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Indonesia Country Spotlight: Scalable Models for Teacher Professional Development

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From Professional Learning to Classroom Practice

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1. Embracing Lifelong Learning in Our Contexts

Teaching in under-resourced areas involves unique challenges, including limited exposure to authentic English, lack of technology, and high communication anxiety. However, by participating in continuous professional development (CPD) and adapting it to our learners' context, we can overcome these barriers. This handout provides practical strategies to build a joyful, low-anxiety classroom and maintain sustainable growth.

2. Practical Strategies for a Safe & Joyful Classroom

Before students can find their voice in English, they need to feel safe. Try these simple practices:

- Treat mistakes as part of learning and focus on communication rather than strict grammatical correction.
- Use pair or small-group activities before whole-class responses to build confidence.
- Give students time to think before answering and give quieter learners opportunities to participate.
- Celebrate small wins and recognise small progress, not only correct answers.

3. Adapting Teaching to Your Learners

A teaching approach does not always need to be applied exactly as it appears in a textbook. Use this simple sequence to scaffold learning and make it more manageable:

- Familiarise: Start with a familiar topic, situation, picture, or experience.
- Support: Introduce useful vocabulary, language, and examples.
- Guide: Work through examples and activities together.
- Practise: Give learners opportunities to practise with support.
- Produce: Allow learners to use the language more independently.

4. Communities of Practice & Shared Reflection

Professional learning becomes meaningful when shared:

- Leverage local teacher forums (like MGMP) to share classroom challenges.
- Use peer-led learning circles to reflect on new techniques (Adapt → Try → Reflect).
  - ✓ Adapt: What needs to be adjusted for my learners?
  - ✓ Try: What small change can I use in the next lesson?
  - ✓ Reflect: What did I notice about learner participation?, What will I keep, change, or improve?

5. Quick Classroom Checklist

Before or after a lesson, ask yourself:

- Did I provide enough support before independent work?
- Did students have opportunities to work with peers?
- Did I recognise small learning progress?
- Could the lesson continue if technology was unavailable?
- Am I actively seeking flexible, online learning opportunities that fit my busy schedule?

6. Recommended Free Resources

Integrate these free resources from TeachingEnglish.org.uk:

Resource Type	Description	Link
Lesson Plans	Free, CEFR-aligned classroom materials and activities.	https://www.teachingenglish.org.uk/teaching-resources
CPD Training	Flexible online training modules for professional growth.	https://www.teachingenglish.org.uk/professional-development

"Meaningful professional development is about adapting what we learn to our own classrooms. When teachers are supported, students thrive everywhere."

Lesson Learned in Indonesia CPD Programme

Harry Ramadan Putra and Genta Ulina Hutagalung, e-moderators, British Council–MoRA programme for madrasah English teachers

This handout accompanies our session. We share what we did as e-moderators, what we struggled with, and what we would suggest if you are planning online continuing professional development (CPD) in your own context. The talk has three parts, followed by four lessons for scaling teacher development across ASEAN.

Part 1: Our journey into online CPD

We came to online CPD from different directions, but with the same role: e-moderator.

Genta: from teacher educator to e-moderator

Year	Milestone
2015	Completed a Master of Education; has taught at higher-education level since then
+1 year	Worked as a teacher educator
2020	Returned to teaching English for teachers
2024–2025	Joined e-moderator training held by GTK and the British Council; e-moderator in two programmes

Harry: professional journey

Year	Milestone
2011	Started as an educator at all levels of education in Indonesia
2024	Completed e-moderator training with the British Council
2024	E-moderator, CPD programme with the Ministry of Primary and Secondary Education
2025	E-moderator, British Council–Ministry of Religious Affairs programme for madrasah English teachers

Why we joined online CPD

	Offline training	Online training
Reach	Reaches only the teachers who can travel	Reaches teachers across different islands and time zones
Cost and time	High cost per teacher: travel, venues, time away from class	Teachers learn without leaving their classrooms
Follow-up and risk	One-off events with little follow-up	Risk: low participation and drop-out without support

For Indonesia, an archipelago with very busy teachers, this matters. The risk of drop-out is exactly why the e-moderator role exists.

