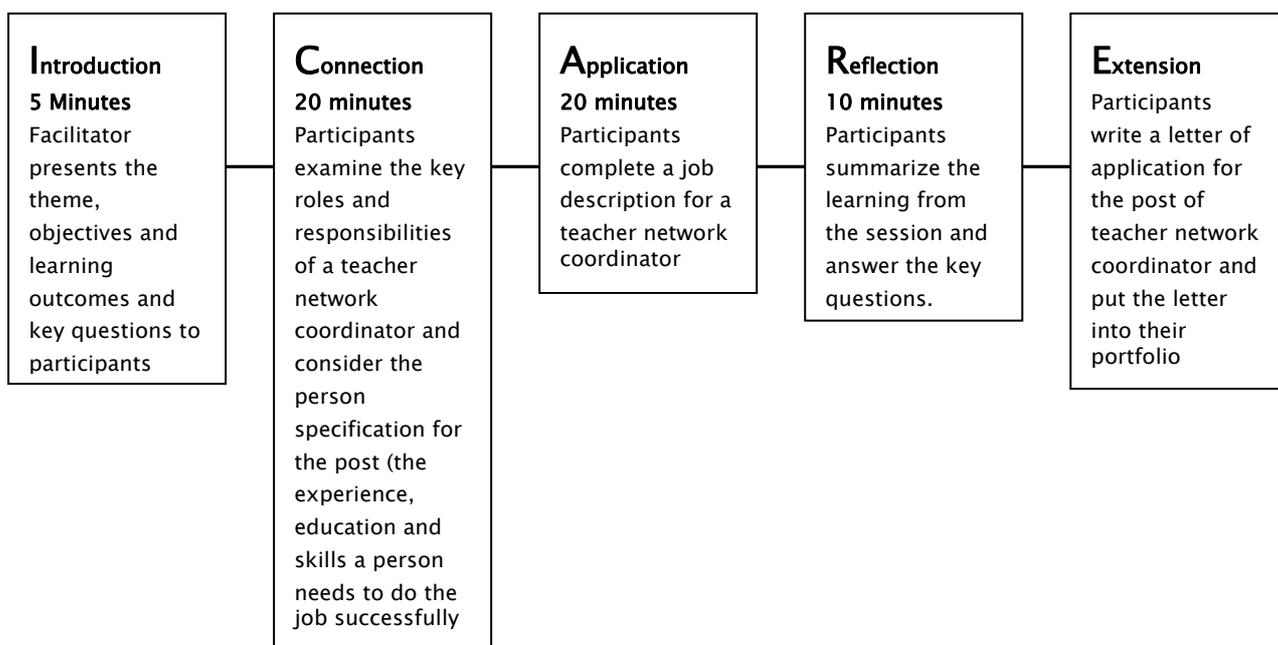


## Time

The time required for this session is 60 minutes



## Session Summary



## Energizer

You can use this energizer at the beginning of the session. However, remember that energizers can take a long time and therefore, should be used with caution and only if you feel that the participants need it and you have enough time to complete it without it interfering with the rest of the session.

Give participants the following puzzle to solve

### **Crossing the Bridge**

Pak Budiman (Alice), Pak Asep (Brian) , Pak Didik (Carol) and Pak Azhar (David) are on an outdoors team building course. They have to cross a bridge in 17 minutes.

- The bridge will collapse if there are more than two people on it at the same time.
- It is dark and it is too dangerous to cross the bridge without a torch.
- There is only one torch.

Pak Budiman can cross the bridge in 1 minute. The others are wounded or injured to varying degrees which means that it takes:

- Pak Asep 2 minutes to cross the bridge;
- Pak Didik 5 minutes to cross the bridge;
- Pak Azhar 10 minutes to cross the bridge.

If there is more than one person on the bridge, the bridge can only be crossed at the speed of the slowest person.

How can they cross the bridge in 17 minutes?

Ask for ideas. Provide the following solution

- Budiman (1 min) and Asep (2 min) cross the bridge (2 minutes)
- Budiman (1 min) takes the torch back to the other side (1 minute).
- Didik (5 min) and Azhar (10 min) cross the bridge (10 minutes)
- Asep (2 min) takes the torch back to the other side (2 minutes)
- Budiman (1 min) and Asep (2 min) cross the bridge (2 minutes).



## **Detailed Steps for Activities**

### **I**

#### **Introduction (5 minutes)**

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective, learning outcomes and key questions of the session. Tell participants they will be asked to answer the key questions at the end of the session.

### **C**

#### **Connection (20 minutes)**

- (1) Give participants handout 3.1 and briefly review the district level MGMP management structure
- (2) Explain that all networks (whether sub district MGMP or not) need a management committee. Brainstorm with participants some ideas for the members and structure of a committee.

- (3) Explain every committee needs a *head* or a *coordinator*. Use facilitators notes 1 to explain the concept/objectives of the coordinator as opposed to a manager or supervisor.



1

#### Notes for the Facilitator

The main objective of the network coordinator is to *bring all the different elements of the network together* into an effective relationship so that they can work well. This is different from a *manager* who is a person in charge and makes all the decisions or a supervisor who observes and directs the performance of others. It is important to make the distinction as the network is really *for* the members and the activities of the network agreed in *cooperation* with the members.

- (4) Read out the following lists of tasks to participants one by one. Ask them if they agree or disagree that these tasks are the responsibility of the network coordinator. Ask a few participants to explain why they agree or disagree.
- *Gathering of data on teacher in every sub district*
  - *Supporting the implementation of transparency, accountability, continuity principles*
  - *Training others on reporting finance/accounting system;*
  - *development of short, medium and long-term MGMP action plan;*
  - *Writing proposals*
  - *reporting (activity and finance)*
  - *Problem solving of Network issues*
  - *Conducting field monitoring of Network activities*
  - *Collecting and Recording data on Network activities*
  - *Conducting external auditing (together with district/ municipal official)*
  - *Evaluating Network activities*
  - *Preparing monthly report and end program report.*
- (3) Provide feedback. Use facilitators notes 2



2

#### Notes for the Facilitator

All of the tasks listed are the responsibility of the network coordinator. They are not *solely* responsible for these tasks and can coordinate and delegate or work with others in the committee or network but they are ultimately responsible that these tasks are completed successfully.

- (4) Discuss with participants what education, skills and experience they think is needed by the person who is the network coordinator
- (5) Prepare and deliver a brief 10 minute presentation on the roles, responsibilities and skills of a network coordinator. Use the information in handout 2.2



#### Application (20 menit)

- (1) Divide participants into groups. Give each participant a copy of handout 3.3
- (2) Instruct each group to use the information in handouts 3.1 and 3.2 to

- Create a *simple model* management structure for the ideal sub district network they created in session 1.
  - Write a *brief job description* for a model network coordinator for the ideal sub district network they created in session 1.
- (3) Use some of the ideas included in handout 3.1 and 3.2 or create their own.
- (4) Participants share the results of their group work.



### Reflection (10 minutes)

- (1) Discuss with participants how taking on the role of a network coordinator can support their own professional development and also contribute towards their success in the certification process. Use the information in facilitators notes 3 below



3

#### Notes for the Facilitator

##### How being a Network Coordinator can support your own Professional Development

As part of their professional portfolio teachers must include documentary evidence of their experience in an organization in an educational and social field. These documents should illustrate the teachers experience as a manager in an educational and social organization. This includes positions such as school principal, vice principal, head of subject, head of laboratory, head of teachers association or network, head of community (RW) head of neighborhood (RT).

- (2) Look again at the overarching questions introduced at the beginning of the session. Ask participants to answer the questions
- (3) Ask participants the key message of the session to the participants. Provide the key message (see below).
- (4) Explain the extension activity (see below)



### Extension

participants are the network coordinator (e.g. a teacher) they can write a letter of application to apply for the position of the teacher network coordinator to see how suitable they are for the post. If participants are the manager of the network (e.g. from district/sub district education office they should consider who they think would be appropriate for the post of the coordinator



### Key Message

The leadership of a teacher network can positively or negatively affect the performance of the network and the perception of its members of the benefits of participating in network activities. A teacher network should have a management committee but to function effectively the committee needs to be simple and to be clear about its role. Some conditions should be imposed for selecting members of

the committee to ensure that they have the necessary experience, skills and commitment to manage the network effectively



## Further Reading

- Direktorat Pendidikan Dasar&Menengah Umum, Diknas. 2004. *Pedoman Musyawarah Guru Mata Pelajaran*. Depdiknas. Jakarta.
- REDIP-JICA, 2004. “*REDIP Facilitator Training*” (Kumpulan makalah). Kantor REDIP-JICA Jakarta.
- Sukarno. 2004. ‘*Fasilitasi Dalam REDIP*” (makalah). Program Pelatihan Fasilitasi REDIP Bagi Konsultan Lapangan dan Pengawas, Jakarta, 25–27 Nopember 2004.
- USAID-DBE3 (2007) *Beyond the Workshop: Guidelines for Conducting Follow Up Activities*. DBE3 Jakarta
- USAID - DBE3 (2007) *Becoming an Effective Facilitator*. Training Module. DBE3 Jakarta



## Handout for Participants 3.1

### MGMP Management Structure

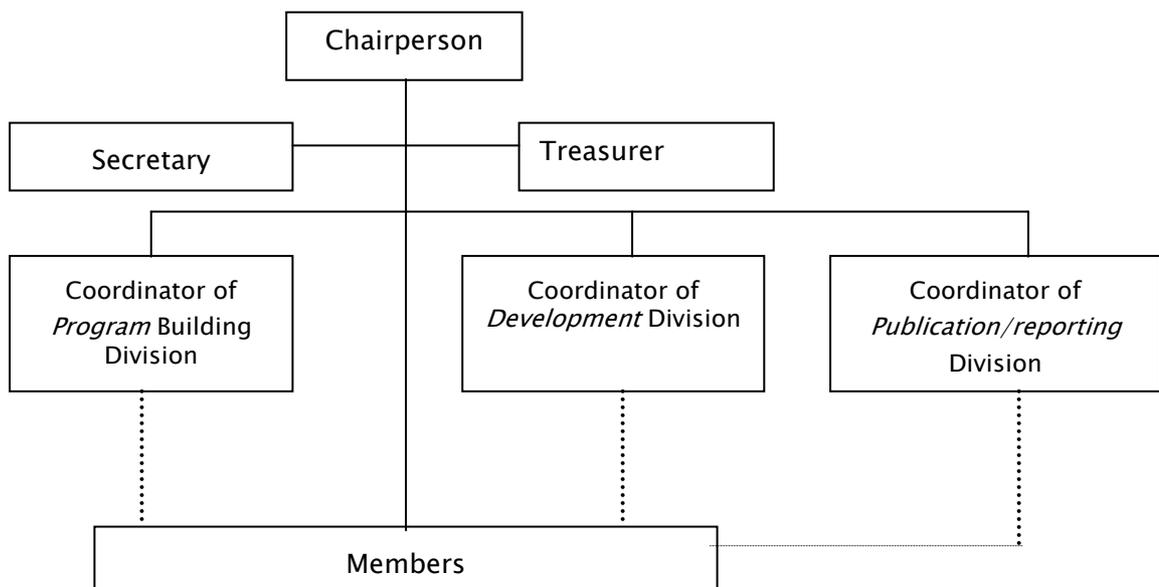
There are at least seven functions of the MGMP Committee:

- To prepare activity programs and to set the time and venue for their implementation
- To motivate teachers to regularly take part in MGMP activities
- To improve teacher's professional competence to plan, implement and evaluate their teaching and learning process
- To develop programs to realize active, creative effective and enjoyable learning
- To develop classroom based syllabus and testing systems
- To develop various innovative teaching and learning models
- To provide teachers with a forum for conducting seminars, workshops, symposiums and the like for educational improvement

The MGMP management committee consists of:

- Chairman
- Secretary
- Treasurer
- 3 Divisions

All selected by member based on meeting and ratified by the District/Municipal Education Agency.



### **Chair Person**

- Responsible for all MGMP activities
- Manages all MGMP Activities
- Plans activities and raises financial resources
- Prepares all MGMP activity and financial reports to relevant stakeholders
- Together with members evaluates all MGMP activities and proposes follow up

### **Secretary**

- Carries out all administrative work for the MGMP
- Keeps records of discussions at each MGMP meeting
- Keeps documents of all MGMP activities
- Responsible for writing activity reports

### **Treasurer**

- Manages financial matters of the MGMP
- Prepares the budget for MGMP activities
- Prepares financial reports

### **Division coordinators tasks and functions**

#### *Coordinator for Program Building Division*

- MGMP work program planning
- Monitoring and evaluation as well as data taking
- Follow up of future program

#### *Coordinator for Development Division*

- Preparation of syllabus and appraisal system
- Preparing learning strategy alternative
- Socialization, Training and education, seminar, workshop, TOT and the like.
- Class management innovation development

#### *Coordinator for Publication/Reporting Division*

- Relation between the relevant organizations
- Program publication and activity result
- Reporting



## Handout for Participants 3.2

### Main Roles, Responsibilities and Skills of the Teacher Network Coordinator

#### Preparation and Socialization

- Gathering of data on subject teacher in the sub district
- Establishment of network management in sub district/cluster level
- Advocating for support from the Municipal/District Education Agency and Ministry of Religion and the Community
- Supporting the implementation of transparency and accountability
- Socializing the Network activities to all stakeholders

#### Training

- Training on MGMP program implementation orientation;
- Training on MGMP action plan (micro planning);
- Training on reporting finance/accounting system;

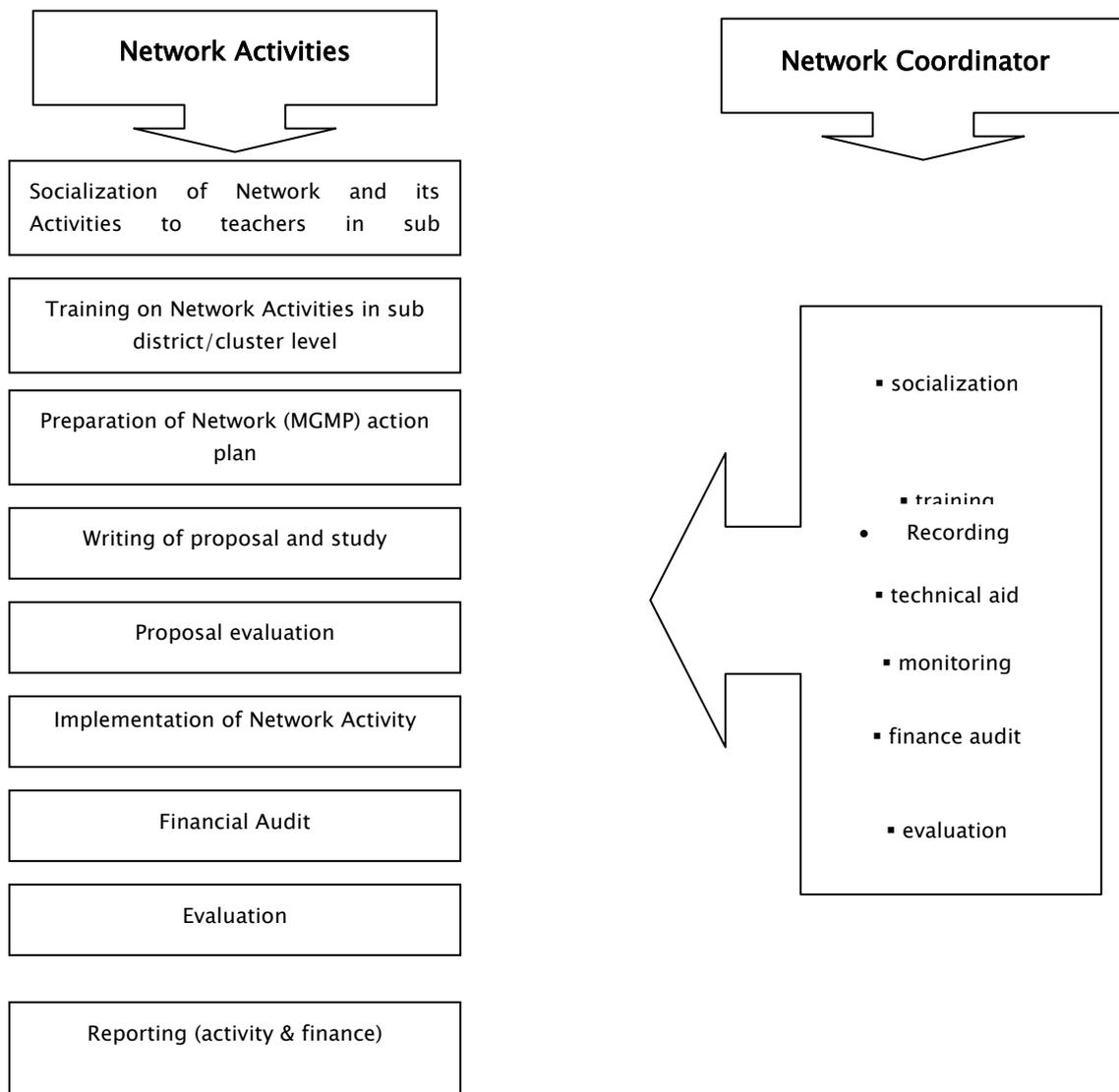
#### Providing technical aid

- Developing short, medium and long-term network plans
- Writing/preparing proposals
- Supporting the implementation of each activity
- Monitoring of each activity
- Ensuring each activity is documented
- Financial auditing (internal auditing)
- Evaluating the program
- Reporting (activity and finance)
- Problem solving

#### Conducting external auditing (together with district/ municipal official)

#### Making evaluation to MGMP activity

#### Preparing monthly report and end program report



The Network Coordinator can be selected from the member teachers or from outside fulfilling some or all of the following criteria:

#### **Education**

- Minimum D4 or S1
- Be trained as an expert in the subject

#### **Skills**

- Good motivator: They can motivate the teachers they support to do well
- Reliable: They fulfill their responsibilities to the people they support
- Good interpersonal skills. A good facilitator is able to establish good professional relationships with the teachers they support
- Good negotiators: Willing and able to plan alongside the members
- Good listeners: Helps their members feel comfortable and confident and clarify their thinking
- Good Questioners: Able to ask appropriate questions of the teachers
- Inspiring: Can build the confidence of the people in the network

- Supportive: Give constructive feedback on the activities of the network
- Committed: Regard being a coordinator as a very important job for the teachers they support and for their own professional development
- Informed: The Facilitator should have adequate knowledge and skills and able to apply them that they are supporting the teacher to develop
- Not act as a leader or instructor but as a 'facilitator'
- Able to provide guidance, support and suggestion or constructive comment
- Good technical knowledge and able to facilitate network meetings
- Able to build good cooperation by democratic manner and innovative idea
- Willing to learn and capable of learning new approaches and methodologies
- Understands the needs of teachers
- Good leadership skills: Able to lead groups of people
- Good advocacy skills: Able to advocate with stakeholders to support the network activities

### **Experience**

- Teaching Experience of more than 3 years in the subject of the network



## Handout for Participants 3.3

### Network Committee

- Create a model management committee to manage your ideal teacher network
- Create as many or as few boxes below as you like to show different roles
- Draw lines between the boxes to show the relationship between the members of the committee

**Coordinator**

**Members**

## Coordinator Job Description

Position	Location	Position Objectives
<b><i>Main Duties and Responsibilities</i></b>		
1		
2		
3		
4		
5		
<b><i>Person Specification</i></b>		
Education		
Key Skills		
1		
2		
3		
4		
5		
Experience		
<b><i>Success Indicators</i></b>		
1		
2		
3		

# Session 4

## How Do Teacher Networks Select Appropriate Professional Development Activities?



### Introduction

A teacher's network can be a very effective means of developing and improving skills and professionalism. Membership in a network can help teachers to improve their skills in the planning, the process and the evaluation of learning in order to provide the best educational opportunities for young people. How effective the network is in supporting teachers to develop as a professional is dependent the activities that it conducts. The activities must be relevant and useful for the members otherwise they will not be motivated to participate. The activities carried out by the network must relate directly to the role and duties of a teacher and be based on the needs and requests of the members. To determine the appropriate program of activities the coordinator and the members must conduct bottom up planning, analyze the needs of the teachers and the activities which can best meet these needs.

