

# Hornby Educational Trust

## Empowering English Teachers in Indonesia to Engage in Curriculum Reform through a Hybrid Cascade Teacher Training Programme

Indonesia

2022-2023 Alumni Project Report

Ika Lestari Damayanti and Pipit Prihartanti Suharto



# Hornby Alumni Projects

## Project Overview

<b>Title</b>	Empowering English teachers in Indonesia to engage in curriculum reform through a hybrid-cascade teacher training program
<b>Country</b>	Indonesia
<b>Dates of project</b>	2022-2023

### 1. Background and rationale

What are the main issues in your English teaching and learning context? How did these issues influence your choice of project? Were there also other important contextual factors to consider?

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The Indonesian government has established a new curriculum, *Kurikulum Merdeka* or The Emancipated Curriculum, as a guideline for teachers in the teaching and learning activities, including for the English lesson. It was accompanied by the release of *English for Nusantara* as the main English textbook for lower secondary school levels. Using a genre-based approach, the materials in the textbook are presented step-by-step to scaffold students in learning English through Listening, Speaking, Reading, Viewing, Writing, and Representing in a variety of activities.

As many studies indicate, curriculum reform often entails teachers' confusion in interpreting the expected learning outcomes and the enactment of pedagogy that best supports their students to achieve the outcomes. It is necessary to equip teachers with the know-how skills to develop classroom teaching and learning activities based on the textbook through a professional development programme. Even though the production and publication of *English for Nusantara* are government funded, the author team of the textbook, who are also the team of this project, had the initiative to disseminate the new curriculum and the textbook to the teachers across the nation.

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## 2. Project objectives

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To achieve the aim, master trainers will be facilitated in a training of trainers programme to:

- a. critically evaluate the congruence between the learning outcomes mandated in the new curriculum and the learning materials in the textbook;
- b. select, modify, and sequence learning units from the textbook to design a contextually and culturally sensitive lesson plan; and
- c. deliver experiential and reflective workshops to EFL teachers in their area.

The outcomes of the project will benefit Indonesian EFL teachers, especially those living in remote areas who can hardly get any access to teacher training. They will be able to use and adapt the EFL textbook with training, support, and supervision directly provided by government-funded EFL textbook writers. As the teachers will be fully involved in the cascade training, they will gain ownership of their learning and hopefully will make a significant difference in their context in regard to designing and delivering teaching materials.

## Evaluation

### 1. Project objectives

To what extent do you feel your objectives were met? If they were not met, or only partially met, can you explain why?

All the objectives were partially accomplished.

