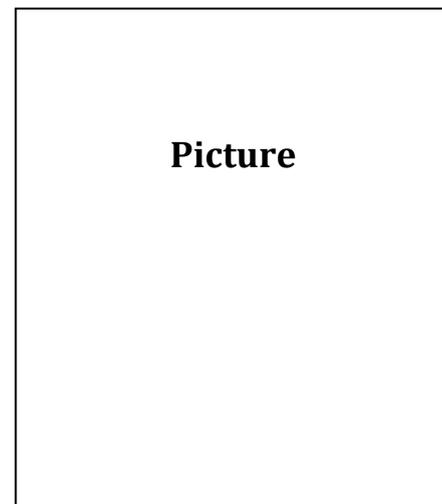**Name:** Sherly Kalatting
School Affiliation: PENABUR Secondary Kelapa Gading
Project Title: Creating Community of Learners
Project Description (Goals and Objectives)
Objectives :

Picture

I believe that school is about empowering, not only the students but also the teachers. They both should grow together to reach their maximum potential. That is why implementing Community of Learning among teachers is important to enhance teacher's professional competencies as well as create the atmosphere of learning within the workplace.

In this community, teachers are expected to learn together to develop their teaching methods and strategies, to try new technology, create project together, share teaching materials, discuss and find solution to enhance students' competency.

In a community of learners, the school leaders are challenged to build collaborative workplace environment and build the culture of togetherness among teachers.

First and foremost, teachers should identify the targets/objectives they want to achieve in one semester. Each School Subject Coordinator should guide his/her respective teachers to determine what they want to improve/achieve in teaching-learning activities. The School Subject Coordinators manage the time allocation for teachers to learn together in their MGMP - Subject School discussion- days. The government arranges the day for teachers to have meeting days to discuss about school subjects, it's importance to students' future growth and the implication of this knowledge/skills in their daily lives.

School/Institutional Context

Location: PENABUR Secondary Kelapa Gading
Levels: Lower and Upper Secondary (Grades 7 - 12)
Student Population: 521
Staff Population: 92
Year School founded: 9 years
Type: International Private School

Transformational Action Plan (Situation-Option/s-Solutions)

PENABUR Secondary Kelapa Gading (PSKG) is an International School which implements both University of Cambridge Curriculum and National Curriculum. PSKG is one of the BPK PENABUR foundation schools based on Christian Values. It is located not only in Jakarta but also in other areas in West Java and South Sumatra. In Jakarta, PENABUR has 80   school

campuses city-wide from Kindergarten to High School levels. PENABUR is well-known as a prestigious private school which focuses more on academic curriculum.

PSKG is located in Kelapa Gading area in North Jakarta which has huge site building used together with primary section. PENABUR has Physics, Biology, Chemistry laboratories as well as Music Room, Vocal Room, 2 basketball courts and swimming pool.

Teachers mostly graduated from prestigious universities in Indonesia and abroad, have good excellent competencies in their chosen field of studies. They are confident, individualistic, highly committed, dedicated and smart. We have several expatriate teachers from Philippines, India, America, United Kingdom and Republic of China. Our local teachers also have many different ethnics backgrounds such as from West Java, East Java, North Sumatra, Sulawesi, Kalimantan and Maluku. They are high dedicated teachers, well-motivated to impart their knowledge to the students. However, we have weaknesses in communication skills and inconsistency of being cooperative between colleagues. Having different character and personalities oftentimes become the obstacles to get along well with each other. There are some unique personality of teachers that needs special thought, so they have unique way of working.
We have the tendency to compete rather than to collaborate. Every year at the end of academic year, each teacher will undergo performance appraisal based on what they have done in the various aspects of their work.

Firstly, teachers are evaluated based on their soft skills which is taken from the data from the teacher peer survey and the school head observation. Secondly, teachers are evaluated based on the administration completeness such as teaching plan, course work, teachers agenda, class test compilation, student evaluation progress score and many others. Teachers are also evaluated on other responsibilities besides teaching like become home room tasks, person-in-charge in student activities and school subject coordinator. The more responsibilities teachers get the more administration tasks needed. Thirdly, teachers are scored based on their performance in class evaluated by principal, vice principal or the school subject coordinator. The supervision process in a form of formative assessment happened in a minimum of 1 time only in one academic year, with the exception for the new teacher or the teacher who is under supervision. Not only the teacher's performance in class, teachers are graded by the results of students exam. Fourthly, teachers are graded and scored based on school attendance, on how many times they had been absent, late or asked for permit to leave school. Fifthly, teachers are evaluated based on how good they accomplished their additional responsibilities. Additional responsibilities such a teacher being a person-in-charge in school programme, involvement in school committee, being tasked to write/compose question paper for national exam, teacher trainer engagement, teacher supervisor, and other related tasks.