This session will look at how to conduct bottom up planning of teacher network activities.



### Objective and Learning Outcomes

The objective of this session is for participants to learn more about how a teacher's network can support teachers to continue to develop as professionals and how to determine a program of priority activities. At the end of this session participants will be able to:

- Explain why it is important to base the activities of the network on teachers needs
- Conduct a gap analysis to identify the needs of teachers in their sub district
- Plan a series of teacher network activities according to the identified needs



### Key Questions

- Why is it important to conduct activities based on the needs of the members of the network?
- What is a gap analysis and how can it help in planning teacher network activities?
- What do you think are some of the priority activities for teachers in your network?



## Notes for the Facilitator

- You will need to prepare a 10 minute presentation on how to conduct a gap analysis prior to the session. Use the information included in handout 2.1 to help you.



## Resources

- Flipchart paper, pens, tape
- Handout 4.1
- Copies of regulation 16/2007 on Teachers Competencies
- Matchsticks

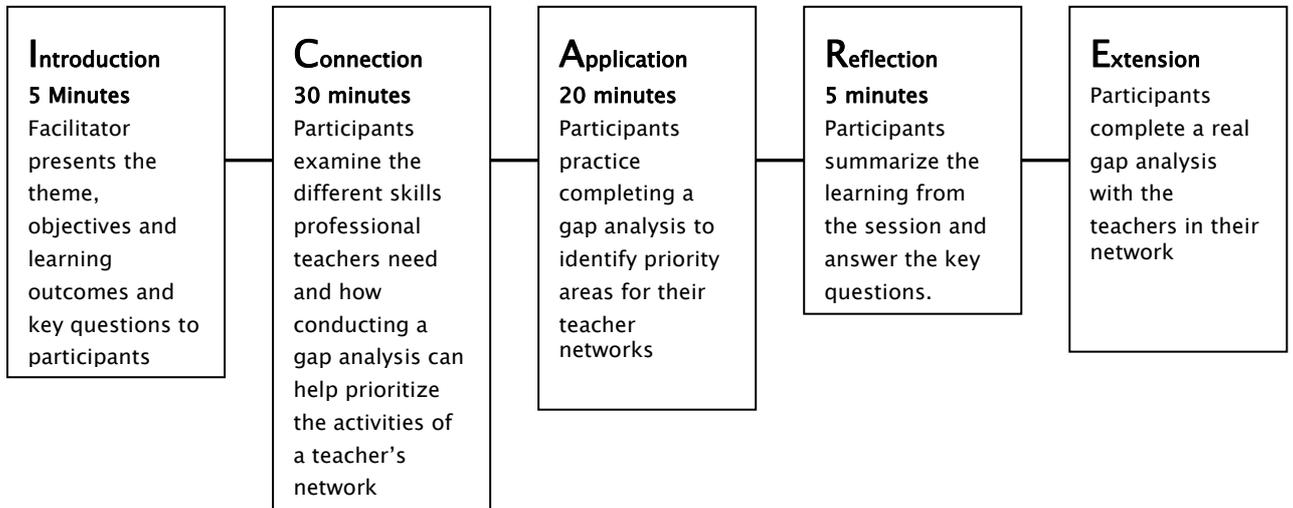


## Time

The time required for this session is 60 minutes



## Session Summary



## Energizer

You can use this energizer at the beginning of the session. However, remember that energizers can take a long time and therefore, should be used with caution and only if you feel that the participants need it and you have enough time to complete it without it interfering with the rest of the session.

## Nim

Divide participants into pairs. Give each pair a set of 16 matches. Instruct them to arrange the matches in a 1-3-5-7 pattern as shown below.

1  
111  
11111  
1111111

Participants must take turns in their pairs to remove as many matches as they like from any *one row* with the final aim of making their opponent pick up the last match.



## Detailed Steps for Activities

I

### Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective, learning outcomes and the key questions of the session. Tell participants they will be asked to answer the key questions at the end of the session.

C

### Connection (30 minutes)

- (1) Discuss with participants the purpose of a teacher network and what types of general activities networks should do. Use facilitators notes 1



1

#### Notes for the Facilitator

The main purpose of a teacher's network is to support the teacher to continually develop and upgrade their *skills* so they are able to complete the *tasks* of a teacher successfully and to provide the best educational opportunities for young people.

- (2) Brainstorm with participants the main tasks that teachers do. Facilitators notes 2 provides some ideas.



2

#### Notes for the Facilitator

Some of the main tasks of a teacher are as follows:

a. *Preparing Learning Plans*

1. Preparing and developing the syllabus
2. Preparing Annual Program (Prota) and Semester Program (PromesA) based on Education Calendar and syllabus.
3. Determining Minimum Learning Mastery Standard (SKBM) in early semester through analysis.
4. Preparing Learning Lesson Plan (RP/SP).

*b. Implementing KBM (Teaching Learning Activities)*

- (1) Mastering teaching method and teaching material
- (2) Implementing learning based on CTL/Pakem/Student Active Learning (CBSA)
- (3) Class Management.

*c. Conducting Assessment/Evaluation*

- (1) Understanding Authentic assessment
- (2) Continually assessing students by quiz, daily test, assignment, portfolio and block test.
- (3) Arranging problem based on competency indicator and SKL (Passing Competency Standard).
- (4) Analyzing student learning result
- (5) Carrying out follow up activities from analysis result whether remedial or enrichment.

*d. Implementing Learning Innovation*

- (1) Keeping up with Science and Technology Development and new paradigms in education sector.
- (2) Conducting Class Action Research.
- (3) Making teaching and learning materials
- (4) Skillful in using/making alternative teaching aid
- (5) Understanding Government's policy in education sector.

All of these tasks require *skills* to complete successfully. The skills a professional teacher needs has been clarified by the Ministry of National Education through Regulation 16/2007.

The activities conducted by the network need to relate directly to the skills that teachers need to complete their tasks. However, there are many tasks teachers have to perform and many skills needed to perform the tasks so the activities conducted by a teacher's network have to be prioritized.

- (3) Use handout 2.1 to prepare and deliver a brief 10 minute presentation on conducting a gap analysis to prioritize activities.



**Application (20 menit)**

- (1) Divide participants into groups. Give each group flipchart paper and a pen.
- (2) Instruct groups to copy the chart below onto flipchart paper. Each group must complete the gap analysis for the listed teacher skills. These skills have been taken from regulation 16/2007

#	Skill	Current Condition	Ideal Condition	Gap
1	Apply several learning approaches, strategies and methods, and techniques creatively in supported subject.			
2	Develop an assessment indicator and instrument.			
3	Develop a complete learning (lesson) plan, either in the classroom, laboratory or in the field.			
4	Utilize Information and communication technology to support student learning			
5	Conduct action research in class in order to improve professionalism.			

(3) Once the gap analysis is complete each group must list in order the priorities for their teacher network activities. Read facilitators notes 3



**Notes for the Facilitator**

Participants are very unlikely to be able to do this accurately. The purpose of the tasks is simply to provide time for participants to practice completing a gap analysis. Therefore, they can just estimate.

3

(4) Elicit feedback. Ask each group to list the three skills they identified with the largest gap. Try to get the whole group to reach a consensus.



**Reflection (5 minutes)**

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask participants to answer the questions
- (2) Ask participants the key message of the session to the participants. Provide the key message (see below).
- (3) Explain the extension activity below.



### Extension

Give participants a copy of handout 4.1 for information. Instruct participants to create a questionnaire for the teachers in your network to complete. Use the questionnaires to carry out a gap analysis.



### Key Message

Teacher networks can support the development of teacher's professionalism by conducting *activities* which support teachers to successfully complete the tasks that they have to do as teachers. These activities must be based on the real *needs* of the teachers. To understand members' real needs, the teacher network coordinators should complete a gap analysis and use the results of the analysis to identify the main problems members are facing.



### Further Reading

- COPSEP.1998. *Menuju Pendidikan yang Lebih Baik bagi Anak-Anak Kita*. Jakarta. Depdikbud dan JICA
- Depdiknas.2001. *Rencana Strategis Pembangunan Pendidikan Pemuda dan Olahraga Tahun 2000–2004*. Jakarta. Depdiknas
- (-----) 2003. *Pemantauan , Penilaian, dan Pelaporan*. Jakarta. Badan Diklat Depdiknas
- (-----) 2002. *Pedoman Umum Pengembangan Sistem Pengujian Berbasis Kemampuan Dasar SLTP*. Jakarta. Depdiknas
- (-----) 2001. *Pedoman Musyawarah Guru Mata Pelajaran*. Jakarta. Dirjen Ditdasmen
- REDIP 2. 2002. *Trainer's Manual Kabupaten, Kecamatan, and School Level Training for Quality Improvement*. Jakarta. JICA
- Saroso, Purwadi. 2002. *Optimalisasi Sumber Daya Yang Terbatas (Makalah)*. Semarang. Dinas P dan K Provinsi Jawa Tengah–JICA.



## Handout for Participants 4.1

### Gap Analysis to Prioritize Teachers Needs

The main purpose of a teacher's network is to support the teacher to continually develop and upgrade their skills so they are able to complete their tasks and provide the best educational opportunities for young people. Therefore, the activities conducted by the network need to relate directly to the *skills* that a teachers needs to complete these *tasks* successfully so the teacher network coordinator must understand the tasks a teacher needs to do and the skills needed to do them.

#### What are Teachers Main Tasks?

##### *Preparing Learning Plans*

- Preparing and developing the syllabus
- Preparing Annual Program (Prota) and Semester Program (PromesA) based on Education Calendar and syllabus.
- Determining Minimum Learning Mastery Standard (SKBM) in early semester through analysis.
- Preparing Learning Lesson Plan (RP/SP).

##### *Implementing KBM (Teaching Learning Activities)*

- Mastering teaching method and teaching material
- Implementing learning based on CTL/Pakem/Student Active Learning (CBSA)
- Class Management.

##### *Conducting Assessment/Evaluation*

- Understanding Authentic assessment
- Continually assessing students by quiz, daily test, assignment, portfolio and blocktest.
- Arranging problem based on competency indicator and SKL (Passing Competency Standard).
- Analyzing student learning result
- Carrying out follow up activities from analysis result whether remedial or enrichment.

##### *Implementing Learning Innovation*

- Keeping up with Science and Technology Development and new paradigms in education sector.
- Conducting Class Action Research.
- Making teaching and learning materials
- Skillful in using/making alternative teaching aid
- Understanding Government's policy in education sector.

### **What are the key skills Teachers need to complete these tasks?**

It is not necessary to list all the skills here. The skills required to complete these tasks are made explicit in *Ministers Regulation 16/2007*. You need to become familiar with this document

### **How the Network can help develop teacher's skills to complete these tasks?**

The needs that teachers have for further developing their skills to complete these tasks may be urgent or not and may be simple or complex depending on their current condition. To support teachers the network should conduct relevant and priority activities. The network coordinator should prepare a program of activities or plan of action. However, this is not always easy to decide the program.

### **How to determine the priority areas for the Teacher Network**

Every activity that a network carries out requires time, resources and funds. If such components are fulfilled, the network can carry out whatever and whenever they want however, if there are constraints relating to time, resources or limited fund, it is necessary for the network to determine priority activities. To prepare the program it is necessary to determine the most important and urgent need as the first priority according in relation to availability of budget and other resources. Then it is continued with subsequent priority with sequence from the utmost urgent, etc.

### **What are the main weaknesses of Teachers?**

Generally speaking the main weaknesses of teachers in Indonesia at the present time relates to teacher's main task which is the teaching learning process, namely their mastery of the teaching material and their ability to plan and deliver lessons and assess student learning. Therefore, these areas are a priority. However, these are large areas. Teacher's weaknesses should be framed clearly so the activity program of the teacher network is focused on teachers needs.

### **What is a Gap Analysis?**

To analyze the most urgent needs of teachers we can use a gap analysis. This means to compare the present real condition currently to the desired condition.

The *current real condition* is a representation of the teacher condition in several aspects of their tasks, for example the teacher's ability in teaching learning process, mastery of subject material, teaching material, preparation of learning instrument, mastering learning method, assessment and so on.

The *ideal condition* is the target based on minimum service standard (SPM Teachers Competencies) or based on the common vision of the local stakeholders.

The difference between the real condition and desired condition constitutes the gap which can be stated with quantitative data. For example

Skill	Current Condition	Ideal Condition	Gap
1. Teachers are able to prepare a medium term teaching and learning plan.	8 out of 20 natural science teachers in the network are already able to do this	20 out of 20 natural science teachers in the network are able to do this	Only 40% of teachers can do this. Therefore, the gap is 60% (100% – 40%) of teachers that is not yet able to prepare a medium term teaching and learning plan.
2. Teachers use learning aids in the teaching learning process.	15 out of 20 natural science teachers in the network are already able to do this	20 out of 20 natural science teachers in the network are able to do this	75% of teachers can already do this. Therefore the gap is 25% (100%–75%) of teachers are not yet using use learning aids in the teaching learning process.

### How to get the information to complete a gap analysis?

To complete the gap analysis correctly you can not just estimate the number of teachers in your network with these skills. You must know for sure. To get this information you can create a simple questionnaire for teachers in your network to complete. The questions simply ask the teachers whether they are confident they have the skills to successfully complete the tasks of a teacher. The questions are based on subject teacher's competencies listed in Regulation 16/2007. The following is an example

Are you confident you are able to:	Yes	No
3.1 Understand the principles of curriculum development <sup>9</sup>		
3.2 Determine the supported learning objective		
3.3 Determine the appropriate learning experience to achieve the Supported learning objective.		
3.4 Select the supported learning topics and related with the Experience of learning and learning objective.		
3.5 Arrange the learning topics correctly according to the chosen approach and student characters.		
3.6 Develop the assessment indicator and instrument.		

It is important that the members of your network complete these questionnaires honestly so ensure they understand the purpose of them.

<sup>9</sup> Skills are taken directly from Regulation 16/2007 from core competency 3 for teachers of SMP/MT's

Once you have the results of the results of the questionnaires you have the data you need to assess the current condition of the members of your network and can work out the gap.

#### **How to use the results of the gap analysis?**

Once you have completed the gap analysis, you can use the results to plan the activities of the teacher network. The skills which show the *largest* gap should be a priority as they affect the majority of teachers. The skills with the *smallest* gap are less of a priority. Therefore from the above table supporting teachers to develop skill # 1 should be more of a priority than supporting them to develop skill # 2.

The skills with the *smallest* gap are simpler can be addressed in a shorter time frame (e.g. maybe during one meeting) whilst the skills with the largest gap are likely to need more time (e.g. a number of meetings over a semester) to settle.

## Session 5

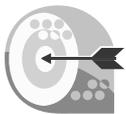
# What and How Do Teacher Networks Plan Professional Development Activities?



### Introduction

A teacher network is aimed at developing the skills, creativity and innovation of teachers and improving their professionalism. To do this the network has to carry out activities that touch the basic needs of teachers. Through conducting a gap analysis with teachers the real problems and needs of member teachers can be identified. The teacher network program of activities should be prepared based on the results of the gap analysis because the aim of the network program is to *minimize* or *eliminate* the gaps. Once the gap analysis is complete and the priorities identified, a program of activities can be planned in cooperation with all network stakeholders.

This session will examine a joint planning process which can be used to create a program of activities for the teacher's network.



### Objective and Learning Outcomes

The objective of this session is for participants to consider different types of activities that a teacher's network can do to support teacher professional development and learn to create a program of activities based on teachers needs. At the end of this session participants will be able to:

- List different activities, which can be carried out by a teachers network
- Catalog the activities that MONE consider to be appropriate activities for MGMP
- Explain the importance of involving stakeholders on the planning process
- Create a program of activities based on teachers needs
- Prepare an activity plan taking into account important planning principles



### Key Questions

- What are some activities teacher's networks can do?
- Who should be involved in the planning process and why?
- What are some important points to remember when planning network activity programs?