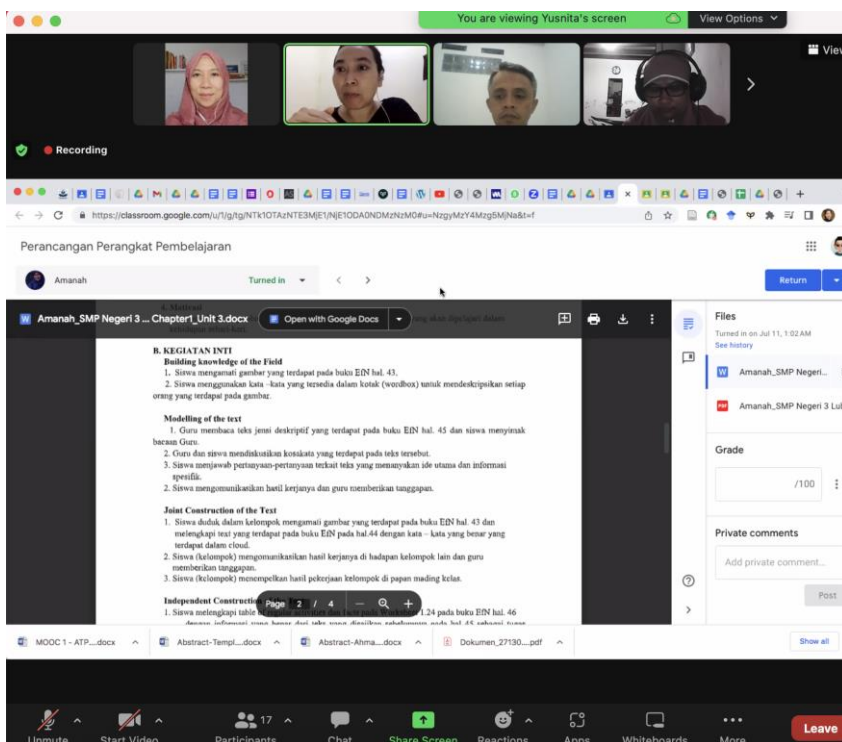
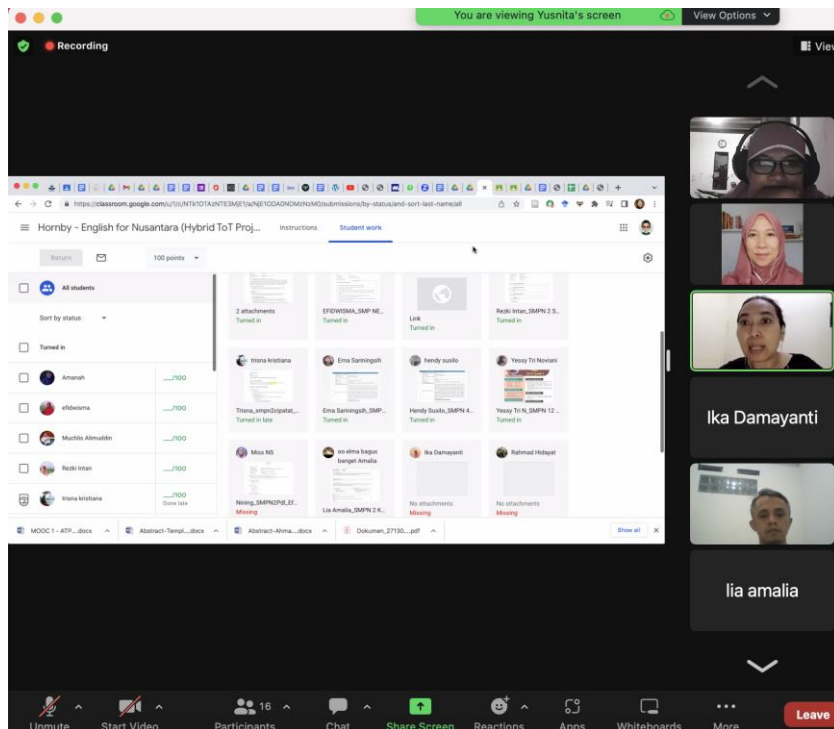
The master trainers completed the tasks in evaluating the congruence between the learning outcomes mandated in the new curriculum and the learning materials in the textbook. This objective was conducted well during the hybrid program and MOOCs (<https://classroom.google.com/c/NTk1OTAzNTE3MjE1?cjc=bhgqqg5>), even though the project team faced the challenge of scheduling conflicts with the university academic year.

Challenges identified in completing the tasks include selecting, modifying, and sequencing the learning units from the textbook to design a contextually and culturally sensitive lesson plan. During the training of trainers, the lead trainers from the project team helped the master trainers understand the Genre-Based Approach (GBA), including evaluating the materials for the next project.

After the master trainers prepared the materials and designed the lesson plan, they executed them in their classrooms. They did a teaching demo and recorded it. At this stage, the project team did not supervise the recordings. However, they were asked to write reflections sometime after the teaching (<https://bit.ly/Reflection-26082023>). According to the master trainers' reflections, they got effective feedback from the project team. The feedback includes the learning objectives and sequence of activities.