A new teacher more likely than not struggles in the profession. This is part and parcel of surviving the teaching profession on the later years. This might be in making the lesson plans with less support from their senior teachers. Some senior teachers are less committed to mentor new teachers for them to cope with new challenges in their new school environment. At times, even teachers who teach in the same subject and level communicate less with each other. Some teachers tend to work alone rather than to collaborate because it needs a long conversation and effort to do so.

Since oftentimes we have excellent results in Cambridge IGCSE, A Level and National Exam, teachers have the preference to use the same method repeatedly which is drilling the students to answer correctly in exams. Teachers need to improve their teaching methods, yet prefers their usual style which they find comfortable to the point of being reluctant to try new teaching strategies. "If I am producing good exam results why should I try other methods that can risk the student's exam results", the common reason of some teachers. "I made it through tears and blood and now you are asking me to share my skills and knowledge? How about the copyright issue?"

These situations definitely are not helping in any way the school, teachers, more importantly the students. Ideally in school environment, teachers learn and grow together which oftentimes results in a school positive vibe that are felt by the students. The issue is how to create collaborative culture among teachers that can improve their creativity, cooperation between teachers and trust environment. Community of Learners is a practical solution to bridge communication among subject teachers in order to build trust, thus will lead to sharing of teaching materials, lesson plans, teaching methods and strategies. In Community of Learners, teachers are expected to discuss and collaborate. First, they make the objective and the aim that they want to produce in one semester. Subjects School Coordinator leads the meeting, arrange the task distribution and makes report what they want to achieve in one semester. This is not an easy start, but it is worth trying, more so that this is the right thing to do.

Gantt Chart (Actual Implementation of TAP) [approximately 100-150 words]

Transformational Action Plan Gantt Chart

Transformational Action Plan (TAP):	Community of Learners																						
Vision:	Create the Community of Learning among teachers																						
Key Performance Indicators (KPIs)	There are min 2 groups of teacher join community of learners																						

Goals/Objectives	March				April				May				June				July				Aug		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
Finalisation of TAP	√																						
Literature review (What theories guide your project?)		√																					
Obtaining approvals from relevant stakeholders (Teachers, Principal, Board Member)		√	√																				
Implementation of intervention (How will TAP address the situation?)				√	√	√	√	√	√	√	√												
Measuring the impact of TAP using KPIs						√			√				√										
Plan improvement for next academic year															√	√	√						
Implementation of the revised plan																		√	√	√	√		
Preparing Final Report									√	√	√	√	√								√	√	√
Finalising Critical Reflective Portfolios											√	√	√	√				√	√	√			

Evidence of Transformation (As output and outcomes of TAPs)

https://padlet.com/sherly_kalatting/wk47iufk0a2c

First, last March, I reflected on what I learned during the 3 days session on the first face to face meeting of CESL programme. I realized that I should transform myself first before I implement TAP (Transformation Action Plan) in PSKG. I should change my mindset first to embrace the process of growth. I saw this opportunity to learn new things not to prove that I am good, but to experience the learning process in the leadership area. To be able to impart this new knowledge to my colleagues. I firmly believe that the school is about empowering people, not only for students but also the teachers. We should grow together to reach our maximum potential. The reason of implementing the Community of Learners among teachers is to enhance of each teacher's professional competencies and to create atmosphere of learning in the workplace.

I read "The Three Stories of Education Reform" by Michael Fullan and perfectly understood why formative assessment is a great idea. Below is the extract that personally an enlightenment:

> "What does make a difference is reculturing: the process of developing professional learning communities in the school. Reculturing involves going from a situation of limited attention to assessment and pedagogy to a situation in which teachers and others routinely focus on these matters and make associated improvements. Structures can block or facilitate this process, but the development of a professional community must become the key driver of improvement. When this happens, deeper changes in both culture and structure can be accomplished."