## Notes for the Facilitator

- It is important that you prepare and deliver a presentation on how to prepare a program of activities and not just give participants handout 3.2 to read because each step of the process will require explanation and opportunity for participants to ask questions and request clarification
- However, please ensure that each participant receives a copy of handout 3.2 before the application section so they have access to information and examples which will support them to complete the task they have been given.



## Resources

- Flipchart paper, pens, tape
- Handout 5.1
- Handout 5.2
- Handout 5.3

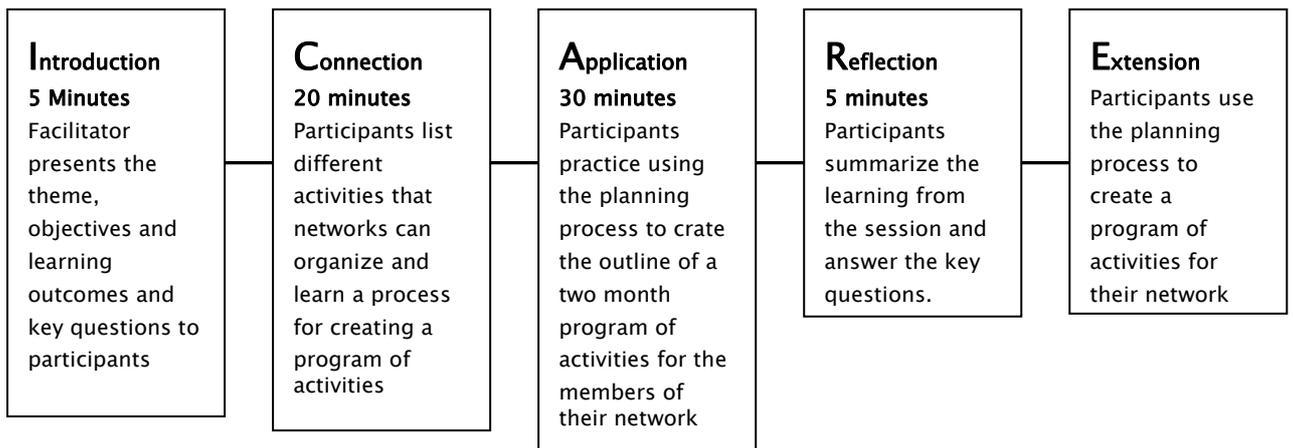


## Time

The time required for this session is 60 minutes



## Session Summary





## Energizer

You can use this energizer at the beginning of the session. However, remember that energizers can take a long time and therefore, should be used with caution and only if you feel that the participants need it and you have enough time to complete it without it interfering with the rest of the session.

### Cat and Mouse

Before the session select two objects, which can easily be passed from one person to another. One object should be smaller than the other (e.g. balls – tennis ball and football).

Ask the participants to sit in a circle. Explain to them that the smaller object is a mouse. The mouse has to run around the circle by being passed from one person to the next as fast as possible (e.g. person #1 gives the mouse to person #2 and person #2 to person #3 and so on). Give participants time to practice passing the mouse as fast as they can.

Then introduce the larger object as a cat. Explain that the cat has to run around the circle as fast as it can but it must be given to every *other* person (e.g. person #1 gives the cat to person #3 and person #3 gives the cat to person #5 and so on). Give participants time to practice passing the cat as fast as they can.

Explain both the cat and mouse must run around the circle together as fast as they can. The cat must try to catch the mouse. You will know if the cat catches the mouse if one person in the circle holds the cat and mouse *at the same time*. Therefore they must try to move the mouse and cat as quickly as possible.

Start the game. Give one person in the circle the mouse and give a few seconds for them to start passing the mouse before giving the same person the cat.



## Detailed Steps for Activities

I

### Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective, learning outcomes and the key questions of the session. Tell participants they will be asked to answer the key questions at the end of the session.

**C**

**Connection (20 minutes)**

- (1) Brainstorm with participants what activities teacher networks can do and how.
- (2) Give participants handout 5.1 and briefly review
- (3) Use the information in handout 5.3 to prepare and deliver a 10 minute presentation on a Teacher Network Activity Plan.
- (4) Give participants a copy of handout 5.3

**A**

**Application (30 minutes)**

- (1) Divide participants into groups. Give each group 3 pieces of flipchart paper and a pen. Explain the task. Read facilitators notes 1



**Notes for the Facilitator**

The task is to practice phase 4 and 5 of the planning process. They will complete three tables and for each table should use a separate piece of paper. They must refer to the information and the examples in handout 3.1 and 3.2 which will help them. Give all instructions to participants now and give them 20 minutes to complete all three tables.

- (2) Copy table 1 (below) and take the top three priority problems identified in the previous session and to create the content outline of a two month plan for the network. (Use handout 3.1)

*Table 1*

Month 1				Month 2			
Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4

- (3) For each content area list three different options for activities. Use the examples in handout 3.1 or think of new and more creative ideas.

*Table 2*

Priority	Priority Problems identified in gap analysis	Content for Network Program	Possible activities
1.			
2			
3			

- (4) Select one activity and create an activity plan. Copy and use the format below

Table 3

Activity	
Objective	
Facilitator	
Material	
Period	
Cost Plan	
Person Responsible	
Outcome	

(5) Elicit feedback. Keep it quick



### Reflection (5 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask participants to answer the questions
- (2) Ask participants the key message of the session to the participants. Provide the key message (see below).
- (3) Explain the extension activity below.



### Extension

Participants use the planning process to create a program of activities for their network



### Key Message

A teacher network program should provide *additional skills* to members. The program of activities of a teacher's network must meet the *needs* of the members. The results of the gap analysis should be reviewed and used by all stakeholders to create program of activities. The most appropriate activities will be determined through a consideration of the requirements of the activity compared to the availability of funds and other necessary resources. Joint planning will mean that all stakeholders will develop a greater sense of ownership which will increase their motivation and participation in the network.



### Further Reading

- COPSEP.1998. *Menuju Pendidikan yang Lebih Baik bagi Anak-Anak Kita*. Jakarta. Depdikbud dan JICA
- Depdiknas.2001. *Rencana Strategis Pembangunan Pendidikan Pemuda dan Olahraga Tahun 2000-2004*. Jakarta. Depdiknas

- (-----) 2003. *Pemantauan , Penilaian, dan Pelaporan*. Jakarta. Badan Diklat Depdiknas
- (-----) 2002. *Pedoman Umum Pengembangan Sistem Pengujian Berbasis Kemampuan Dasar SLTP*. Jakarta. Depdiknas
- (-----) 2001. *Pedoman Musyawarah Guru Mata Pelajaran*. Jakarta. Dirjen Ditdasmen
- *REDIP 2. 2002. Trainer's Manual Kabupaten, Kecamatan, and School Level Training for Quality Improvement*. Jakarta. JICA
- Saroso, Purwadi. 2002. *Optimalisasi Sumber Daya Yang Terbatas (Makalah)*. Semarang. Dinas P dan K Provinsi Jawa Tengah-JICA.



## Handout for Participants 5.1

### Teacher Network Activities: What?

The following are some suggestions for what activities networks can do:

#### **Activities to Improve Teachers Mastery of Subject Material**

This activity is aimed at increasing teacher's *professional competencies* and in particular their understanding about the subject they teach since there are still many teachers who teach subject of their non-specialized subject. For example, TIK subject as new subject entails many difficulties for teachers since many of them not yet understand this teaching material. Training on TIK for teacher is very useful in increasing understanding about teaching materials. Content of activities might be for example:

- How to operate the personal compute and its peripherals
- Assembling, installing, setting-up, protecting, and tracking and troubleshooting of the personal computer.
- Word processing with personal computer
- Spreadsheet and graphics processing with personal computer
- Creating an interactive presentation that fulfilling the visual and interpersonal communication regulation.
- Creating and using the communication media, including the processing of picture, audio, and video.

#### **Activities to Increase Teachers Understanding of the Curriculum and Planning**

Activities intended to increase understanding of the curriculum. This is important considering all the recent changes to the curriculum and the national standards for content. The content of activities might be for example:

- The philosophy of the curriculum
- The principles of curriculum development
- How to operationalize the standards
- How to prepare medium term (syllabi) and short terms (lesson plans) plans
- How to use the standard and base competency of the supported subjects

#### **Activities to Improve the Quality of Teaching and Learning in the Classroom**

This activity is aimed at providing teacher with skills and capabilities of performing effective and efficient teaching and learning activities in the classroom. This focuses on pedagogical skills. For example:

- Active Learning
- Contextual learning
- Learning design
- How to use available learning resources and tools which relevant with student's character and the subject

### **Activities to Improve Teachers Ability to Assess Student Learning**

The objective of these activities is to increase the teacher's capability in conducting planning for and conducting assessment of student learning in the classroom (on going continuous assessment). For example:

- Training on the student portfolio evaluation system
- How to develop instruments for continuous assessment
- How to use assessment results to plan learning including remedial and enrichment teaching
- Test result analysis and learning result report.

### **Activities to Support Teachers Continued Development and Innovation**

This type of activities is to provide *additional knowledge* and capability of teacher to support them to provide better educational opportunities for youth and learning innovation. For example:

- Becoming a reflective teacher
- How to conduct classroom action research
- How to use TIK to support learning in the classroom and for professional development

The Ministry of National Education PMPTK considers the following activities to be appropriate for the use of the block grants:

- Activities to develop curriculum or syllabi in order to implement the KTSP
- Activities to develop educational resources for subject matter
- Activities to develop interesting and active teaching methods (lessons)
- Activities to develop interesting and interactive media
- Activities to develop educational equipment
- Class action research with the intention of improving the quality of teaching and learning
- Professional development of teachers for their career
- Activities to increase the credit points of the teachers



## Handout for Participants 5.2

### Teacher Network Activities: How?

Here are some ideas for the *process* of teacher network activities:

- Inviting guests speakers
- Inviting experts to conduct training
- Round table discussions (e.g. on problems and solutions)
- Field Visits (e.g. to other schools, universities, LPTK, P4TK, teacher networks)
- Classroom observation
- Exchange visits between teachers
- Conferences
- Viewing videos
- Presentations by members
- Reading groups
- Sharing circles (e.g. members share resources such as successful lesson plans)
- Demonstrations (e.g. members demonstrate successful lessons)
- Micro teaching or peer teaching
- Preparing and testing teaching and learning aids
- Practice (e.g. members practice assessing students work)
- Reviewing textbooks and discussing how to use them



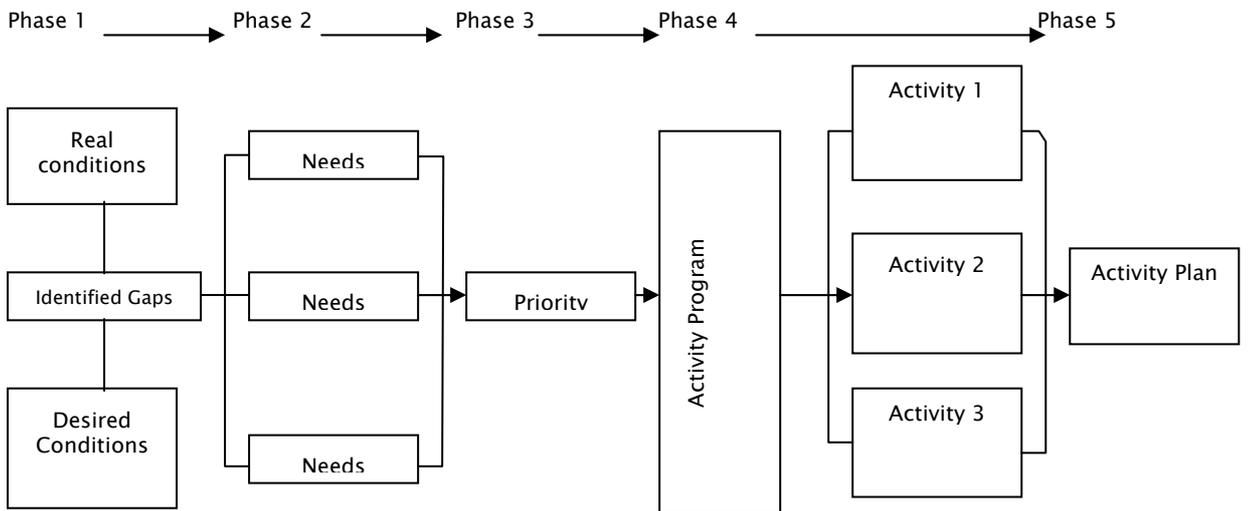
## Handout for Participants 5.3

### How to Prepare a Program of Activities

The teacher network program of activities should be prepared based on the results of the *gap analysis* because the aim of the network program is basically an effort to *minimize* or *eliminate* the gaps. A program of activities now needs to be planned.

It is important that the program of activities is developed jointly by all members of the network to give all members a sense of belonging to the network thereby making their motivation and attendance at the network higher.

Below is diagram which shows the steps of a planning process in which all members of the network can participate.



#### Phase 1

Complete the gap analysis by comparing the real conditions of the teachers with the desired conditions.

#### Example

#	Skill	Current Condition	Ideal Condition	Gap
1				

#### Phase 2 and Phase 3

The data from the gap analysis will have informed you of the needs of the teachers. The data from the gap analysis will also have informed you of the priority needs of the teachers. In general, the skills which show the *largest* gap should be a priority as they affect the majority of teachers. The skills with the *smallest* gap are less of a

priority. Therefore from the example below activities to support teachers to develop skill # 1 should be more of a priority than supporting them to develop skill # 2.

The skills with the *smallest* gap are simpler can be addressed in a shorter time frame (e.g. maybe during one meeting) whilst the skills with the largest gap are likely to need more time (e.g. a number of meetings over a semester) to settle.

*Example*

Skill	Current Condition	Ideal Condition	Gap
1. Teachers are able to prepare a medium term teaching and learning plan.	8 out of 20 natural science teachers in the network are already able to do this	20 out of 20 natural science teachers in the network are able to do this	Only 40% of teachers can do this. Therefore, the gap is 60% (100% – 40%) of teachers that is not yet able to prepare a medium term teaching and learning plan.
2. Teachers use learning aids in the teaching learning process.	15 out of 20 natural science teachers in the network are already able to do this	20 out of 20 natural science teachers in the network are able to do this	75% of teachers can already do this. Therefore the gap is 25% (100%–75%) of teachers are not yet using use learning aids in the teaching learning process.

***Joint planning and decision making***

However, a *considerable* gap does not necessarily mean that it is a very crucial problem. Dialogue and consensus between *all network members* and stakeholders such as school principals, school supervisors and district education officials is necessary to determine the priority of activities so that the activities selected are not based on both the *desire* and the *need* of the teacher members and those who manage them. After all it is the school principals who facilitate the participation of their teachers in network activities and it is important they feel they have some say in what their teachers are doing.

**Phase 4**

Use the priority areas to select the content of the program for the network. The priority areas with the largest gap will need a longer time to complete than areas with a smaller gap

*Example*

Month 1				Month 2			
Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Activities to Increase Teachers Understanding of the Curriculum and Planning:	Activities to Increase Teachers Understanding of the Curriculum and Planning:	Activities to Increase Teachers Understanding of the Curriculum and Planning:	Activities to Improve the Quality of Teaching and Learning in the Classroom				

You can then think about the actual activities that will be completed in each meeting. For each content area it is possible to have several alternative activities.

*Example*

Priority	Priority Problems identified in gap analysis	Content for Network Program	Possible activities
1.	Preparing a medium term plan (syllabus). 60% gap identified	Increase Teachers Understanding of the Curriculum and Planning: Syllabus	<ol style="list-style-type: none"> <li>1. Conduct a workshop on how to prepare medium term plans by inviting a local expert from LPTK or University</li> <li>2. Holding Natural Science subject inter-teacher discussion.</li> <li>3. Ask some of the 40% of member teachers who are able to prepare a syllabus to mentor the member teachers who can not</li> </ol>

**Phase 5**

From several alternatives you will have to determine the most appropriate and realistic activities. To do this you will have to consider the requirements of the activity (what it will actually need to conduct the activity) against your current condition and availability of funds and other necessary resources). For some activities you will automatically know whether they are realistic. For others, creating an activity plan can help. An activity plan is an operational plan covering various aspects.

*Example*

Activity	What the activity is For example: Conduct a workshop on how to prepare medium term plans for Natural Science by inviting a local expert from LPTK or University
Objective	The objective or purpose of the activity. For example: The objective of the workshop is to increase the teacher's capability in developing medium teaching and learning terms plans.
Facilitator	Who will complete the activity: For example: Expert in curriculum development and planning from the FKIP

Material	What content will be covered in the activity: For example: The workshop will cover: Principles of curriculum development, the purpose and components of a medium term plan, practice at developing medium term plans
Period	The duration (hour and day) required to carry out such activity. For example: For example: The workshop will last 3 days with each day 5 hours It is better if detail activity schedule is made
Cost Plan	The cost of the activity: For example: Cost of the facilitator, duplication cost, transportation cost, room lease, personnel, equipment cost
Person Responsible	The person who will organize the activity: For example: The person in charge of the training is the expert from the FKIP but the person organizing and implementing the workshop is a member of the network.
Outcome	What the result of the activity is For example: Teachers will be able to prepare a medium term plan for Natural Science

### Points to remember when preparing a program of activities

- Invite managements of network and members (can be representative) of certain subject that will be provided with facilitation, and ask them to discuss the annual indicative schedule plan. Annual indicative schedule can be firstly prepared by the facilitator in form of diagram.
- In preparing annual schedule, it should be adjusted to activity program plan already prepared by district MGMP and also must take into account school annual activity schedule. By consulting with annual schedule of the district MGMP activity, facilitator and management of MGMP as well as its members are able to know when the MGMP activity will begin and finish, as well as when every result of activity will be gained.
- Share the draft activity plan with all stakeholders
- Ask network managements and members to discuss and determine when and what activities they should make in order that implementation of the network activity is in accordance with schedule planned.
- Ask the network management and members to determine parties who will be involved in every activity and every person in charge of every activity, including how every activity must be made.
- Give guidance and technical assistance to the management of MGMP and/or person in charge of activity also including in case of preparation of MGMP development program plan, proposal writing, implementation, monitoring, finance audit and evaluation.
- Do activity monitoring maximally. Give assistances to smooth activities, for example in permit arrangement (time, facility of activity place, etc.) to Education Agency & Ministry of Religion affairs or other third parties.