Unfortunately, due to limitations in time and budget, the master trainers missed out on opportunities to coach participant teachers in lesson planning and supervise their teaching practice during the cascade training.

Here are some evidence of feedback on teachers' lesson plans.





You are viewing Yusnita's screen

Tujuan Pembelajaran	Siswa dapat mendemonstrasikan interaksi bertukar minat pendapat, dan pandangan dalam konteks familiar secara formal dan informal. (C3)	
Urutan Kegiatan	Kegiatan Pembelajaran	Materi/Media
Pendahuluan	<ul style="list-style-type: none"> <li>Salam</li> <li>Berdo'a</li> <li>Memeriksa kehadiran siswa</li> <li>Warming up / Brainstorming (Pertanyaan pemantik/apresiasi)</li> </ul>	
Inti (Genre based cycle)	Depending on the learning stage: <ul style="list-style-type: none"> <li>Inti pembelajaran bisa terdiri dari satu atau dua tahap siklus genre based.</li> <li>Struktur kegiatan dalam EFN dapat dimasukkan/disesuaikan dengan tahapan siklus genre based.</li> <li>This also depends on time allotment</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>Refleksi siswa terhadap kegiatan pembelajaran</li> <li>Apresiasi kepada siswa</li> <li>Berdo'a</li> </ul>	

Asesmen dan rubrik penilaian – dapat disesuaikan dengan kegiatan belajar:

Zoom Meeting controls: Unmute, Start Video, Participants (18), Chat, Share Screen, Reactions, Apps, Whiteboards, More, Leave.

Meeting Chat

Sudah Bu

Ika Damayanti to Everyone 19.57  
Mangga kalau ada pertanyaan atau komentar atau ada kepenasaran terkait tahapan kegiatan

lia amalia to Everyone 19.58  
saya mengajar kelas 8, sementara modul yang saya buat sekarang kelas 7. apakah nanti kalau kegiatan di kelas saya mengajar di kelas 7? atau saya harus membuat modul ajar baru yang kelas 8?

Ika Damayanti to Everyone 20.01  
Dan pada saat persiapan itu, anak2 boleh pakai bahasa Indonesia

Aji Jehan Fellani to Everyone 20.01  
Jadi dalam satu pertemuan di kelas, kita bisa hanya di satu tahapan saja (misalnya hanya di tahapan modelling of the text saja) ya bu?

Ika Damayanti to Everyone 20.04  
Iya betul Pak Aji, bahkan satu tahapan itu bisa di dua pertemuan.

Who can see your messages? Recording On

To: Everyone

Type message here...

Zoom Meeting controls: Unmute, Start Video, Participants (19), Chat, Share Screen, Reactions, Apps, Whiteboards, More, Leave.

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Who can see your messages? Recording On

To: Everyone

Type message here...

## 2. Project impact

What was the impact of your project on:

- a) you
- b) your Association(s) / Institution(s)?
- c) the people involved in your project?
- d) the wider community?

What evidence do you have to demonstrate this?

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The most significant impact of this project on us has been the opportunity for professional learning alongside the teachers. The professional learning activities foster a collaborative learning environment. This collaborative approach not only enhances professional development but also creates a supportive network towards common goals in improving English language education.

Moreover, the impact of this project on our teacher association, PELTIN (*Primary English Language Teachers of Indonesia* <https://www.instagram.com/peltin.id/>), which was established at the project's outset, is the strengthened relationship among educators. Inviting master trainers to be the speakers in this project empowers the teachers to develop their expertise and confidence in teaching English language skills. By providing them with the necessary knowledge, skills, and resources, we contribute to their professional growth and capacity building. This, in turn, has a positive impact on student learning outcomes as teachers become more adept at creating engaging and meaningful learning experiences. Through this interaction and collaborative discussions, PELTIN provides better support for teachers in navigating curriculum reforms and implementing effective teaching strategies.