I started the project on March 2018 with prepared platform for teachers to express themselves when they tried something new in the link https://padlet.com/sherly_kalatting/wk47iufk0a2c. , asking approval from Head of International School Division, Mrs. Shirley Puspitawati and our PSKG principal, Mrs. Anthea Calista. Miss Shirly Puspitawati, agreed and fully supported the idea to enhance teacher's professional development through Community of Learners. On that Friday, March 9, I presented it to all teachers in our Morning Briefing which every day, I was assigned to brief all teachers about school activities and related concerns. On Tuesday, March 13, I announced it to all teachers and provided them with a Community of Learners form. They uploaded their progress through padlet that I created. Below is the QR code for the said Community of Learning:

During March to June 2018, there were some teachers who responded by collaborating between the teachers assigned in their respective department. Physics teachers tried new teaching method in delivering refraction topic. Biology teachers collaborated in making simulation on 'How Lungs Work". Within the subject teachers plan to get Google educator certificate, they created a community of learners to study about Google application and how to implement it in school. We also had IPAD training to prepare us using IPAD in the new academic year 2018-2019 academic year. All teachers were expected to achieve B2 in FCE (First Certificate of English). If teachers got below B2, they were organized to join the English course to enhance their English proficiency.

Unfortunately, the number of teachers who participated were not that many, only 15 teachers joined to collaborate between themselves in Physics, Biology and the Google Educator Certificate. So, on July, I made a survey to gather the teachers' opinions about professional development through Community of Learners with the following link https://goo.gl/2xQfeR.

The finding as follows:

What is your opinion regarding teacher professional development? Do you think that PD is needed? Number of responses: 32 responses.

96,9 % of the teachers answered Yes, that they need to undergo professional development
3,1 % for Physics department, we have done this PD
Yes, Including the manner in the working area.

What is your opinion regarding teacher profesional development? Do you think that PD is needed?

27 responses
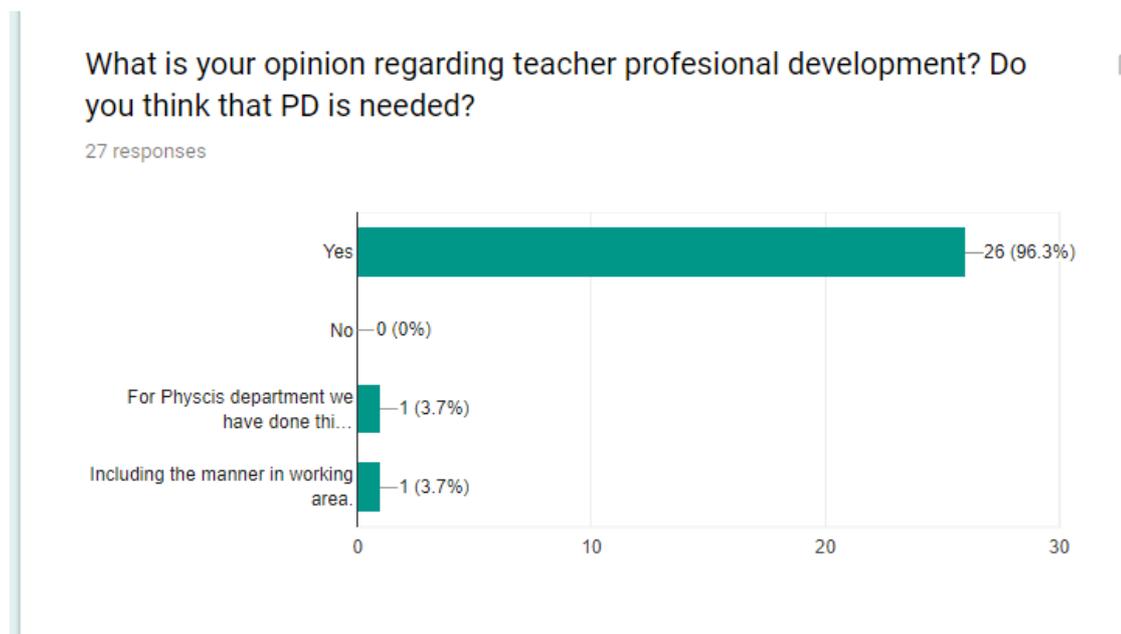
What are your difficulties in order to develop yourself?