## Session 6

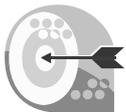
# What Support Do Teacher Networks Need to Conduct Professional Development Activities?



### Introduction

A glance at a program of activities from many teacher networks will indicate that the actual implementation of activities will often require additional support. This support may be financial (meaning money) or non financial (which can be as diverse as in kind resources, moral support, cooperation with other people and institutions). It is important that management of network members know where they can access the support that they require to carry out their program.

This session will explore the different types of support teacher network activities might need and potential sources of that support.



### Objective and Learning Outcomes

The objective of this session is for participants to examine the different types of support (financial and non financial) they will need to successfully conduct the program of activities and to identify different internal and external sources which can provide the required support. At the end of this session participants will be able to:

- Recognize different types of support required to conduct activities
- Identify key stakeholders in their teachers network
- List potential sources of support (financial and non financial) for teacher network activities
- Conduct educational resources mapping to pinpoint *local* potential people, places, institutions and opportunities for support.



### Key Questions

- Who are the key stakeholders in your teachers
- What different types of support might you require to implement activities in your network?
- Where can you go locally to try and get this support?



## Notes for the Facilitator

- You will need to prepare a 10 minute presentation on internal and external support. Use the information included in handout 6.1 to help you.
- This session only helps participants identify people and institutions for potential support. It does not support participants to understand how to approach different these people and Institutions to gain support. This is the focus of the next session.
- If participants are interested to learn more about Public Private Alliances, please encourage them to find out more about joining the DBE3 training on “Establishing partnerships”



## Resources

- Flipchart paper, pens, tape
- Handout 6.1
- Phone book or Yellow Pages if available

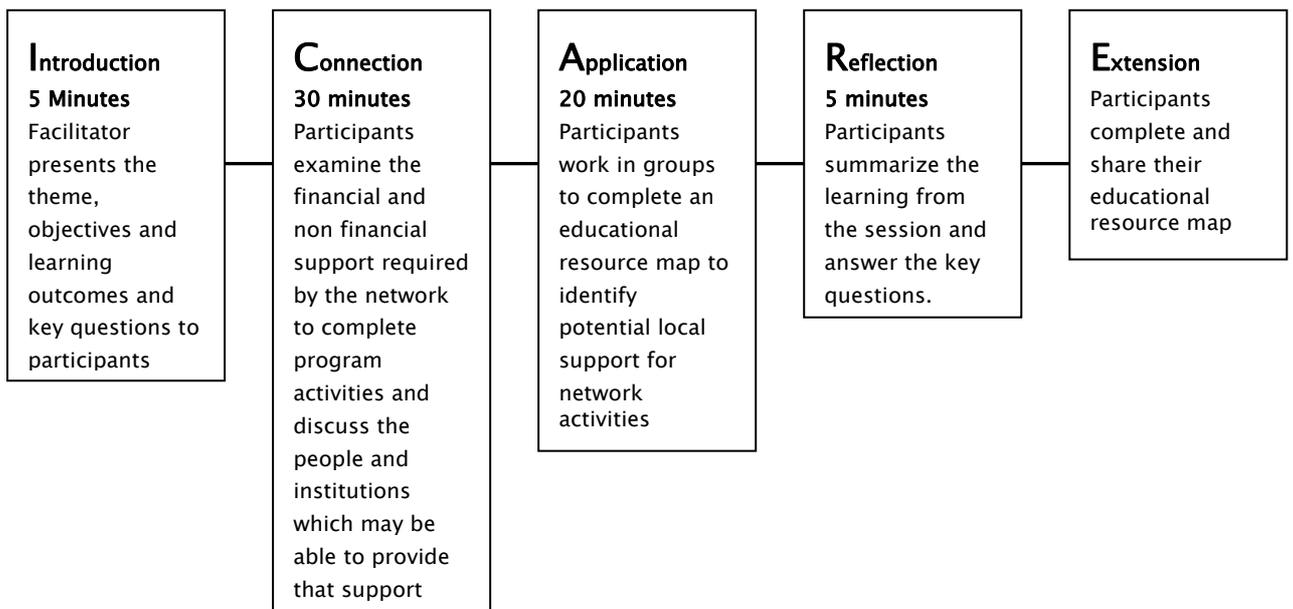


## Time

The time required for this session is 60 minutes



## Session Summary





## Energizer

You can use this energizer at the beginning of the session. However, remember that energizers can take a long time and therefore, should be used with caution and only if you feel that the participants need it and you have enough time to complete it without it interfering with the rest of the session.

### Change

This simple exercise makes people aware of the impact of change and how they feel about it.

Ask the participants to fold their arms.

Then ask them to fold their arms the other way round.

Wait in silence for a few moments before asking them to unfold their arms.

Debrief by asking: how difficult it was to fold their arms the other way; what it feels like with their arms folded the other way round; and did they have an urge to unfold or re-fold their arms. It is difficult to change habits



## Detailed Steps for Activities

### I

#### Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective, learning outcomes and key questions of the session. Tell participants they will be asked to answer the key questions at the end of the session.

### C

#### Connection (30 minutes)

- (1) Divide participants into groups
- (2) Give each group a piece of flipchart paper and a pen
- (3) Instruct them to copy the chart below

Financial	Non Financial

- (4) Tell participants to review the program of activities developed for their teacher network in the previous session and to make a list of support they may need to conduct the activities. Divide into financial and non financial.

(5) Elicit feedback. Keep it quick. Facilitators notes 1 gives some examples



**Notes for the Facilitator**

*Financial support will be needed for:*

- Transport costs
- Facilitators fees
- Duplication of materials

*Non Financial support might include:*

- Technical support (e.g. resources person)
- Material support
- Venue facilities
- Moral support (e.g. motivating teachers to attend)

- (6) Give participants a copy of handout 6.1
- (7) Complete the handout by listing where support can be found. Focus on persons/institutions who are stakeholders in education and have an interest in ensuring that the quality of teachers improve
- (8) Prepare and deliver a 10 minute presentation on internal and external support for teacher network activities. Use the information in handout 6.2
- (9) Give participants a copy of handout 6.2



**Application (20 menit)**

- (1) Divide participants into groups. Give each group flipchart paper and a pen and a phone book/yellow pages if possible.
- (2) Instruct groups to copy the grid below.
- (3) Instruct them to complete an education resource map for their local area using the grid below and the information in handout 6.2.
- (4) They must:
  - Think about organizations, people, and businesses within the community that can provide financial and non financial support and write them in the first column.
  - Write name and address if possible in the second column
  - Think about the strengths
  - Think about the weaknesses
  - Opportunities

**Education Resource Contact List**

Institution/ Person for Potential Support	Address	Strengths	Weaknesses	Opportunities

(5) Ask each group to share their ideas.



### Reflection (5 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask participants to answer the questions
- (2) Ask participants the key message of the session to the participants. Provide the key message (see below).
- (3) Explain the extension activity (see below)



### Extension

Ask participants to complete their Education Resource Contact List and share with each other. They should try to produce a comprehensive Contact List of people and places that can support the network



### Key Message

Is it often necessary to find and utilize resources (both financial and non financial) for teacher network activities. This support can be found both *internally* (from within the education system) and *externally* (outside the education system). It is important to know where this support can be found. Network managers need to complete an education resource map for their local area identifying potential persons and institutions for support and decide the strengths and weaknesses of these persons and institutions.



### Further Reading

- COPSEP.1998. Menuju Pendidikan yang Lebih Baik bagi Anak-Anak Kita. Jakarta. Depdikbud dan JICA
- Depdiknas.2001. Rencana Strategis Pembangunan Pendidikan Pemuda dan Olahraga Tahun 2000–2004. Jakarta. Depdiknas
- (-----) 2003. Pemantauan , Penilaian, dan Pelaporan. Jakarta. Badan Diklat Depdiknas
- (-----) 2002. Pedoman Umum Pengembangan Sistem Pengujian Berbasis Kemampuan Dasar SLTP. Jakarta. Depdiknas
- (-----) 2001. Pedoman Musyawarah Guru Mata Pelajaran. Jakarta. Dirjen Ditdasmen
- REDIP 2. 2002. Trainer’s Manual Kabupaten, Kecamatan, and School Level Training for Quality Improvement. Jakarta. JICA
- Saroso, Purwadi. 2002. *Optimalisasi Sumber Daya Yang Terbatas (Makalah)*. Semarang. Dinas P dan K Provinsi Jawa Tengah–JICA.



## Handout for Participants 6.1

### Education Stakeholders

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....



## Handout for Participants 6.1

### Opportunities for Internal and External Support for Teacher Networks

#### Where can you find support?

Is it often necessary to find and utilize resources (both financial and non financial) for teacher network activities. This support can be found both *internally* (from within the education system) and *externally* (outside the education system). It is important to know where this support can be found. There are 3 key places where teachers can look for support: Structural, Functional and Community power. These areas can provide *financial* and/or *non financial* support

#### *Structural*

These are *Institutions* having structural power which can be found in the central, provincial, district, sub district and education unit (school) levels. These include:

- The Minister of Education
- Directorate Generals
- Provincial Education Office
- Territorial Office of the Ministry of Religion
- LPTK
- P4TK
- District Head
- Regional House of People's Representatives
- Bappeda
- Education Board,
- District/Municipal Education Office and Office of the Ministry of Religion
- Head of UPTD
- School

These institutions can provide support in terms of regulation, policy, facility infrastructure, and fund. These components have authority to adopt policy in each level according to their authorities.

#### *Functional*

These are *people* or education experts based at the central, provincial, district levels, both as academician and practitioner in education sector. These include:

- Education institution officer
- Lecturer
- Education expert
- Spokesman of LPTK and P4TK
- School Supervisor
- Instructor
- Key/Master teachers

- Teachers
- School Principals

This group will facilitate with material/content of teacher network activities in order to increase teachers' capability, skill and professionalism in learning process

#### *Community*

This group constitutes of *people* and *organizations* with an interest in increasing the quality of education quality. It consists of

- Public figures
- Religious leaders
- Private Businesses
- Students
- Parents
- Local Non Government Organizations
- Community Groups

This group can provide moral, materials and financial support depending on who is approached. Private businesses for example can provide financial and non financial support.

### **What are the key places which can support Teacher Network Activities?**

#### *School*

To carry out teacher network activities cooperation is needed with the school. Schools can *finance* activities through the RAPBS. This includes providing teacher transportation to attend the activity. However, in order to achieve this support, there must be some reciprocal relation between the network activity and the school. The teacher must be able to indicate significant improvement of knowledge, skill and attitude aspect of their professionalism therefore the school obtains direct positive impact from existence of the network. If so, it is reasonable if the school provides allocation in RAPBS for teacher quality improvement program to the network.

#### *Local Private Businesses*

Because education is for the public good, there are many businesses who are interested in providing support to improve the quality of education. Teacher Networks can try to create *Public Private Alliances* with local businesses. Teacher Networks can become financially independent for example by establishing cooperation with text book publisher, to sponsor network activities. If you are interested in learning more about Public Private Alliances, see session ..... and also participate in the DBE3 training on "*Establishing Partnerships*"

#### *District Education Office*

The District Education office is responsible to support the improvement of teacher quality. It is delegated to manage MGMP both in district and sub district/cluster level and to allow MGMP institution and organization have legitimacy and authority to provide teacher development. Cooperation can also be made with Research/Dedication Institution to Community from University to hold collaborative

activities between lecture and teacher thereby relevancy of university as producer of teachers can be tried out and developed in actual field concept.

#### *LPMP*

The LPMP is central to the professional development of teachers and the MGMP. The LPMP are responsible for the administration of the Ministry of National Education block grants for the MMGP. MGMP must submit proposals to the LPMP which will assess them against a pre-determined criterion and select the successful proposals. If an MGMP is successful it can received 10,000 Indonesian Rupiah to conduct it's activities.

### **Who are the key local people to support Teacher Network Activities?**

#### *Teachers*

Teachers should not only participate but should be actively involved in the network activities for example expressing opinions and ideas. They should implement what they have learned through the network in their schools and give feedback.

#### *Subject Supervisor*

The subject supervisor should assist with the preparation and implementation of the program. He/she should support teachers to participate in the network activities and applying the learning in their school. As a subject expert he/she can also provide technical support and training during network activities.

#### *Key/Master Teachers*

The subject advisory teacher (key teacher) is a teacher in the sub district or district who has been trained to help his/her colleagues. They are usually skilled in teaching and have knowledge and skills which can be disseminated to fellow teachers in the local area. They can be asked to attend network activities to provide technical support

#### *DBE3 District Trainer*

The DBE3 - USAID program have recruited and trained 15 trainers in each district to support teachers to improve their professional competence. They include teachers, subject supervisors, or other staff considered experts in their field. One of their duties is to support teachers and act as resource persons for teacher network activities.

#### *School Principal*

The school principal should be familiar with his/her school and teachers needs. As discussed in the previous session he/she should be involved in the planning and implementation of the network activities. He/she should motivate the teachers in their school to attend and monitor and assess how far they apply the results.

However, the teacher network can also support itself to become independent.

**Fund raising**

The teacher network can produce practical and sellable products to raise funds. Products, for example, learning module, teaching aid, and evaluation modes that assist teacher in creating active atmosphere in the classroom must become priority of MGMP. If it is proven able to trigger the student achievement, the teacher will feel his creativity will be fruitful. It will encourage the teacher to keep on creative. Such products can be marketed to MGMP from other regions. Therefore, there is incoming fund to follow up the other MGMP programs.

## Session 7

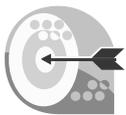
# Why is it Important to Record, Monitor and Evaluate Teacher Network Activities?



### Introduction

All events experienced by someone or an institution should be recorded. This is important because documentary notes can be used for information, reference material by the organization or institution itself or by others. Documentation of all teacher network activities and results is very beneficial to the network as a teacher professionalism development organization and also for the members themselves in their efforts to improve professionalism, including career development as teacher expert in their field.

This session will examine the why and how of recording teacher network activities and how the data can be used for monitoring and evaluation purposes.



### Objective and Learning Outcomes

The purpose of this session is for participants to consider the importance of recording, monitoring and evaluating teacher network activities and to learn how to create a format which can be used to document the process and results of their programs. By the end of the session, participants will be able to;

- Explain the concepts of recording, monitoring and evaluation of activities
- Justify the recording, monitoring and evaluation of teacher network activities
- Create and use a log book to record teacher network activities and products
- Plan and carry out monitoring and evaluation of teacher network activities



### Key Questions

- Why is it important to record teacher network activities?
- How can teacher network activities be recorded?
- What is the difference between monitor and evaluate?
- Why is monitoring and evaluation important?



### Glossary

- **Alphabet by subject:** filing of archive or document ordered alphabetically and according to subject or topic.
- **Dynamic archive:** all documents still used for planning, decision making, supervision and other purpose.

- **Log Book:** Book containing notes of all events or matters already carried out or experienced by someone or an institution in his career or work journey.
- **Filing Cabinet:** a type of cabinet having boards or partition boxes as places to put indexes card or archive material.
- **Graduate teacher:** teacher with high capability in his teaching expertise field, who is able to carry out his professional capability development continuously and make decision independently.
- **Classification and Indexation:** one of phases in archive filing by making indexes card or file folder.
- **Portfolio:** the selected collection of someone's work to indicate his achievement in a expertise field or aptitude usually functioning as supporting evidence for assessment made to his capability development or professional work (for teacher: work in his teaching profession).
- **Reflection:** carrying out critical and analytical thinking to practice his own work (for teacher: his teaching practice).
- **Monitoring:** The systematic and *continuous* assessment of the *progress* of a program over time. It provides the means for modifying the program as it progresses.
- **Evaluation:** Is an assessment at *one point in time* of the impact of the *whole* program and the extent to which the *whole* stated objectives have been achieved.