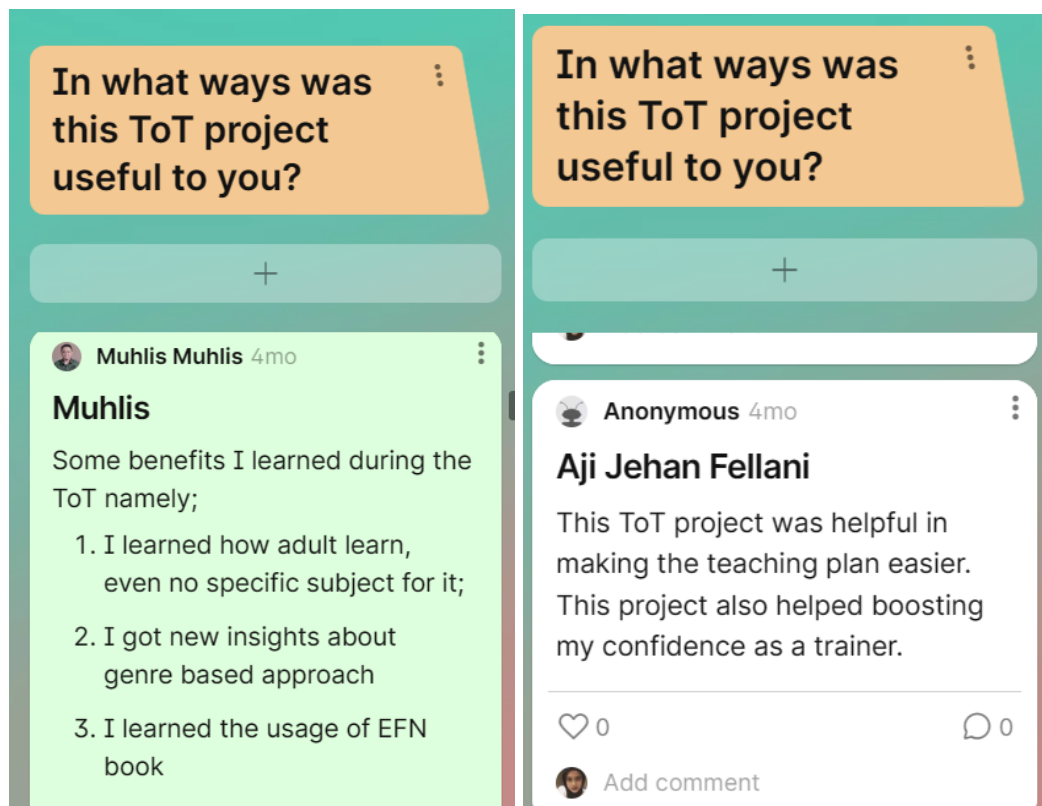
In addition, this project also impacted the people involved. It can be seen from the enthusiasm of teachers who attend voluntarily on weekends, without being promised certificates, etc. The heads of the *Musyawah Guru Mata Pelajaran or MGMP* (Local English Teacher Forum) also wanted to continue working together to carry out other training. Likewise, the follow-up training e.g. in Makassar with Pak Aji, a PELTIN representative who is also one of the master trainers, carried out training on a larger scale after the Training of Trainers project ended. Two written testimonials sent directly to us from this project conducted in Medan (<https://bit.ly/Hornby-Medan>) and Makassar (<https://bit.ly/Hornby-Makassar>) mentioned that *The English for Nusantara Hybrid-Cascade ToT Project* provides an opportunity for master trainers to interact and learn directly from experts which is difficult to obtain in their regional context. Master Trainers said that they are very grateful to have mentors from this Project Team which further boosts their confidence in delivering what they got from them. What was particularly gratifying and filled us with pride was that several master trainers were selected to serve as lesson plan writers in a government-funded project overseen by The Center of Curriculum and Instruction under the Ministry of Education, Research, Culture, and Technology (MoERCT) of Indonesia. Their crafted lesson plans were archived on *Platform Merdeka Mengajar*, an official platform accessible to national teachers for their teaching needs.