Answer	Percentage
No community that can accommodate that	34,4%
Too many teaching periods	34,4%
Doesn't have time	25 %
Easily get bored	21,9%
Don't know how to start	18,8%

Answer	Percentage
No appropriate medium to facilitate the goal	3,1 %
Devices: laptop	3,1 %
Limited time and energy	3,1 %
Get annoyed when somebody become our enemies behind our back. ESP when someone has a secret in working area.	3,1 %
Limited opportunities provided by the school	3,1 %
Less opportunity given/offered by the school	3,1 %
Too many teaching periods, Related with the company rules	3,1 %
I do professional development myself. I have no difficulties	3,1 %

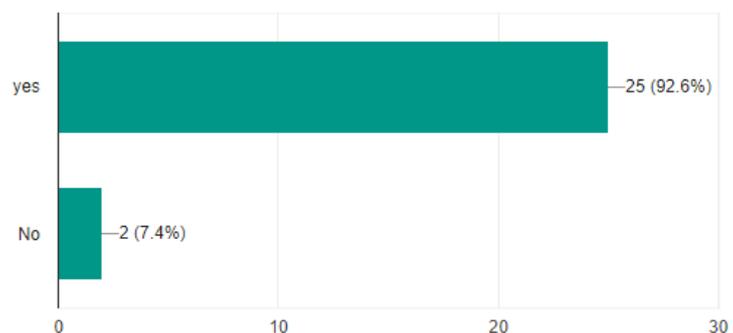### What is your difficulties in order to develop yourself?

27 responses
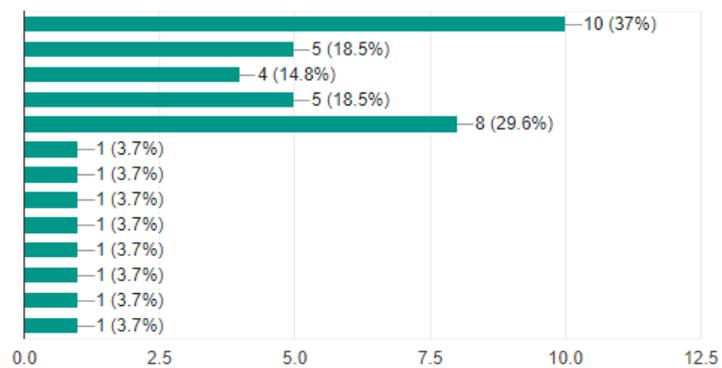
In the past year, is there any professional development program that you join/attend?
90,6 % Yes
9,4 % No

In the past year, is there any professional development program that you join/attend?

27 responses

What program did you join? Is that one of these?

| Answer	Percentage
Ipad training	37,9%
English course	44,8 %
Collaborative study with colleagues	41,4 %
Enhanced-technology laboratory activities in a university	3,4 %
AS General Paper	3,4 %
Professional development from Cambridge	3,4 %
CIE training	3,4 %
Reading a Bible With New Eyes	3,4 %
Official training from curriculum organization I used to teach.	3,4 %
Seminars	3,4 %
2 Trainings/conference conducted by other group	3,4 %
Coaching	3,4 %
Self-study.	3,4 %

is that one of these?

25 responses
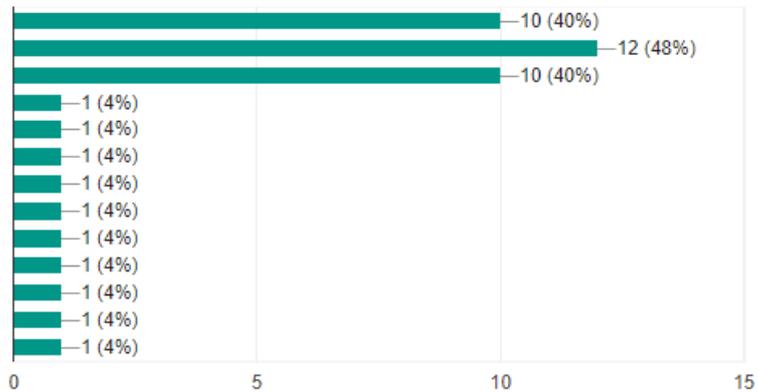
How you do your professional development?

| Answer	Percentage
In group	45,2 %
Study in class	53.3 %
Collaborate with other teachers	63,3 %
Join online course	20 %
Cambridge hosted	3,8 %
Self-study	3,8 %
Online Research	3,8 %
Outside trainings and conferences	3,8 %
Find my own materials to study	3,8 %

How you do your professional development?