## Notes for the Facilitator

- Although this session also includes information on monitoring and evaluation of network activities, the focus is on keeping a record of activities. Ensure that participants are understand and are able to do this by the end of the session
- Different suggestions are provided for filing and storing of log book. However, ensure that participants adopt the idea of a notebook to write, file and store their documents by providing them with a hard back note book and completing the application section



## Resources

- Flipchart paper, pens and tape
- Hard back A4 note book for each participant to create a network logbook
- Copies of handout 7.1
- Copies of handout 7.2
- Matchsticks

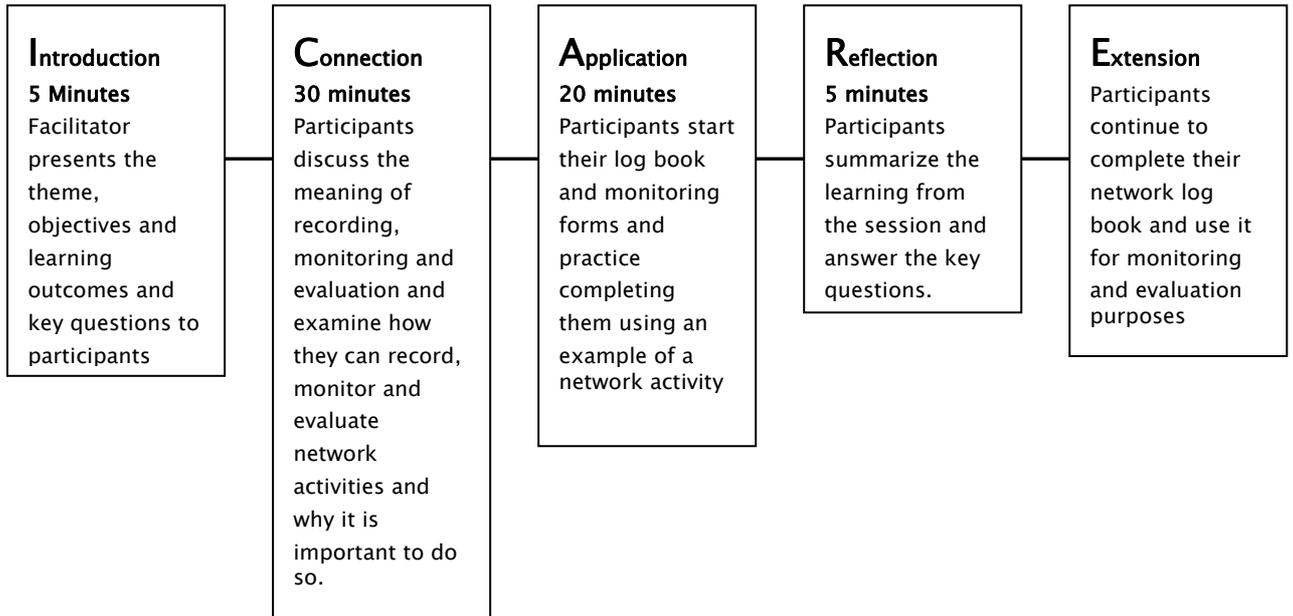


## Time

The time required for this session is 60 minutes



## Session Summary

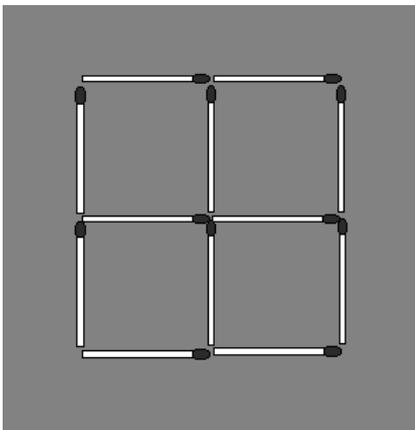


## Energizer

You can use this energizer at the beginning of the session. However, remember that energizers can take a long time and therefore, should be used with caution and only if you feel that the participants need it and you have enough time to complete it without it interfering with the rest of the session.

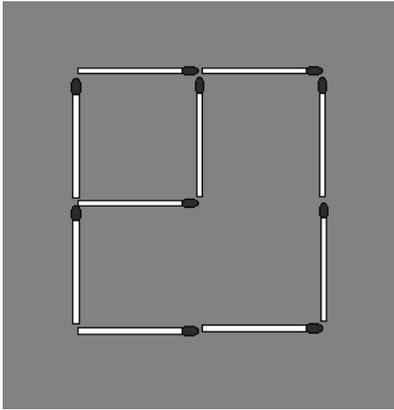
### Matchsticks

Give participants six match sticks and ask them to create a shape as in the diagram below:



Ask them to make two squares from the matchsticks but they can only remove two matches. Give them 5 minutes to solve the puzzle. Elicit feedback, provide the solution if necessary

## Solution



## Detailed Steps for Activities

I

### Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective, learning outcomes and key questions of the session. Tell participants they will be asked to answer the key questions at the end of the session.

C

### Connection (30 minutes)

- (1) Brainstorm with participants the *meaning* of the following words and why each is important. The definition is provided in facilitators notes 1
  - Record
  - Monitor
  - Evaluate



#### Notes for the Facilitator

*Record:* This means to produce a piece of evidence or information showing that something has happened or occurred.

1

Monitoring and evaluation are often perceived the same, but actually both are different one from another in timing, meaning and focus but they do have a close relation.

*Monitor:* Is the systematic and *continuous* assessment of the *progress* of a program over time. It provides the means for modifying the program as it progresses. It provides data for evaluation

*Evaluate:* Is an assessment at *one point in time* of the impact of the *whole* program and the extent to which the *whole* stated objectives have been achieved.

- (2) Discuss with participants why they think that it might be important to *record*, *monitor* and *evaluate* teacher network activities and products
- (3) Use the information in handout 7.1 to prepare and deliver a brief 10 minute presentation on recording and teacher network log books.
- (4) Conduct question and answer session on recording and logbooks
- (5) Give participants copies of handout 7.1



### **A** Application (20 minutes)

- (1) Divide participants into groups. Give each participant a hardback notebook
- (2) Instruct participants that their task is to design a format for their log book and to write brief instructions so everyone can understand how to complete the log book and understand and use the information in your log book
- (3) Before they begin give them the important point to remember about creating a log book format. Facilitators notes 2



#### **Notes for the Facilitator**

##### **Important points to remember about the log book**

2

- Good format design will facilitate the recording of accurate information
- Clear instructions on how to use the format should always be available
- Instructions should include the definitions of terms used on the forms
- The format should contain enough information to be useful to the people collecting the data
- The people collecting the data need to understand how the information will be used
- The information needed to complete the form should be available without too much effort and it should not take too long to complete the form

- (4) Ask some participants to share their formats and explain how to use them.



### **R** Reflection (5 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask participants to answer the questions
- (2) Ask participants the key message of the session to the participants. Provide the key message (see below).
- (3) Explain the extension activity (see below)



### **E** Extension

Participants start to complete their log book. Log books should be checked by DBE3 staff on a quarterly basis



## Key Message

Recording all teacher network activities and products is important because it is useful for network itself as a teacher professional development organization and to provide member teachers with materials to place in their portfolio which will support their career improvement, professional development and chances for certification. The preparation, use and storage of a log book and archive material should be made using a consistent format to facilitate ease of access and retrieval. If collected consistently the data can be used for monitoring and evaluation of the teacher network activities.



## Further Reading

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## Handout for Participants 7.1

### Recording, Monitoring and Evaluating Teacher Network Activities

#### Why record network activities and products?

All events experienced by someone or an institution should be recorded. This is important because documentary notes can be used for information, reference material by the organization or institution itself or by others. The documentation included in the record can be useful for the following:

- As reference and information material to solve a problem that may arise in learning process and in decision making
- As portfolio materials for all member teachers of the network to include in their portfolio for certification
- To support teachers to become reflective. Conducting reflection means conducting critical and analytical thinking to practice of teaching task, in order to be able to improve teaching process they carried out currently and to increase professional capability as teacher-scholar

Moreover, one of the criteria against which MGMP proposals for block grants will be assessed is that they have are active. The log book can prove documentary proof of the MGMP activities and outcomes for the required period of time 2 to 5 years).

#### How to record

Teacher Network activities and products can be recorded in the form of a *log book*. The original definition of “Log Book” is: Book containing notes on all events and experiences made or experienced by a voyaging Ship (*A daily record of a ship’s speed and progress; in it are usually entered the ship’s position and any notable events of the ship; Webster’s New World Dictionary of the American Language, 1960, page 862*). From this original meaning, it then develops that is used currently, namely: Book containing notes of all events or matters carried or experienced by someone or an institution in their career or work journey.

#### The Log Book

Every activity or work result (product) of the network can be made by filling out a pre determined format such as the one below. There can be one sheet or page for each activity or work result.

Teacher Network					
Semester					
Date	Activity or Work Result	Objective or Purpose	Participants or Contributors	Result	Signed

### What should be recorded in the log book?

The log book is like a diary. It is a good way to collect qualitative data about program activities. Principally all activities carried out by the teacher in MGMP organization and all materials or products should be documented, whether those carried out by MGMP as teacher professional institution/organization, or teacher individual activities carried out/practiced through/in MGMP organization. Things that should be recorded for example are:

- All *meetings* held by the network
- All *activities* carried out by the network for example: teacher training, teacher workshop, teacher symposium, micro peer-teaching demonstration, Inter-teacher or student competition, comparative study, exhibition activities
- The *work results* of the network. This is all materials created by the network including program preparation/development, and teacher lessons plan, preparation/development of all types of learning instruments (syllabus, assessment instrument, problem indicators, student work sheet, etc.), writing of module/teaching material and so on. If materials are created by the network, a copy of the materials should be included in the log book

Teacher Network					
Semester					
Date	Activity or Work Result	Objective or Purpose	Participants or Contributors	Result	Signed
October 21 <sup>st</sup>	<i>Activity</i> Routine Members Meeting	To discuss problems	26 out of 30 members of the network attended the meeting		Signature) Facilitator of the meeting

Teacher Network					
Semester					
Date	Activity or Work Result	Objective or Purpose	Participants or Contributors	Result	Signed
November 5 <sup>th</sup>	<i>Work Result:</i> Syllabus for semester 2 of Mathematics for grade 7 completed. Copy of the syllabus is attached	Teachers to practice developing an education unit level curriculum which integrates life skills and ICT. Developed for use by all teachers in the network	The syllabus was created by the 4 Mathematics teachers from SMPN 2	The syllabus will be presented to all teachers in the network by the teachers of SMP 2 and will be used in all schools across the sub district	(signature) Network coordinator a

### How to file and store the log book

The log book containing the archive/document material of the network should be the responsibility of the network coordinator. The log book is a considered a dynamic archive – this means they are documents still in use (by institution/organization) for planning, decision making, supervision and other purposes therefore, the log book should be filed and stored correctly, in order to be beneficial for its owner organization of the uses. The steps required in simple filing and storing of archive can be described as follows:

- If the log book is kept on different sheets of paper, the filing of archive/document can be made using **alphabetical** order based on subject system. This means that the archive/document is filed by its subject alphabet and subject or topic. The subject used must be in brief, able to describe material it represented and not rendering misinterpretation. For example the network archive, can be filed by the alphabet subject as follows: Teaching Aid; Observation/Supervision Instrument; Activities; Learning Instrument; Meeting; Teaching Program; Video Recording; Teaching Plan. If the MGMP archive material is quite significant, classification and indexation can be made in order that the archive/document can be retrieved easily by the users.
- Filing can be made using a **chronological system** namely that it is stored in date order from the oldest to newest. This is the easiest way and means that the log book can actually be kept in the form of a book
- Classification and indexation can be made based on similar topic or subject in file folder (index card) of manila card box, which then put on the table or stored in the special place (filing cabinet).

The archive/document material or its material itself can be stored in open Book Shelf or in the Cabinet. The archive material can be put on the book shelf/cabinet in such

a way; or can be stored in the box made of carton or plastic according to each subject. In this relation, ideally, the network should have its own work place or office. The network office may occupy one room in one school (for example Public Junior High School) or in District Education & Culture Agency Branch Office.

### The log book for Monitoring and Evaluation purposes

The advantages of effectively filing and storing documents and material results of the network is to facilitate the users to access and find the archive/document required quickly. However, the documentation in the logbook can also be used for monitoring and evaluation purposes

### Monitoring

Monitoring is an *on going* process required to identify whether or not the *implementation* of the network activities and work results is in accordance with the *plan* thereby giving the network coordinators time to corrective measures in case of non-conformance so the objectives can be attained. Monitoring is important because it helps to identify the strengths and weaknesses of a program and helps changes to be made immediately.

The data in the log book can be used for process monitoring. That includes information about the process of the activities including the use of resources and the way that the activities are carried out. The data in the log book can be *compared* against the activity plan as follows:

No	Activity/Work Result	Planned (Information from Activity Plan)	Implementation (Information from Network Log Book)	Remarks/notes
1	Activity	3 days training on how to conduct Class Act Research	Period: 3 days successfully completed with resource person as the district PTK builder team	Activity occurred as planned
2	Participants/Contributors	PKn subject teachers in sub districts (40 persons).	Participants: 30 Pkn teachers	There are less participants than planned. Need to find out why 10 teachers were unable to attend and ensure next time they are.
3	Objective	Teachers are able to arrange PTK proposal	Teachers feel that they are able to prepare a PTK proposal	Objective was met
4	Cost Plan	Budget: District Education Office 60% Network management (40%).	Budget: 25% from Agency, 75% from network management	Budget is not met. Management paid more than planned. Need to work more closely with District Education office

## Evaluation

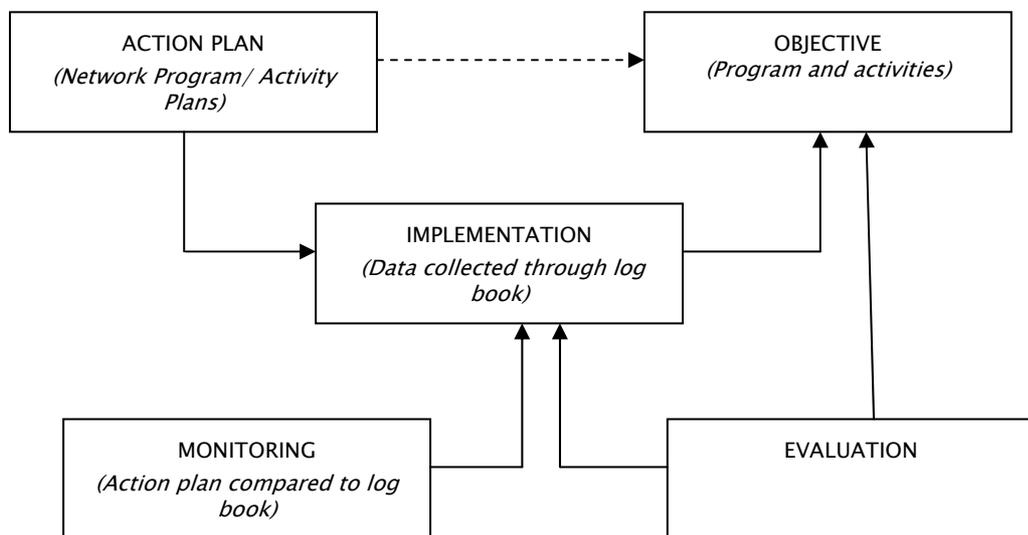
An evaluation is the assessment at *one point in time* of the results or impact of the program and the extent to which the overall program objective has been achieved and whether there has been any change as a result of the program. The data from the log books can be used at the end of a semester to evaluate the semester program. This evaluation is important because it can be used to assess the effectiveness of the overall teacher network program and help decide whether it should be expanded or modified.

### Who conducts the recording, monitoring and evaluation of network activities?

The person responsible for such the program activity must carry out monitoring such as MGMP management and person in charge of activity. M-E Team or Committee for such program is also an possible choice. While for evaluation activity of all relevant parties can be involved including MGMP members

The information in the log book record can act as reference and information material to assist the monitoring and evaluation task carried out by education personnel/officer carrying out monitoring/evaluation (for example: Staff of District Education & Culture Agency, Staff of the Ministry of Religion; or Supervisor). In this case the monitoring or evaluation process will be able to be made better, since it is not only carried out verbally, but also supported by accurate file data.

Relationship between the activity program or action plan, implementation, monitoring and evaluation can be shown as follows:



## Session 8

# What Challenges Might a Teachers Network Face?

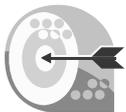
## How can they be Overcome?



### Introduction

Considering that the primary objective of a teacher network is to support the professional development of teachers so they are able to provide improved educational opportunities for youth, logically all education stakeholders would consider a teacher's network critically important and teachers themselves would be motivated fully participate in all activities conducted by the network. However, prior experience has shown there are many challenges that can be encountered when establishing and operating a teacher's network. Network committees and coordinators need to anticipate some of these obstacles in order to take preventative action.

This session will summarize the learning from the previous sessions and examine other possible obstacles to establishing and operating a teacher network



### Objective and Learning Outcomes

The purpose of this session is for participants to anticipate the challenges they may face in establishing and operating a local teacher network (including MGMP) and to identify actions they can take so they are proactive in overcoming some of the obstacles. By the end of the session participants will be able to:

List potential challenges they

- List and explain obstacles they may face in establishing and operating a local teacher network
- Identify possible actions they can take to overcome the obstacles



### Key Questions

- What are the main challenges you may face in establishing and operating a local teacher's network?
- What action can you take to overcome some of the main challenges?



## Notes for the Facilitator

- This session is as summary session. Please keep to time



## Resources

- Flipchart paper, pens and tape
- Copies of handout 8.1
- Copies of handout 8.2
- Copies of Information Sheet 1: Public Private Alliances
- Copies of Information Sheet 2: Proposal Writing
- Copies of Information Sheet 3: Financial Reporting
- Blank cards

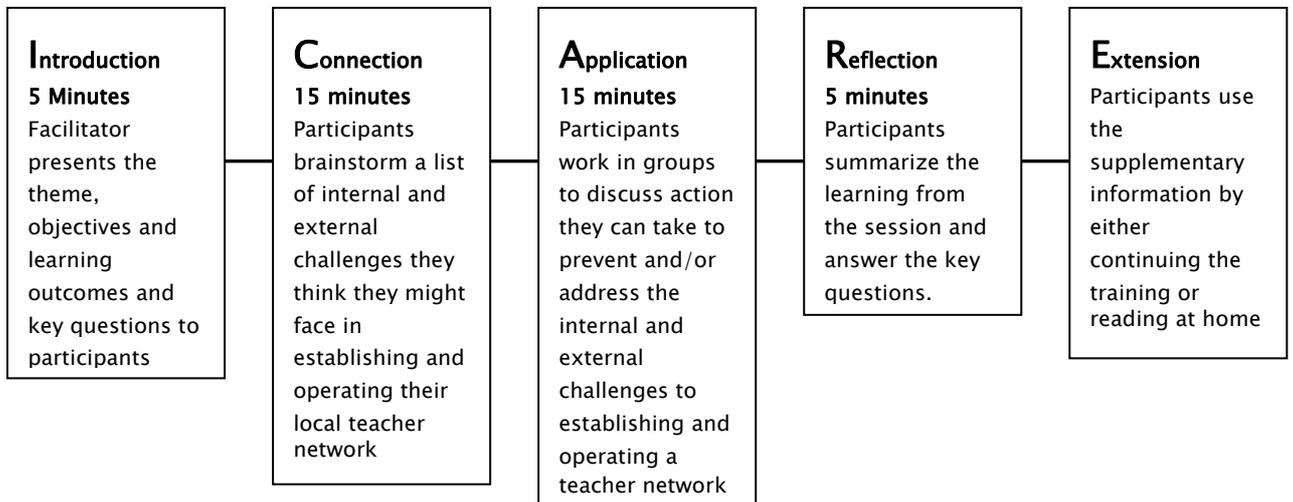


## Time

The time required for this session is 30 minutes



## Session Summary



## Energizer

You can use this energizer at the beginning of the session. However, remember that energizers can take a long time and therefore, should be used with caution and only if you feel that the participants need it and you have enough time to complete it without it interfering with the rest of the session. This energizer is to revise the content of the training.