The case against us: some teachers trust face-to-face training more

- **Learning is personal:** teachers expect to learn with a trainer and colleagues in the same room.
- **Online feels second-best:** many see it as a certificate to collect, not real training.
- **Access is uneven:** connectivity and devices differ between cities and rural areas.
- **Time is short:** teaching loads leave little room for self-paced study.

We did not solve all four. This is the context our practice responded to.

Part 2: Engaging teachers, growing together

Our answer to doubt and lack of time was not a platform feature. It was people. We organised our work into four areas of e-moderator practice.

Four areas of e-moderator practice

Area	Practice	Why it matters
1. Forums	Clear structure, follow-up questions, summaries	Structure prevents confusion, follow-up questions take discussion beyond the surface, and summaries show the main ideas the group produced
2. Live sessions	Time management, names, breakout rooms	Using names makes a screen feel personal, managing time respects teachers after a school day, and breakout rooms give quieter people space to speak

Area	Practice	Why it matters
3. Communication and admin	Reminders, records, supportive follow-up	A reminder helps a busy teacher return, records show who has gone quiet, and follow-up should support rather than reprimand because most quiet teachers are busy, not unmotivated
4. Reflective practice	Reflecting on sessions and acting on feedback	A self-observation checklist across the four areas made moderating something we could examine and improve

Strategy from the forums: the peer response challenge

In a typical LMS forum, every participant posts and the moderator replies to each one. That makes the moderator the centre, and teachers learn from the moderator but not from each other. We changed the pattern in three steps:

1. Participants respond to one another's posts, not only to the moderator.
2. The moderator steps back, waits, then asks follow-up questions that deepen thinking.
3. The moderator connects ideas across posts and invites quieter participants in, so the discussion does not belong only to the most active voices.

"I encourage peer-to-peer interaction rather than responding to every post myself."

This brings some of the feeling of learning with colleagues in the same room into an online forum, and the moderator becomes a guide instead of the answer. You can try it tomorrow with no new tools.

Learning from senior moderator feedback

Reflective practice, with a senior moderator who observes and gives feedback, is part of the model, not an extra. Two examples:

Example	Before	Feedback	After
Forum summaries	No summary of forum discussions	Summarise the discussion	Writes a summary of each discussion
Introductions forum	No reply in the introductions forum (no summary needed)	Thank participants for their posts	Thanks each participant who posted

A summary gathers the main ideas from many posts so participants can see what the group has built. A thank-you tells a teacher who wrote a first post, which is a small risk, that it was seen and valued. Good moderation does two things: it guides the discussion, and it acknowledges every participant.

The online community met face to face in Jakarta

- Two e-moderators were invited to lead the offline session at the closing ceremony.
- Teachers who had built connections online worked together in person. They already knew each other's ideas from the forums, so the meeting started with trust.

Online and offline are not opposites; they can strengthen each other.

Part 3: Beyond the programme — sustaining our CPD journey

A programme ends, but professional learning should not. Four things have kept our own learning going since the programme ended:

- **Professional networking:** regularly discussing CPD developments in Indonesia with fellow teacher educators.
- **Classroom application:** using in our own teaching the techniques and strategies shared with teachers in the programme.
- **Learning from mentorship:** bringing what was learned from a senior moderator into the classroom to engage students.
  Continuous professional growth: together, these keep us developing as lecturers and as teacher educators.

Lessons for scaling teacher development across ASEAN

1. **Invest in people, not only platforms:** trained e-moderators drive participation.
2. **Design for low bandwidth:** mobile-friendly tasks and short, downloadable materials. We offer this as a recommendation in response to uneven access.
3. **Keep the community going:** communities of practice sustain learning after the course.
4. **Blend where it counts:** one face-to-face event strengthens the online community.

Questions for reflection

- In your context, what keeps teachers engaged in online CPD?
- Which change could you try in your next online forum?
- Who could observe your facilitation and give you feedback?

Based on the presenters' practice and experience, not research data.