26 responses

Method	Count (%)
in group	12 (46.2%)
study in class	15 (57.7%)
collaborate with other teachers	16 (61.5%)
Join online course	5 (19.2%)
Cambridge hosted	1 (3.8%)
Self study	1 (3.8%)
Online Research	1 (3.8%)
Outside trainings and conferences	1 (3.8%)
find my own materials to study	1 (3.8%)
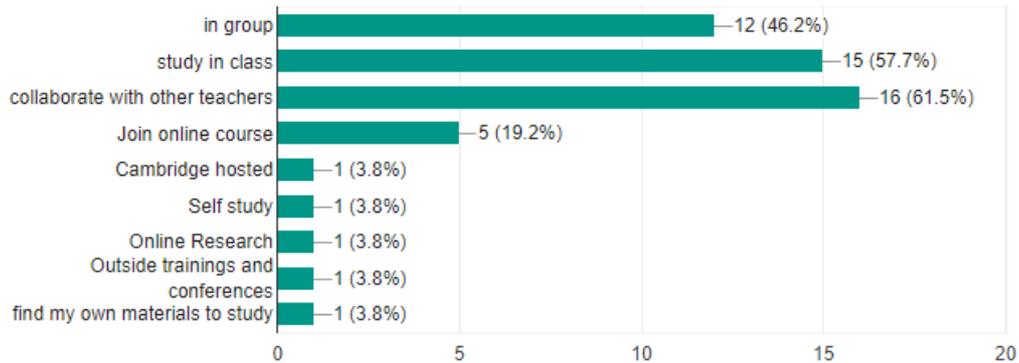
if school provide PD platform that accomodates teachers to develop themself. do you want to join?

27 responses

- Yes — 74.1%
- No
- Maybe — 18.5%
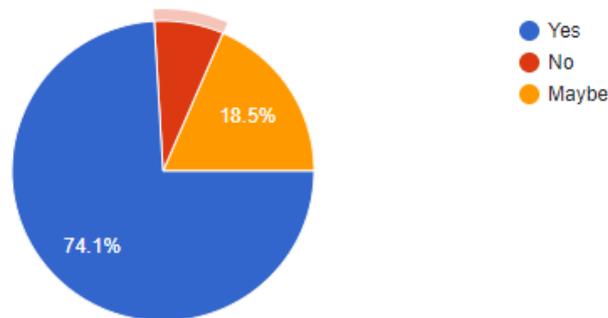
State your reason

To improve my knowledge and skills.

With good program and will get certificate, will join for sure

Depends on the area/field

Because as a teacher we need to improve ourselves in order to equip us as a professional educator

Experience make you better

I think every teachers should grow not only students
because PD helps teachers to gain more skills and knowledge and create knowledge sharing culture in school which is very important also for the development of the school itself

Improved teaching approach for students

The school does not provide a professional trainer.

I want to develop myself

Yes I am willing to join to uplift my knowledge as a teacher for the benefit of my students.

If something being taught is interesting and new, I would like to join

depend if the PD can help our personal skill in teaching or not

To improve myself.

Good for my teaching performance

Teachers shouldn't stop learning

Self-development is needed

Share knowledge can make us learn also, how to be communicative.

It will provide better insight as teachers and eventually improve our teaching effectiveness

It is important to help me be a professional teacher in the future

Because its good

It is important for teacher to be a life long learner.
If the training is beneficial and done professionally. After all this time, none of these personal requirement have I seen from all the training provided locally at PSKG (not Cambridge). Would love to see training that is specially tailored to the subject and its teacher. Honestly, the previous ipad training does not bring much impact to those who are used to using ipad, including me. I found it such a waste to spend so much on such basic ipad knowledge. Plus, some materials offered aren't useful enough for some subjects, these apps could also be self-taught.

I am a believer that being a teacher I should continue to upgrade my knowledge and skills

I am not teaching at PSKG for next academic year

Because it's very useful for ourselves
a teacher is not a role model for learning unless they are willing to do it themselves. it also develops a passion for the topic when its chosen by the teacher, which then translates to their classes.

improve self-development
Depending on the timing and facilitator
I think every teacher needs a wide variety of specialized training, formal education, or advanced professional learning intended to help teachers improve their professional knowledge, competence, skill, and effectiveness.
To upgrade myself.
To develop myself

Do you mind to share knowledge with other teacher so all can study and grow?

27 responses
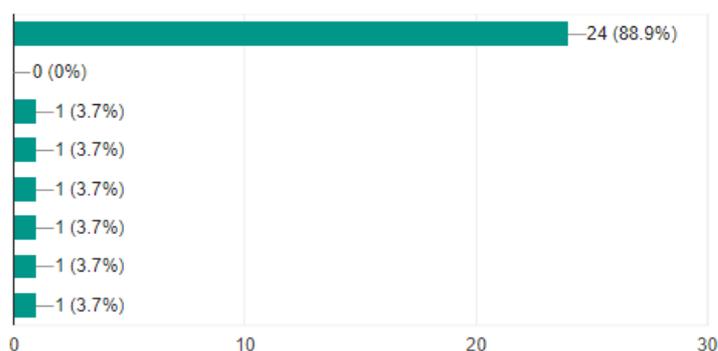
What do you know about collaborative learning?