### DIY (Do It Yourself) Quiz

Divide the group into two teams. Give the teams a pile of blank cards and challenge them to write a question on the front of a piece of card and the answers on the back. They should write as many questions and answers which cover the content of the training in 10 minutes

Each group takes it in turns to select one of their questions and asks it to the other team. The other team must try to answer. If they are correct they score 1 point if they are wrong the other team scores a point. If the question is not valid (does not relate to the content of the training) the team loses a point.

The process continues until all questions written by both teams have been asked.



## Detailed Steps for Activities

I

### Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the questions at the end of the session.

C

### Connection (15 minutes)

- (1) Brainstorm with participants all the challenges they may face in establishing and operating their ideal sub district teacher network.
- (2) List on the board or flipchart paper.
- (3) Ask participants to divide the challenges into external (outside the network) and internal (inside the network) challenges
- (4) Give participants a copy of handout 8.1 review and discuss the internal and external challenges they may experience. Read facilitators notes 1



1

#### Notes for the Facilitator

The challenges listed in the handout are based on field experience and assessments conducted jointly by DBE3 and IDCJ in 2006. In conducting the review and discussion look at the diagram on page 1 of the handout first and ask participants to explain what they think that the challenge might be before looking at the explanation on page 2 of the handout. E.g. what do they think are the challenges presented by the teachers before reading through the explanation

**A**

**Application (15 minutes)**

- (1) Divide participants into groups. Give each group a piece of flipchart paper and a pen. Instruct them to copy the chart below.

Challenges	Action

- (2) Instruct groups to list all the challenges they may face in establishing and operating their ideal local teacher network (based on handout 8.1) and to write these in the first column “challenges”
- (3) Instruct participants to discuss possible ways to overcome the challenges and write them in the second column ‘action”
- (4) Provide some examples. Use facilitators notes 2



**Notes for the Facilitator**

2

Challenges	Solutions
Limited funds	Make sure there is a hierarchy or priority list of activities so the most important activities are guaranteed to take place with the available funds.
Principals are often reluctant to send teachers to network activities	The network and school must build a mutually beneficial relationship. Ensure activities conducted through the network focus on the improvement of teaching and learning and teachers apply the learning in school so principals can see direct benefit to the school

- (5) Elicit feedback
- (6) Give participants a copy of handout 8.2.
- (7) Briefly review the handout for solutions participants did not consider in their groups

**R**

**Reflection (5 minutes)**

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask participants to answer the questions
- (2) Ask participants the key message of the session to the participants. Provide the key message (see below).
- (3) Explain the extension activity (see below)



## Extension

Give participants

- The self study materials
- A copy of: MONE (2007) *Pedoman Penyaluran Dana Dan Pelaksanaan Pemberdayaan KKG dan MGMP Melalui Dana Block Grant (Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Pendidikan)*
- Instruct participants that they can complete the self study materials in their own time. Read facilitators notes 2



2

### Notes for the Facilitator

If your participants would like to be trained by you on the self study materials, make sure that you have read the Facilitators notes at the beginning of the module on page 14



## Key Message

Prior experience has shown there can be many challenges to establishing and managing a local teacher network. Network committees and coordinators need to anticipate some of these challenges in order to take early preventative action and ensure the network will operate as effectively as possible. The best action to take is to involve all stakeholders in all aspects of the (planning, implementing, reporting) for the network from a very early stage so they can all see the benefits of the network for the professional development of teachers and the improvement in learning opportunities for youth.



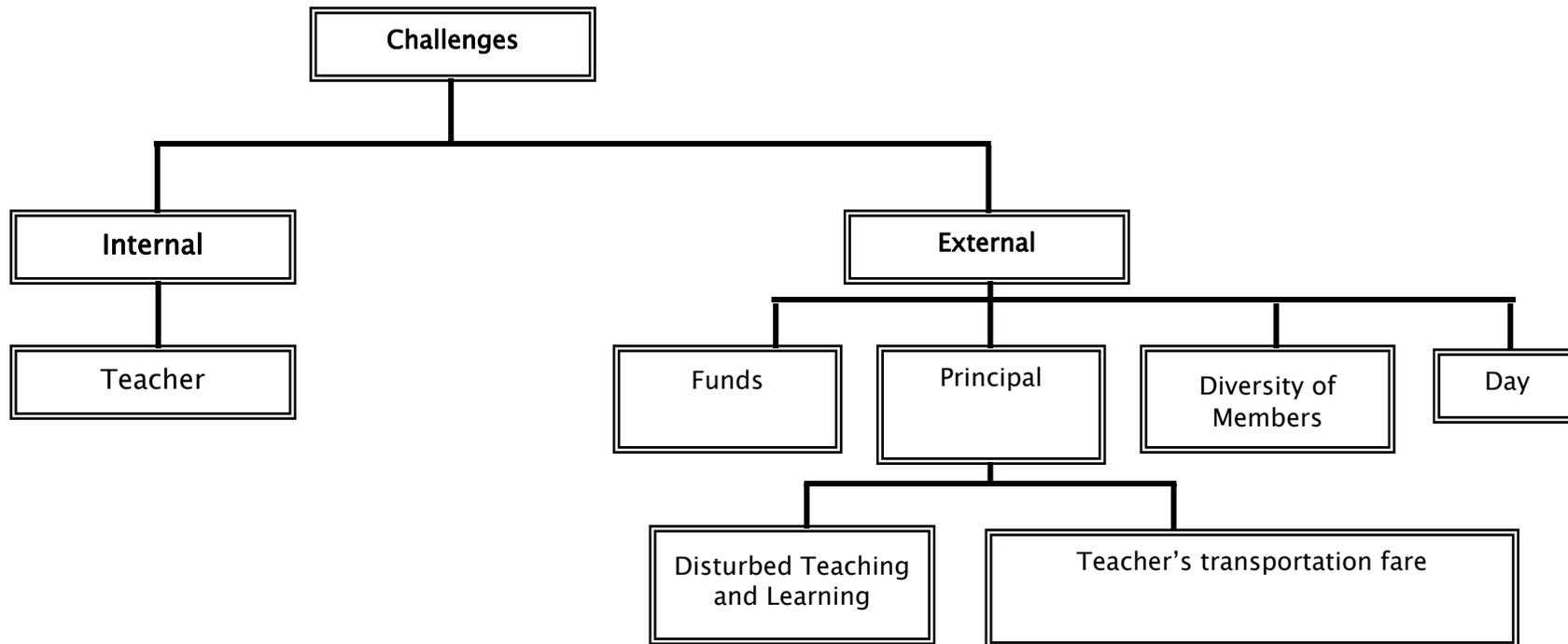
## Further Reading

- Information Sheet 1: Public Private Alliances
- Information Sheet 2: Proposal Writing
- Information Sheet 3: Financial Reporting



# Handout for Participants 8.1

## Obstacles

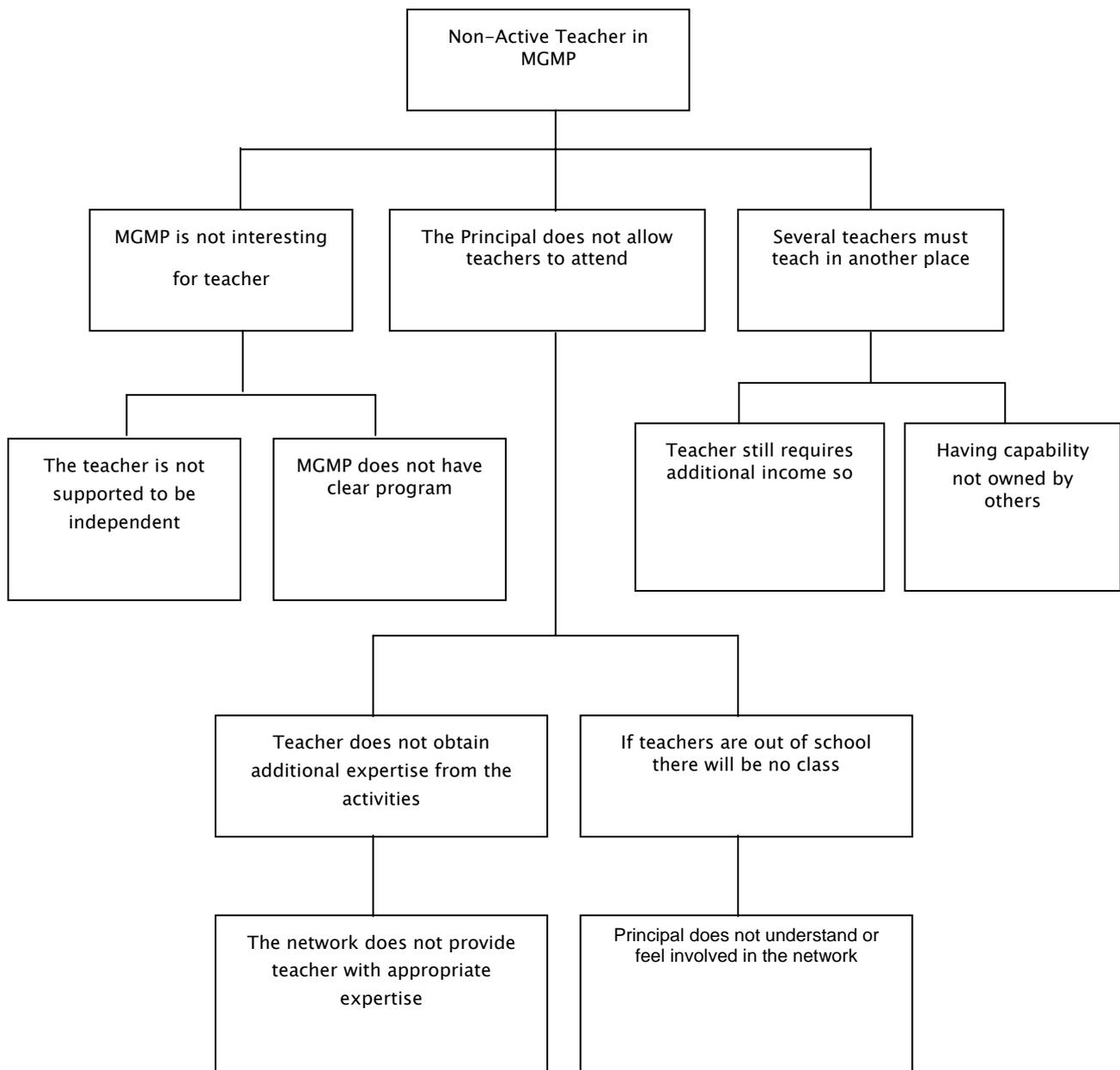


### Internal Challenges

Internal challenges to the network are those encountered by *teachers* themselves. Several teachers do not have motivation to attend activities for various reasons, among others:

- Teachers do not yet feel that networks are beneficial to improving their capability.
- Teachers feel that activities will increase their work load because they are given tasks by the network.
- Teachers feel that if they are active in the network their time to teach will decrease and sometimes their salary (salary is based on the total teaching time).

The diagram below shows some of the obstacles causing teachers to be non active in the network.



## **External Challenges**

External challenges are greater in number than internal ones. They can be from a variety of sources:

### *Funds*

Teacher Networks often do not have sufficient funds to conduct all the activities. There are funds available from District Education Office but district education offices often give priority to those subjects which are examined nationally, namely Indonesian Language, English and Mathematics. If there are funds left several other subjects benefit for example: PKN, Natural Science and social science but there is no guarantee. This limited fund can also causes the end of some network activities for example making of effective learning media, the participants can not produce or practice how to make media due to limited funds.

### *School Principals*

The Principal should become the motivator for the teachers to be active in network activities since the activity will improve their knowledge, capability and skill and provide a positive affect for the improvement of teaching learning process and will produce qualified students. But in fact it can be the opposite principals are often reluctant to send teachers because of the following:

**Disturbed Teaching and Learning:** Based on experience there are some school principals who are reluctant to send their teachers to attend network activities for worry about them leaving school too frequently.

**Transport Fare:** At field there are also the principals who will send only some subject teachers to network activities to save transportation fares. In fact the school has an obligation to provide transportation fare for their teachers, while other expenditures, such as honorarium and informant transportation, documentation, material photocopy should be found from elsewhere.

### *Diversity of Members*

Several teachers have an education qualification different from the subject they are teaching and therefore the subject of the network they will be involved in. Therefore, they may not be able to follow the network activities optimally due to their limited knowledge. Members will also belong to different schools and have different levels of experience. This may make it challenging to find appropriate activities.

### *Days*

Several teachers cannot attend network activities since they may have class at other school located in other sub district. For this case, the principal has no authority to assign the teacher to attend activity, since the teacher is under authority of other principals. This case occurs to teachers teaching in several institutions, who are often called 'flying teacher'.



## Handout for Participants 8.2

### Overcoming the Obstacles

Several methods are used to solve the problems:

#### **Internal Challenges**

For internal challenges problem solving should take an interpersonal approach. The network coordinators can make a personal approach to the relevant teacher and explain the benefits of participating in network activities for developing their professionalism as teacher.

#### **External Challenges**

##### *Funds*

- Limited fund will continue to be a challenge. Networks can overcome this problem by making sure that there is a hierarchy or priority list of activities so the most important activities are guaranteed to take place.
- The network committee must make every effort to raise funds by investigating the different sources of funding they are entitled to
- Network committees should complete a local education resource map (see session...) and writing proposals to access funds from internal and external sources such as district education office, local businesses.
- Network finances should be managed transparently and at any time the accountability of the network and finances can be checked and audited. This is important to develop members and potential donors trust in the network

##### *School Principals*

- The network and school must build a mutually beneficial relationship. Ensure that the activities conducted through the network focus on the improvement of teaching and learning and teachers apply the learning in school so principals can see direct benefit to the school and students of teacher's participation in network activities.
- The network coordinator/committee may have to make an interpersonal approach to the principals to discuss the importance of teacher's participation in the network. The principal should always receive reports on network activities and their teacher's participation.
- Network activities can be take place at a time which causes least disturbance to lessons in the school. School Principals should be included in the planning of the activity program (session ....) to minimize potential problems.
- The network should work closely with the School Principals forum (MKKS). When Principals realize the value of teachers participation in the network they may be more willing to allow all teachers to participate.

### *Diversity of Members*

Although this is a challenge there is actually a good thing.

- The network can provide a forum and opportunity for the teachers who are less experienced and qualified with to meet with teachers who are more qualified and experienced and learn from them.
- The network can act as a bridge between teachers in the more and less resourced

### *Day*

This challenge is not easy to solve as there is unlikely to be one day which is convenient for *all members* of the network.

- Activities can be held at the end of the day on occasions but beware that teachers may be tired
- Rotate the day for network activities

The best action to take to ensure the effective running of the teacher network is to ensure that activities are useful and relevant, the MGMP is managed well and all stakeholders are consulted and informed about network activities and results.

# The Self Study Materials

# Self Study Materials

During the training you will have examined types of support that your teacher networks may require to conduct activities to support the professional development of teachers. However, the module did not cover *how* teacher networks can acquire this support.

## Objectives, Contents and Outcomes

The following self study materials contain detailed resources and tips on how teacher networks can additional support for their teacher net work activities both financial and non financial through writing proposals and and how to *account* transparently for support they receive. The self study materials cover:

- Public Private Alliances
- Block Grants
- Proposal Writing
- Financial Management and Reporting

By working through the information in the appendices, participants will be able to:

- Explain the concept of Public Private Alliances and how they can be used to acquire additional support for network activities
- Prepare a proposal with the intention of acquiring additional support from Public Private Alliances, Government Block Grants and from other sources
- Prepare evidence of financial transactions with supporting documentation
- Prepare a financial report for the teacher network activity

## How to Use the Materials

Self study means that you can work through them the materials on your own or in small teams *without* a facilitator or trainer. All materials contain the following:

- **Reading:** A reading passage containing information about subject being covered
- **Activity:** A task that you can do to apply some of the knowledge and skills you learn through the reading

Work through the materials *in order* and try to carry out all of the activities

## Time

Take time to complete the tasks. If you feel that you do not understand something thoroughly, **do not** move on to the next part until you have gone over it again pr sought help from another person. A rough guide for planning is:

- Self Study 1: Public Private Alliances = 2 hours
- Self Study 2: Block Grants = 2 hours
- Self Study 3: Proposal Writing = 2 hours and 30 minutes
- Self Study 4: Financial Reporting = 3 hours



## Self Study 1 :

# Public Private Alliances

### Reading Passage

Support sources for teacher network activities fund source can come from a range of institutions including:

- The Regional Budget
- The State Budget
- Donors such as USAID or IDCJ

Most teachers and teacher networks are aware of these sources but perhaps not many are aware that support for education can also come from other private or public sources and stakeholders outside the immediate education system including:

- Private Businesses
- Private or Public Institutions including Non Government Organizations
- Individuals

This is called a Public Private Alliance. A public private alliance can align private support to address unmet needs of the school or teacher network.

Public and Private sector stakeholders can contribute ideas, resources, and time toward the education and employment challenges faced by young people.

Schools and Teacher Networks can build partnerships among public, private and NGO communities that pilot and expand innovative education and employment programs for youth, including working with teachers. These collaborative alliances can contribute a broad range of technical expertise, financial resources and equipment which can have significant potential for improving the quality of education and therefore fostering a more active, engaged, and productive youth.

### Definition

Partnership is cooperation between two or more parties to achieve mutually beneficial objectives as well as to fulfill mutual needs. In this case it would be a partnership between a teacher networks (such as an MGMP) with a private or public stakeholder such as those listed above.

### Types of partnership

These types of partnerships can be categorized into three groups:

- Financial contribution: grant, scholarship, foster-parent/foster-school programs
- Equipment (In-kind contribution): facilities, such as meeting space, services to carry out activities other items such as books, computers, etc.
- Technical Contribution such as time, intellectual ideas,

### Three Principles of a Partnership:

**Equality:** Equality does not mean ‘similarity’. Even though it is not necessary that everyone know everything about everyone else, all parties need to be honest and open – no ‘hidden agenda’. ‘Mutual trust’ is a vital element in working with partners and it takes time to build the so-called ‘mutual trust’.

**Mutually beneficial:** The general public often does not understand that business people also need to gain benefits out of the partnership. In this circumstance, it will be of great use, as an initial step, if schools explore the meaning of ‘advantage’. According to the dictionary, ‘advantage’ also means ‘benefit’. Hence, it is required to distinguish between gaining benefits (i.e. better reputation, more skilled and healthy employees, more established environment in the community) and gaining profit by means of marketing and selling efforts. For the business side, gaining benefits as well as profit is the goal of their cooperation with other sectors.

**Transparency:** It is the openness between partnering parties in order to construct a strong foundation for building ‘mutual trust’. It can be achieved through open, two-way communication and respect for differences. It also requires accurate documentations, particularly in terms of use of aid fund and accomplishment of targets, in accordance with what is mutually agreed upon by the partnering parties.

### Examples of Public Private Alliances in Education

The following are some examples of alliances to support education. Although they do not relate directly to alliances between teacher networks and public or private stakeholders they offer some potential ideas.

#### *Teacher Training*

Qualified volunteers (e.g. staff from LIA or from ICT companies) work in to help conduct teacher training workshops. Volunteers help to reform the current education system by introducing child-centered teaching methods and supporting community and family involvement in preschool and primary school.

#### *Model Preschool Classrooms*

Teacher-certified volunteers provide instruction for preschool-aged children. Volunteers run curricula and programs that follow principles of early childhood education focused on interactive learning methodology.

#### *Library Reading Programs*

Volunteers from public/local libraries work in school libraries to offer one-on-one tutoring and reading assistance for students. Volunteers offer reading assistance 5 days a week, test pilot reading programs and observe and monitor progress for each student.

#### *Youth Groups & Student Councils*

Local Non Government Organizations lead youth groups and student councils in activities that instill community pride, encourage responsibility and develop vocational and life skills. Areas of focus include: environmental awareness, science and English education, sports and recreation instruction and sex education.

### *Computer Labs*

Staff from Computer Companies can work in school to train students and teachers in basic computer skills. In order to provide computer access to the community and a sustainable income with which to run the lab, volunteers also train parent committees in lab operations and internet café management skills.

### *ICT*

NGO Al-Jisr and the Oracle Education Foundation are pursuing a partnership that would incorporate Oracle's Think.com program in 30 schools that Al-Jisr is equipping with PCs and internet connectivity to enhance learning outcomes. Think.com is a free service designed to assist schools with the implementation and use of state-of-the-art technology for educational purposes.

### *ICT*

In Pakistan, Microsoft is providing cash and in-kind support to the Punjab Vocational Training Council's IT training programs. With technical support from IYF, PVTC submitted a proposal for funding that has resulted in a cash grant of \$60,000, plus donations of curricula and staff time to improve the content and pedagogy used to train vulnerable youth.

### *Employment/Vocation Training*

In the Philippines, the Consuelo Foundation, Metal Works Industry Association (MIAP), the local Chamber of Commerce, Department of Education, Rotary Club, and local government leaders to equip youth with critical academic and technical skills required for employment. Based on a proven youth employment training model, MIAP Plus is expected to meet an increasing demand for highly skilled metal workers in Northern Mindanao by offering a ten-month program that provides advanced welding training, life skills, basic entrepreneurial skills, and intensive academic training through the Philippines' Alternative Learning System.

### *Television Education*

Television Education for the Advancement of Muslim Mindanao Alliance (TEAM) is between USAID and other partners including the Knowledge Channel Foundation, the Philippine Department of Education, Central CATV and ABS-CBN Broadcasting Corporation. This alliance seeks to provide educational opportunities to over 40,000 children in the Autonomous Region of Muslim Mindanao in the Philippines. The alliance's goal is to provide access to quality education by equipping 70 public schools in the region so that students may view the Knowledge Channel, a free curriculum-based educational channel. The alliance also aims to improve the teaching capacity of teachers and raise student's math, science and English competencies and life skills.

### *School Playground*

An architectural firm and local businesses donated their time, talent and gifts-in-kind to develop and build a playground in a local school. The school had a severely outdated and unsafe playground. The school contacted the architectural firm of Earl Swensson Associates, (ESa) and developed an alliance to design an improved playground environment and to spearhead the recruitment of other firms and individuals to help rectify the problem.

### **Partnership is nonexistent when:**

- One party breaches the common agreement

- One party promotes its own personal or group interests by manipulating the other parties.

Example: A political campaign by one party that requires the other parties to vote for it after support is provided, the use of aid fund is not transparently reported to the provider, etc.

### **Activity**

- Choose one of the examples of the partnerships.
- Who are the partners?
- What is the partnership depicted
- What are the benefits gained in the partnership?

*If you are interested to learn more about Public Private Alliances, ask DBE3 about their training program on "Establishing Partnerships."*



## Self Study 2:

# Block Grants to Empower MGMP

### Reading Passage

The Ministry of National Education considers teacher networks, such as *Musyawarah Guru Mata Pelajaran* (MGMP) and *Kelompok Kerja Guru* (KKG) as pivotal to the professional development of teachers.

The Directorate General for the Quality Improvement of Teachers and Education Personnel Ministry of Education Indonesia plans a *bottom up* approach to *professional development* using these teacher networks. The KKG and MGMP will be asked to identify their own needs and submit proposals to local branches of MONE in order to receive *block grants* of 10,000,000.00 Indonesian Rupiah for professional development activities.

The following is some general information on the block grants:

#### **The general aim of the block grants is to:**

- Empower the MGMP to improve the quality of teaching and learning in line with the minimum service standards for education

#### **The specific objectives of the block grants are to:**

- Increase activities of the MGMP which relate to the KTSP
- To empower the core teachers and instructors in the MGMP
- Perform a mapping activity on the teaching and learning problems faced on a daily basis through a lesson study approach
- Solve problems of teaching and learning by using the PAKEM/CLCC approach

#### **Expected outcomes of the block grants:**

- Increase the number of MGMP that are able to operationalize the KTSP
- Implementation of consistent MGMP activities through the lesson study program
- Increase in the performance of elementary school teachers, Special Educational Needs teachers, subjects teachers in Junior and Secondary High school and vocational school in line with the PAKEM/CLCC principles

#### **Qualification**

To *qualify* to write a proposal to apply for a block grant the MGMP must first meet a set of criteria as follows:

- Showing good performance which is proven by a letter from the District Education Office
- Have a professional development program for its members which is focused on the improvement of the quality of teaching and learning

- Show a conducive work environment in guiding teachers competencies and professionalism (demonstrated by attaching attendance lists of regular meeting from the from 2006)
- Possessing a transparent and accountable system of management and able to gain support from various stakeholders from the school, community and local Government (a financial statement from the past year is available).

### **Submission**

MGMP have to write a proposal to acquire the block grants. In submitting the proposal the MGMP must also have:

- A management structure approved by the District Office of Education
- Have been active for the past two years
- Have a bank account in the name of the MGMP as an organization (not a private account)
- Have their proposal approved by the assessment team at the Lembaga Penjamin Mutu Pendidikan
- Plan to use the block grants to conduct the MGMP program especially for such activities as developing curriculum and lessons (see detailed list below).

### **Use**

The Block Grants to the MGMP must be used for the following activities:

- The development of the KTSP into a curriculum that meet the standards for content.
- The development of competency based teaching materials in the related subject
- The development of suitable, interesting and fun lessons
- The development of suitable, interesting and fun media for related subjects
- The production of learning aids for related subjects
- Research and Development, especially research on class behavior as a sense of the results from lesson study activity to increase the quality of teaching and learning
- The development of teachers profession and career
- Writing scientific essays
- Calculating and improving teachers credit

### **Mechanism**

- The MGMP must develop the proposal and submit to the District Education Office.
- The District Education Office will submit the proposal to the LPMP for assessment. If the proposal passes the assessment, the approval will be received in the form of a Surat Keputusan tentang Pemberian Dana Block Grant Pemberdayaan KKG dan MGMP from the Head of the LPMP.

### **Responsibility**

- All block grants distributed and used by the MGMP must be accounted for to the LPMP.

- LPMP is responsible for accounting for the block grants directly to Directorate PMPTK

### **Accounting by the MGMP**

- Every expenditure from the block grant by the MGMP must have prior approval from the Head of the MGMP.
- The MGMP must collect and proof of expenditure to be verified during the final audit
- All proof must be in authentic original form, photocopies are not acceptable
- For expenses exceeding 1, 000, 000.00 Indonesian Rupiah a duty sticker must be used on the proof. There must be a clear explanation of what the money was used for.

### **Reporting**

As they are accountable, the LPMP and MGMP have the responsibility to write a report on the block grant. The report must follow the format below:

#### **Introduction**

#### **Contents**

#### **Chapter 1**

- Rationale
- Aim
- Objectives
- Outcomes

#### **Chapter 2**

- Time and Place
- Development and Implementation of the Program and Activity
- Outcomes
- Use of the Block Grant
- Problems and Solutions

#### **Chapter 3**

- Summary
- Recommendations

#### **Appendices**

## **Activity**

Read through the following document you were given during the training. MONE (2007) *Pedoman Penyaluran Dana Dan Pelaksanaan Pemberdayaan KKG dan MGMP*

*Melalui Dana Block Grant (Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Pendidikan)*

Use the information to complete the following tasks.

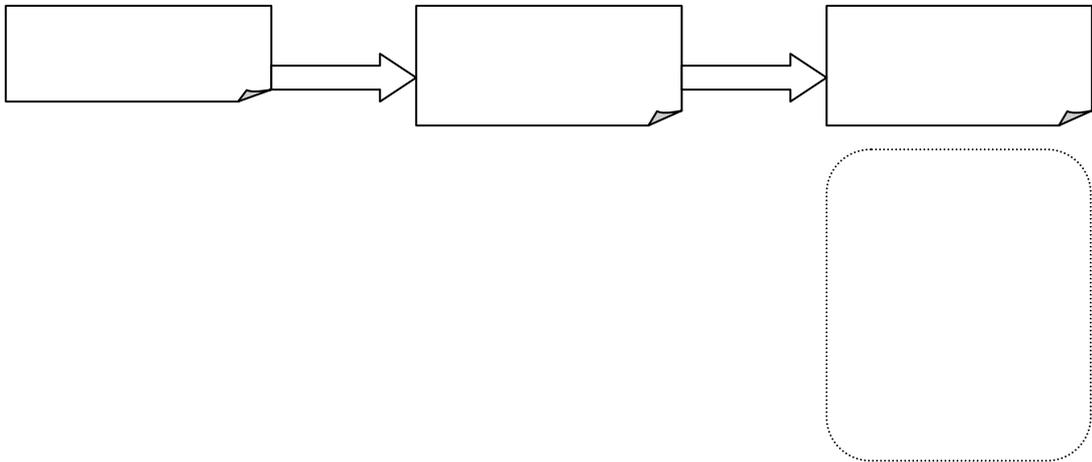
List the amount of the block grant for the following organizations (page 11)

Organization	Amount
KKG	
MGMP (SMP)	
MGMP (SMA)	
MGMP (SMK)	
MGMP (PLB)	

Write the different activities the MGMP do with the block grant which relates to KTSP? (Page 11)

- a.....
- b.....
- c.....
- d.....
- e.....
- f.....

Complete the following diagram to illustrate the mechanism for an MGMP to acquire the block grant (page 15)



What is the responsibility of the following?(Page 12)

MGMP	
LPMP	
Kabupaten/Kota	

**Now**

Look at the qualifications (evidence) an MGMP need to have in order to apply for a block grant. Think about your MGMP or Teachers Network, and say whether your MGMP already meets this criterion.

Criteria	Yes or No
Show good performance which is proven by a letter from the District Education Office	
Have a professional development program for its members which is focused on the improvement of the quality of teaching and learning	
Show a conducive work environment in guiding teachers competencies and professionalism (demonstrated by attaching attendance lists of regular meeting from the from 2006)	
Possessing a transparent and accountable system of management and able to gain support from various stakeholders from the school, community and local Government (a financial statement from the past year is available).	
A management structure approved by the District Office of Education	
Have been active for the past two years	
Have a bank account in the name of the MGMP as an organization (not a private account)	

What steps do you need to take now in order to qualify to apply for a block grant?



## Self Study 3:

# Proposal Writing

### Reading Passage:

Accessing additional support often requires a proposal. A proposal is a written document which is a request for some form of support for an activity. There are many sources of support which you have seen during the training. The source of support may or may not have an official format which you have to complete. When you are deciding which person or institution to approach to request support you will have to check if they have any requirements. Look at the following examples:

#### Block Grants to Empower MGMP

The Ministry of National Education has developed a format for MGMP to apply for a Block Grant as follows:

##### TITLE PAGE

##### CERTIFICATION PAGE

##### INTRODUCTION

##### CONTENTS

##### SECTION ONE: INTRODUCTION

- A. Background/Rationale
- B. Aim
- C. Objectives
- D. Outcomes
- E. Benefits

##### SECTION TWO: DESCRIPTION OF MGMP PROGRAM IMPLEMENTATION

- A. Description of the success of MGMP program implementation (performance since one year previously)

##### SECTION THREE: PROGRAM ACTIVITY PLAN

- B. Type of program, objectives and activities
- C. Estimated Plan
- D. Schedule

##### SECTION FOUR: CLOSING

- A. Summary
- B. Recommendations

##### APPENDICES

- (i) Approved Management structure of the MGMP
- (ii) Evidence of activities for the previous year
- (iii) Recap of the implementation plan of the previous year
- (iv) Attendance list of MGMP

### Public Private Alliances<sup>10</sup>

<sup>10</sup> From DBE3 (2006) Establishing Partnerships: Training Module

Some private companies may request that you complete a set format for a proposal, others may not. The following is a suggested example you can use if there is no official format

**SECTION ONE: BACKGROUND OF PROBLEMS in education at the institution**

Brief information and general educational situation at the institution

- Problems faced in the effort to improve the quality of education at the institution.
- Major problems and main causes of the problems and the consequences if the problems are not immediately solved
- Efforts made in solving the problems
- Formulation of priority of problems

**SECTION TWO: OBJECTIVES (Maximum ¼ of a page)**

To formulate the statement of objectives (General and Specific Objectives), pay attention to the following:

- They are the logical answers to the statement of problems
- They identify, in a more detailed scope, what will be achieved through the partnership
- Achievement of the objectives will eliminate or minimize the problems
- Objectives must be realistic
- Specific and action- or work-oriented
- Their success or failure must be measurable
- Realistically achievable within the predetermined scope of time and work

**SECTION THREE: ACTIVITY PLAN (Maximum 4–5 pages)**

- Types and Description of Activities (**Product**)
- Time and location of activities (**Place**)
- Results/Output desired by both parties (**Price**)
- Organizer and responsibility holder (**Partner**)
- Involved party (**Partner**)
- Additional activities to promote the partnership (**Promotion**)

**SECTION FOUR: MONITORING & EVALUATION MECHANISM (1 page)**

- Providing the indicators to be used for measuring program success
- Explaining program evaluation method (using participatory method)
- Describing what will be evaluated continuously and at the end of the program
- Explaining who will undertake the evaluation
- Explaining how service users or beneficiaries may be involved in the evaluation of the program
- Explaining how the results will be distributed to the partners.

**SECTION FIVE: ESTIMATED BUDGET**

In budgeting, pay attention to the following:

- Rational = logical
- Realistic = according to needs
- Detailed = clear unit price
- Concise = category-based

## Other Donors

### **CHAPTER 1: INTRODUCTION**

- A. Background to the Network
- B. Network Profile (including schools and District)

### **CHAPTER II: CURRENT CONDITION AND DESIRED CONDITION**

- A. Current Condition
- B. Desired Condition

### **CHAPTER III: ANALYSIS AND PROBLEM SOLVING**

- A. Gap Analysis
- B. Teacher/School Problems
- C. Priority Scale of Activities
- D. Problem Solving Activities

### **CHAPTER IV: ACTION PLAN**

#### **A. Activity A**

- Objective
- Implementation Plan
- Activity place
- Material
- Informant
- Person in charge of activities
- Cost plan

#### **ACTIVITY B**

#### **ACTIVITY C**

Etc

### **APPENDICES**

- A. Activity Summary Report
- B. List of MGMP Members

## Tips for Preparing Successful Proposals

**Understand your potential donor:** Try to build a relationship and understanding of the potential donor before you start writing a proposal so that you understand them and what they are looking for

**Ask Yourself Questions:** Before starting your proposal, take some time to make sure you know exactly what you're proposing.

**"Steal" Ideas:** Look at other proposals that have worked and build on them

**Write Appropriate Proposals:** Make sure that you understand any guidelines you are given. Do not waste your time, or the reviewers' time by submitting proposals that do not meet the guidelines. If the guidelines say that it will not fund proposals for specific items, expenditure categories, or for specific populations, then *do not* write a proposal asking for these things.

**Follow the Structure provided (if there is one):** If the potential funder provides a "suggested" proposal structure or table of contents, follow it! Most of the time, this suggested structure forms the basis of the checklist that reviewers will use when reading your proposal. Reviewers use a checklist to determine if each proposal has all of the required elements, sections, etc. Make their job easier, and thereby improve the chances that they will like your proposal; organize your proposal by their structure.

**Clearly State your Goals:** All reviewers want to see your proposed project's goals. If you do not clearly state these goals, then the assumption will be that you do not have goals. Goal-less proposals are generally not funded. Furthermore, it is important that your goals be aligned with the purposes of the grant program (as stated in the RFP) and that they are reasonable given the scope of your proposed project and resources. Good goals are at the core of all good proposals.