| Part of active approach in teaching and learning activities |
| --- |
| Joint subjects |
| Is a learning method where the role of the teacher is as a facilitator instead of as the source of the knowledge. Students will be asked to dig their own knowledge by finding it from the provided materials. Later on, teacher will discuss it together with the students |
| In collaboration we help each other take us better |

it is a process where group of teachers can help, share knowledge, and collaborate together to learn about many things in order to develop themselves in their skills, knowledge, and everything that can help them to be better
interrelationship of your subject of expertise with other subject areas
Collaborative learning is a teaching and learning strategy that involves groups of students working together to solve a problem, complete a task or project assigned by the teacher.
We have discussed this in Physics department meeting
It's about learning together shared between teachers about current updated skill in teaching
Work together with other subject teachers to do a project.
Learnings and workings in wholistic
Not only I myself teach and share knowledge but also the other teachers share and learning together.
Learning together as a group
collaborative learning is a situation where there are two or more people learn or attempt to learn something together.
None
Learn and share our knowledge about education with colleagues.
Sharing ideas and teaching methods to fellow teachers.
One type of learning that you coordinate/collaborate with others. An active learning, sharing of inputs/knowledge/skills with colleagues
You can learn together with your colleague
Learning together, using so many methods
I know a lot about it
You collaborate
Collaborative learning is an educational approach to teaching and learning that involves groups of teachers (or students) working together to solve a problem, complete a task, or create a product.
Its like a learning in class but divided in group

Do you mind to share knowledge with other teacher so all can study and grow?

Answer	Percentage
I don' t mind	88,9%
It depends on whether the person is willing to be taught or not.	3,1 %
I don' t mind, If i can, why not..	3,1 %
I don' t mind, As long as they want it	3,1 %
I don' t mind, Also share how to become a role model teacher.	3,1 %
Yes share it cause everyone have different mind set or point of view to discuss about something	3,1 %
It depends in the availability of time	3,1 %

Do you mind to share knowledge with other teacher so all can study and grow?
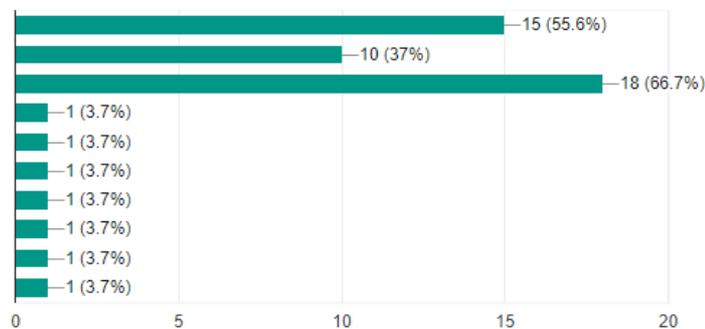
27 responses

24 (88.9%)
0 (0%)
1 (3.7%)
1 (3.7%)
1 (3.7%)
1 (3.7%)
1 (3.7%)
1 (3.7%)
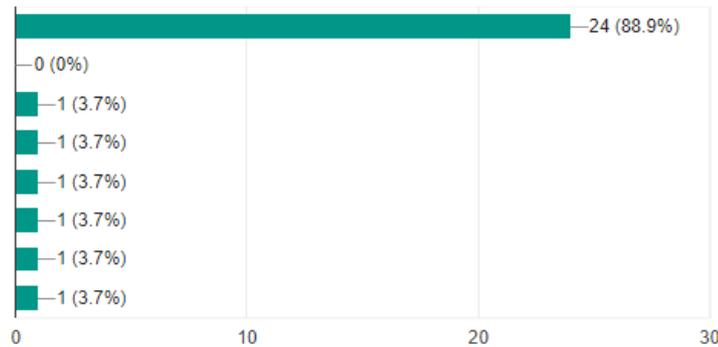
What kind of PD do you want to do in the next academic year?

Answer	Percentage
Technology uses	59,4 %
Language improvement	37 %
Subject knowledge	65,6 %
Implementing online game based learning in mathematics	3,7 %
Teaching and learning method, creative teaching method	3,7 %
How to make physics more interesting for students	3,7 %
Cambridge teaching method tailored for gp	3,7 %
New teaching techniques, skills and knowledge. More of upgrading one's knowledge/skills	3,7 %
Teaching time management, How to deal with students and parents	3,7 %
I find it odd that teaching practice is not an option here.	3,7 %

what kind of PD do you want to do in the next academic year?