**Specifically State Your Proposals Impact on Teaching and Learning:** What impact will your proposal have on teaching and learning? This is the bottom line of *any* successful proposal. If you cannot show impact, it is unlikely that your proposal will receive funding. Do not make the reviewers search for your anticipated impact. Do not assume that they will understand your impact unless you specify it. Specifically state how your project will positively impact students and their educational environment.

**Collaborate! :** Successful proposals are collaboratively written. Collaboration not only helps in terms of editing and reviewing drafts, but more importantly it expands the ideas in your proposal. Proposals that are obviously "one person's idea" are not favorably reviewed. Further, proposals that involve several collaborating partners are always more successful than those which are limited to a single

organization/school/individual. Collaboration shows that others believe in your proposal's idea and will work to make it a reality.

**Proofread!** Spelling and grammar errors do not convey a positive image

**Write, Modify, submit and resubmit:** Review before you submit your proposal. Also remember that few proposals are successful the first time around. If your proposed project is rejected, try again. Try with a different donor and if possible, resubmit the proposal to the original grant maker. Before you resubmit an idea, it is wise to incorporate any feedback you received on your rejected proposal. Remember, when resubmitting a proposal it is necessary to redraft the proposal document to the terms of organization, components, budget requirements, etc.). Do not simply photocopy your old proposal for the new submission.

**Know your budget:** Think through everything (personnel, materials, travel, etc.), and be realistic. Be certain that what you are asking for is within the limits of the funding source. Remember—the budget can make or break your chances for funding

**Do not write too much:** Be brief and to the point in your writing. Grant readers don't want to wade through extraneous information. Be brief and to the point in your writing.

**Create a timeline:** Develop a schedule to write your proposal. Work backward from the due date, create a list of all the important tasks you must complete, when they need to be done, and who will do them. Remember, about 40% of your time is spent on writing the grant. Use the remaining time wisely to plan and gather research and data to support your proposal.

**Market yourself:** Sell don't tell. Show enthusiasm for your project as you write the proposal. Remember, if you don't like your project, nobody else will either.

**Prepare:** Take time to prepare the necessary supporting documentation to your proposal carefully

**Local:** A successful proposal is one that has been *locally* planned and designed. You must meet the needs of *your* community and you must have local buy-in to the project

## Activity

You can use a lot of things you learned and prepared during the training to help you complete a proposal, *including helping to meet the criterion for a MONE Block Grant to Empower MGMP.*

Explain how you can use the following sessions to help you prepare your proposal (including the supporting documentation)

- Session 1: The aim of a Teacher Network
- Session 2: The ideal Teacher network
- Session3: The management of a teacher network
- Session 4 and 5: The activities of a teacher network
- Session 6: Additional support
- Session 7: Log book
- Session 8: Challenges

## Now

Choose one of the proposal formats, practice writing a proposal and preparing all the documentation you need to support the proposal



## Self Study 4:

# Financial Reporting

### Reading Passage

Financial management for any teacher network is a very important. Transparent, accountable and democratic financial accounting implementation will provide trust to all stakeholders and make it easier send in further proposal and receive funds.

Before MGMP can qualify for Block Grants to Empower the MGMP from MONE, they must *prove* that they have a transparent and accountable system of management. They must also complete a financial report on the use of the grant as follows:

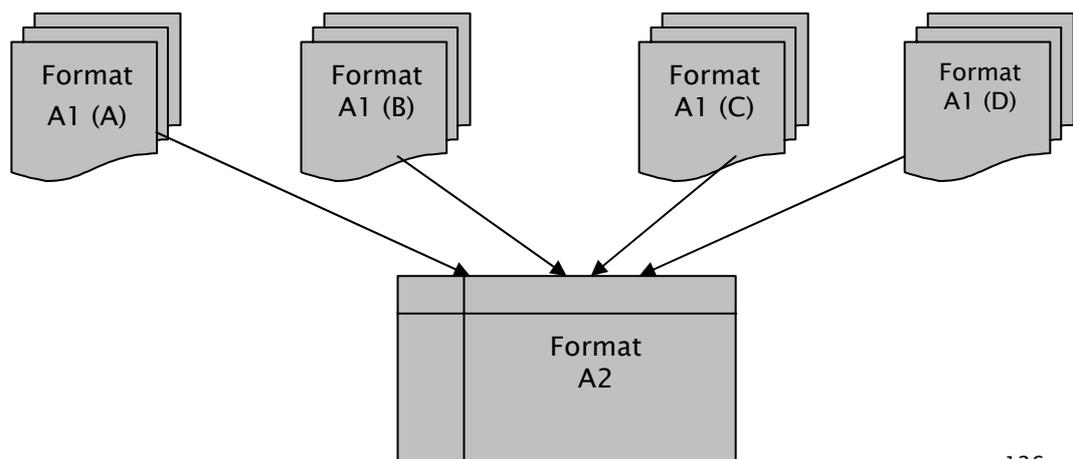
- Every expenditure from the block grant by the MGMP must have prior approval from the Head of the MGMP
- The MGMP must collect and proof of expenditure to be verified during the final audit
- All proof must be in authentic original form, photocopies are not acceptable
- For expenses exceeding 1, 000, 000.00 Indonesian Rupiah a duty sticker must be used on the proof. There must be a clear explanation of what the money was used for.

Therefore, it is important for MGMP managers to develop these accountable and transparent procedures.

Activities fund source may be from Regional Budget, State Budget, DBE3 or MONE IDCJ and other sources. Accounting for funds and financial reporting may be different according to the source of the fund. This material will introduce an example of a finance accountability process which could be used by a teacher network if they receive funds from DBE3:

### Accounting System

A network accounting procedure does not have to be too difficult. Below is a flow chart of the accounting which can be used teacher networks including MGMP



**Format A1** is format used to attach *supporting evidence* of transactions. These are the receipts. One transaction is reported on one A1 format. This can simply be attaching the receipt to a piece of paper.

Each transaction must be placed into one category:

- (A) Place
- (B) Transportation
- (B) Material and Communication
- (D) Documentation

This transaction evidence is numbered consistently with pattern as follows:

Order **No/Code/Month/Year**.

For example 01 /A/03/06 means

Transaction 1

Expenditure of Place Cost (A)

Spent in March 2006

**Example: Receipt**

**No. 1/C/7/06**

<b>No:</b>	<b>Receipt</b>
<i>Received from</i>	: <i>Treasurer of MGMP English subject of Klaten Utara Sub District</i> _____
<i>Amount</i>	: <i>Forty five thousand rupiah</i> _____
<i>For</i>	: <i>Purchase of Office stationery (the breakdown is in Note)</i> _____
<i>Say</i>	
	<b>STORE's SEAL</b>
	<i>Klaten, July 1, 2006</i> <i>Receiver by,</i> <i>Siti Aisah</i> (Siti Aisah)
<b>Rp.45.000,00</b>	

### **Transaction Evidence or Supporting Evidence**

There are various types of transaction evidences that can be incorporated to the financial statement. Below is transaction evidence that must be attached to financial statement/reimbursement report or claim.

### List of Type and Evidence of Financial Transaction

Transaction	Transaction Evidence that must be Available
<b>1. Transportation</b>	
1.1. Air Transportation	Flight ticket purchase note (including discount if provided by the travel agent), original ticket, airport tax, and boarding pass. Reimbursement can not be made without ticket, boarding pass and airport tax
1.2. Air Transportation	Original ticket of ferry, vessel and additional cost for car use such as port ticket, parking ticket at port.
1.3. Railway Transportation	Original ticket of train
1.4. Land Transportation	Original bus ticket, toll ticket, parking ticket and fuel purchase receipt
1.5. Car/Motorcycle rent	Rent contract with the motor vehicle owner explaining type and police number of motor vehicle. Furnished with photocopy of STNK and receipt of rent payment signed by the motor vehicle rent owner/company.
1.6. Public transportation, Taxi, Ojek, Bajaj	Receipt explaining the objective of using transportation, destination place, date, and amount of money paid. This evidence is signed by advisor/manager. Vide appendix 3.
<b>2. Accommodation</b>	
2.1. Hotel	Original note issued by hotel explaining guest name, date, daily rate, and other service, as well as total charge. The original sealed receipt signed by cashier/manager.
2.2. Staying at rent house	Original receipt explaining the name of owner, location, date and total money payable.
<b>3. Meeting</b>	
3.1. Meeting package from Hotel, Restaurant and catering.	Original note from hotel, restaurant, or catering mentioning the total price, price per item/type as well as ordering date. The original payment receipt signed/sealed by hotel, restaurant, or catering company.
3.1. Meal for Meeting	Original receipt signed/sealed by money receiver.
<b>4. Meeting Room Rent</b>	
4.1. Meeting room for training, workshop, and seminar	Original note from hotel. If using another meeting room such as mosque, school, village office, or meeting room owned by the government, then it is necessary to present receipt signed by local authority or person in charge.
<b>5. Equipment rent</b>	
	Rent contract mentioning type of equipment, rent period, date, price and payment receipt.
<b>6. Communication</b>	
6.1. Ordinary Telephone	Original telephone billing from Telkom
6.2. Telephone from Telephone stall	Original receipt from telephone stall
6.3. Fax, internet, email	Original receipt from telephone stall, internet café, or from internet service provider.
6.4. Hand Phone (HP)	Billing note (if using post paid). The list of number called. Original receipt and re-load card (if using pre paid)
6.5. Post, Courier, Expedition	Original note or original receipt from post office, expedition company, or from courier company.

7. Others: Printing, photocopy, supplied, Office stationery.	Original receipt signed and sealed by the money receiver.
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**Negative List**

Below is list of items that are likely not to be covered by a DBE3 block grant:

- Expenditure on liquor beneficiaries of block grant fund DBE3 is not allowed to spend their money for all types of liquor.
- Expenditure for Cigarette: It is not allowed to attach the receipt for purchase of cigarette, cigar, tobacco, and of the like.
- Treat: It is not allowed to attach the receipt for meal/drink with purpose to treat the companion, colleague, or business partner for any purposes.
- Purchase of luxury goods
- Prize, Purchase of prize should be taken into account and consulted with the donor since some of purchase of prize is allowed but the other are not depending on the purpose of prize purchase.

**Form A1** is used to complete **Format A2** is financial summary format. This financial summary must be signed by a treasurer, verified by secretary, and ratified by chairman of the network.

Example

Province		Sub district	
District/Municipal		Subject MGMP	

Evidence No.	Date	Remarks	Budget	Realization
<b>A. Place Cost</b>				
<b>Sub Total</b>				
<b>B. Transportation Cost</b>				
<b>Sub Total</b>				
<b>C. Material and Communication Cost</b>				

Sub Total			
D. Documentation Cost			
Sub Total			
<b>Jumlah Keseluruhan</b>			

Date:

Approved by,  
Chairman

Verified by,  
Secretary of MGMP

Prepared by,  
Treasurer of MGMP

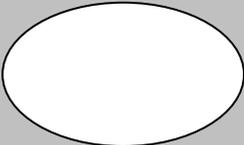
## Activity

Below are some transactions occurring in MGMP of English subject in Klaten Utara Sub district, Klaten District, Central Java. They held a "Workshop on Arrangement of English Syllabus".

- On 4/7/2006, MGMP held workshop in Sub-District Education and Culture Agency Branch office of Klaten Utara with seat rent amounting to Rp 30,000.00
- On 4/7/2006, the Treasurer paid claim for transportation fare for 10 participants, each Rp 10,000.00 respectively.
- On 2/7/2006, photocopy of workshop material of Rp 110,000.00
- On 1/7/2006, purchase of 1 roll Fuji film ASA 200 content 36 of Rp 22,000.00
- On 4/8/2006, place and seat rent in Education and Culture Agency for follow-up discussion of workshop in the previous meeting of Rp 30,000.00
- On 4/8/2006, payment of claim for transportation for 10 participants each Rp 10,000.00
- On 15/8/2006, photocopy of result of workshop and discussion for distribution to all English teachers of Rp 105,000.00
- On 13/8/2006, development of film "Workshop on Arrangement of English Syllabus" activity of Rp 45,000.00

Use this information to complete format A1 and A2

For **Format A1**, use the blank receipts below. Make as many receipts as you need  
For **Format A2** use the blank format below. Note the first few have been done for you

No:	<b>Receipt</b>
Received from	: _____
Amount	: _____
For	: _____
Say	
	Date: Received by,

**FORMAT A2:**

Province		Sub district	
District/Municipal		Subject MGMP	

Evidence No.	Date	Remarks	Budget	Realization
<b>A. Place Cost</b>				
<i>1/A/7/2006</i>	<i>4/7/2006</i>	<i>Place rent for workshop</i>	<i>30.000.00</i>	<i>30,000.00</i>
Sub Total				
<b>B. Transportation Cost</b>				
Sub Total				
<b>C. Material and Communication Cost</b>				
Sub Total				
<b>D. Documentation Cost</b>				
Sub Total				
<b>Jumlah Keseluruhan</b>				

Klaten, September 30, 2006

Approved by,  
Setyaningsih, S.Pd  
Chairman of MGMP

Verified by,  
Sudiyono, S.Pd  
Secretary of MGMP

Prepared by,  
M. Hasan, S.Ag  
Treasurer of MGMP

# Answer Sheets

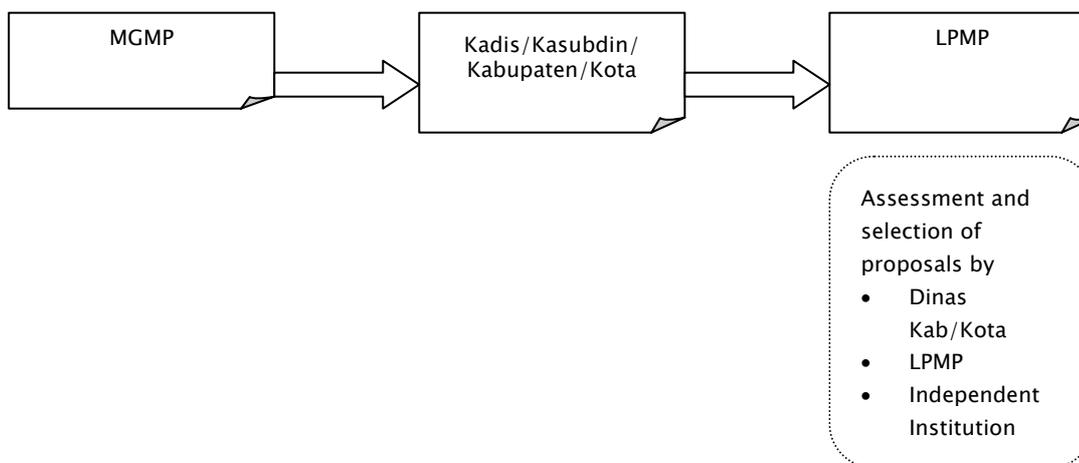
## Block Grants to Empower MGMP

Organization	Amount
KKG	10,000,000.00
MGMP (SMP)	10,000,000.00
MGMP (SMA)	15,000,000.00
MGMP (SMK)	20,000,000.00
MGMP (PLB)	10,000,000.00

Write the different activities the MGMP do with the block grant which relates to KTSP?  
(Page 11)

- Understanding the concept of the KTSP
- The development of syllabus and Lesson Plans
- Development of Teaching and Learning Process
- The development of assessment methods and materials
- Understanding the content of the KTSP better
- The development of action plan to implement KTSP

Complete the following diagram to illustrate the mechanism for an MGMP to acquire the block grant (page 15)



What is the responsibility of the following?(Page 12)

MGMP	Report the use of the block grants directly to the LPMP
LPMP	Report the use of the block grants directly to the MoNe (PMPTK)
Kabupaten/Kota	Coordinate the implementation of the empowerment activities with the MGMP

# Proposal Writing

## **Session 1: The aim of a Teacher Network/ Session 2: The ideal Teacher network**

These sessions can help you to develop a *profile* of your network including the aim of your network and a description of its size, scope, frequency of meetings and so on

## **Session 3: The management of a teacher network**

Can help you understand how to develop an *effective, transparent* and *accountable* system of management which is approved by the District Office of Education

## **Session 4 and 5: The activities of a teacher network**

Can help the network to develop a professional development program for its members which is focused on the improvement of the quality of teaching and learning

## **Session 6: Additional support**

Able to gain support from various stakeholders from the school, community and local Government (a financial statement from the past year is available).

## **Session 7: Log book**

Can help you to develop a log book which can demonstrate the performance of the network (meetings held and materials produced) and to demonstrate a conducive work environment in guiding teacher's competencies and professionalism (demonstrated by attaching attendance lists of regular meeting from 2006) in order to demonstrate that the network is active and for how long

## **Session 8: Challenges**

This can help you to develop a section to show that you are aware of problems that your MGMP faces and you are aware of some of the solutions to the problems.

# Financial Reporting

**FORMAT A2:** Summary of Activities Finance: Workshop on Arrangement of English Syllabus

Province		Sub district	
District/Municipal		Subject MGMP	

Evidence No.	Date	Remarks	Budget	Realization
<b>A. Place Cost</b>				
		Place rent for workshop	30.000	
		Place rent for discussion forum	30.000	
<b>Sub Total</b>			<b>60.000</b>	
<b>B. Transportation Cost</b>				
		Transportation of 10 participants @ Rp 10.000	100.000	
		Transportation of 10 participants @ Rp 10.000	100.000	
<b>Sub Total</b>			<b>200.000</b>	
<b>C. Material and Communication Cost</b>				
		Photocopy of workshop material	120.000	
		Photocopy of workshop result	100.000	
<b>Sub Total</b>			<b>220.000</b>	
<b>D. Documentation Cost</b>				
		Purchase of 1 roll film	22.000	
		Development of film	40.000	
<b>Sub Total</b>			<b>62.000</b>	
<b>Jumlah Keseluruhan</b>			<b>542.000</b>	

Klaten, September 30, 2006

Approved by,  
Setyaningsih, S.Pd  
Chairman of MGMP

Verified by,  
Sudiyono, S.Pd  
Secretary of MGMP

Prepared by,  
M. Hasan, S.Ag  
Treasurer of MGMP