27 responses

15 (55.6%)
10 (37%)
18 (66.7%)
1 (3.7%)
1 (3.7%)
1 (3.7%)
1 (3.7%)
1 (3.7%)
1 (3.7%)
1 (3.7%)

Do you have any suggestion how to implement PD ?

| |
|---|
| Do a survey first to ensure goal uniformity and find the best approach and credible trainer |
| By MGMP group |
| Using technology |
| find out about all teachers' perception about PD. give a training or briefing about what is PD and its benefits. make all teachers' perception into ONE same perception. with the same perception, every teacher are encourage to join the PD, trust is built, the it is easier to create sharing knowledge culture among the teachers. find the best time to having a PD, consider teacher who has children or a very far house. |
| No |
| give the teaching period 18-22 periods so the teachers will have time to develop their self and also can learn from other source (internet, book, etc) |
| Let all the teachers attend training and workshops about professional development. |
| Put 2 periods for each teacher to be in other teachers' class |
| online collaborative learning |
| Scheduled group study (if possible) |
| Use integrated time to allocate all that have same purposes to grow in PD. Not only in subject area but also in manner area. So we can be one voice when in the School. |
| Higher officials of the school should conduct needs assessment among teachers. |
| All members of the group must work together to foster a positive outcome. |
| Teachers can have an accountability partner or peer/collaborative partner to assess how much they can grow. Teachers also required to write a reflective statement or share it during subject meeting with subject coordinator and other teachers in the same subject. |
| Do it in small groups. Invite people who are keen to join by making it interesting. Doing it by force would not make any difference :) |
| Offer it to everyone |
| Workshop |
| With practice and implement at teaching learning activities |
| If it is something like Google for education, then there needs to be more concerted effort by those higher up to be seen to be using it.

Create a separate dedicated time. For different groups to meet.

Must be well managed as it's not ok for one to do the work of the others. The standard must be the same for all. |
| We should allocate certain day(s) in a week, during one or two semesters to implement PD. Theory and practice should be done. |

Do you have any consideration to do PD?

Answer	Percentage
Maybe	5,6 %
Yes	11,1 %
Please spread the workload equally	5,6 %
Yes, consider the time to do it. choose the time wisely, so many teachers are willing to join happily, not by force	5,6 %
No	11,1 %
No, as long the teaching period would make sense (not too much)	5,6 %
I really need professional development training that focus on technology uses, subject and practical activity knowledge and different approaches in teaching and learning	5,6 %

Answer	Percentage
Time consuming	5,6 %
Google apps for education	5,6 %
Yes, because recently I see many teachers don't know how to teach and how become a role model. Also when one teacher talks bad things to the students. Teachers must have ethics manner in working area and know how to behave in front of the kids and the colleagues. I think PD is very important, especially for those who are new in our School.	5,6 %
I think all teachers should get the same opportunity to have personal and professional development in or outside the school. And the school should support the teachers to take PD according to their professional needs in teaching.	5,6 %
Still looking for it.	5,6 %
Yes, because it's still new, and we must always do the evaluation for what we do	5,6 %
I will do my own, or with a group who wish to develop together.	5,6 %

Do you have any consideration to do PD?

18 responses
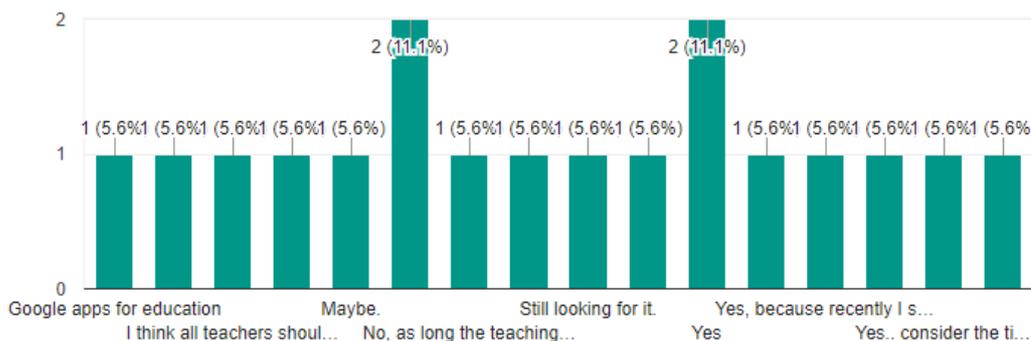
After the survey, I can conclude that professional development through Community of Learners is still needed and will be implemented in 2018-2019 academic year with some improvements.

Critical Reflections (Lessons learned, future plans)   [approximately 1000-1500 words]
https://www.dropbox.com/s/m4vkazj2wmhahk6/THF%20Policy%20Brief%20No.%206.pdf?dl=0

CESL programme is a life changing experience that can enlighten my perspective about Indonesia's education future. First, I learned many things about growth mindset and turn my mindset from fix mindset to growth mindset. I have learnt that success is about learning not proving that you are smart. As a leader, you should take your role to address the collaborative atmosphere among teachers. We can't just ask the teacher to do something, but we need to facilitate and nurture it. During March to June TAP, I learnt that as a leader, I cannot just simply keep on asking response from the teachers. I should give clear direction of what to do and how they did their professional development in community. I should give guidance about what, when, where, and how, not only share the idea. So, from July to December 2018, I guided the teachers on how Community of Learners can run better. First, I designed who will be the leader in each subject community and

arranged the time they conducted the professional development. I asked all School Subjects Coordinators to become person-in-charge/leader in their subject community of Learners. They conduct professional development in their respective MGMP (Teachers School Subject Forum Discussion) day. In Community of Learners, teachers are expected to learn new things about the uses of technology in their teaching period. School subjects coordinator arranges the task distribution among teachers in making a project together using IPAD and made the professional development plan in one semester.

Civics subject did it well in using IPAD in class. Civics subject coordinator, Mrs. Nelly shared on how to make e-book in IPAD. Together with other civics teachers they made it. Physics teachers learnt on how to use Nearpod Apps in teaching activities. Some home room teachers started using Google Calendar in managing student homework, quizzes and project and inform the parents as well. It seems a good start for new academic year.

The TAP is still an ongoing in PSKG. I realised that changing school culture is not easy and need persistence effort from both teachers and school leaders. Clarity of the programme is important issue in order to implement new ideas. Leadership trait is also vital in guiding teachers to the right direction. Leaders should have clear vision and explain it into practical steps to follow. The most important trait of a leader is to have a heart to grow and willingness to serve others, not feeling threaten by the skilled and competent teachers. Teachers should be given an avenue to enhance their potential to the maximum.

I believe that the community of learners is the logical and practical answer to the education problem in Indonesia. Government have given a lot of financial allocation to certified teachers all around Indonesia in order to increase the professional and pedagogic teachers competency. However, the result is still far from satisfactory. Through Community of Learners, teachers can grow together and learn together. As a result, will usher a great impact to the students' performance. If the teacher's competency will improve, surely will affect the teaching-learning process, thus, eventually students will enjoy leaning. This without a doubt would bring excellent result on the student's academic, emotional, spiritual and social well-being. By this, we will build the best generation and the generation to come of Indonesia that we can all be proud of.

Teachers need other teachers to help them grow as well as leaders who motivate them to flourish. Teachers can't undergo professional development alone. They need a system that support them to share and collaborate with each other. Teacher's performance appraisal should encourage each teacher to collaborate, not only to score by individual achievement but by group accomplishment. Senior teachers are evaluated by how they can mentor new teachers to cope with new challenges in class and in school in general.

School leaders should have key leadership traits such as the drive to excel and mentor, leadership motivation, honesty, integrity, self-confidence, cognitive ability and knowledge of the business. They should formulate an organizational vision and an effective plan for pursuing it and take the necessary steps to implement the vision in reality.

Through CESL programme, I am able to view a clear picture about what should we do as leaders to make our school become an excellent place for students to acquire knowledge, thus, eventually blossom to become the best version of themselves as they age and mature.

Initially, we should have vision in what direction we guide our organisation to. The vision should be based on what value we want to address in the student's learning journey, what is the most important aspect we want to priorities for them to imbibe and acquire.

Second, we should describe the vision into tactical steps to follow. Clear explanation is pertinent as well as in choosing the right person in the right position. Learn to communicate our expectations and target outcomes clearly to all the concern parties. Build relationship and trust as a leader.

Third, we should supervise and nurture the progress. Be flexible and considerate. Evaluation is important to reach the goal which is priceless. Enjoy the process, embrace fully the growing pains, yet, celebrate the results. Being a leader is a journey of faith, it's a leap of faith as well as a calculated risk. A dream to succeed in all the educational endeavours, collaboratively shared with colleagues is worth all the concerted effort. So, dream high and persevere in learning collaboratively, well-motivated with the end result in mind – Indonesia's future excellent generations.

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