Last but not least, this project's long-term impact on the wider community extends beyond the immediate professional learning experiences. As teachers integrate new strategies and approaches into their teaching practices, the long-term impact is seen in improved student

engagement, language proficiency, and overall learning outcomes. By investing in professional learning with teachers, this project contributes to sustainable improvements in English language education across the nation. Thus, PELTIN's posts on Instagram regarding the project gained followers who wanted to be involved in the project activities.

Overall, the impact of this project on us through professional learning with teachers is transformative, leading to improved teaching practices, enhanced curriculum understanding, empowered educators, a collaborative learning environment, and lasting positive effects on student learning outcomes. Reflections shared by the master trainers at the end of the project showed that they got insights into the GBA stipulated in the Emancipated curriculum and how the *English for Nusantara* textbook covered the GBA. The Project not only shared an understanding of the GBA in the *English for Nusantara* textbook but also invited them to make use of it in the classroom. One of the participants mentioned that this project was "the right project at the right time." In other words, as English teachers in Indonesia were still confused with English teaching in the Emancipated Curriculum, the project came to enlighten them.

Here are some reflections made by the Master Trainers in Padlet (<https://bit.ly/Reflection-17122023>).





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### 3. Sharing with a wider audience

Who did you share information about the project with? Why, when, and how did you do this?

What reactions did you get?

Do you have any further plans for sharing more widely?

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PELTIN has actively shared this project with its members. All of the posts made were reacted enthusiastically. As this project well responded, PELTIN disseminated the Master Trainers as speakers at PELTIN's programs developed by the Teacher Professional Development division. The program called *Monday Afternoon with PELTIN* (MAP) talk show provided the Master Trainers to share insights, best practices, and lessons learned from the project, focusing on effective lesson planning techniques as suggested by the Emancipated Curriculum using the English for Nusantara textbook. PELTIN promoted it by sharing this project that recording can be accessed on PELTIN's YouTube channel (<https://bit.ly/MAP-MasterTrainer-Amanah>) and website.

During the talkshow and live sessions, PELTIN facilitated interactive Q&A sessions where participants could ask questions, seek advice, and engage in discussions with Master Trainers. This encouragement of active participation in enhancing learning and knowledge-sharing further impacts on collaboration and networking that benefits the broader education community for ongoing learning. PELTIN then leverages the success of the project and the enthusiasm of its members to create a valuable and impactful professional development experience for educators across a wider audience.

#### 4. Overall reflections

As a result of planning, implementing, and disseminating the project, what did you learn about:

- a) organising / managing a project?
- b) the strengths / weaknesses and future needs of your TA(s) /Institution(s) and / or working context?

Would you do anything differently next time?

Would you like to suggest anything to another alumni planning to undertake a similar project?

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Critically analyzing and evaluating the *English for Nusantara Hybrid-Cascade ToT Project* within the context of organizing/managing the project and the strengths and weaknesses including future needs of PELTIN programs, this section will delve into key insights, challenges encountered, and lessons learned during the project.

During the project, some Master Trainers were challenged with the project timeline. No explicit timeline from the beginning to end forced them to make adjustments to their own schedule as they also needed to teach in their school and run another school program. It further impacted on the difficulty in determining the place and time for the dissemination. A lack of clarity in the schedule can result in improper allocation of resources, such as manpower, budget, and materials. This can lead to inefficiencies and increased project costs. Thus, planning the schedule ahead is very necessary.

Another challenge was the job description for the project team. Some tasks were not delegated specifically. Without a specific job description, it may not be clear who is responsible for which tasks. This can lead to confusion, overlap of duties, or tasks being left unaddressed. When responsibilities are not clearly defined, it becomes challenging to hold individuals or teams accountable for their work. This can result in a lack of ownership and accountability within the project.

However, while challenges related to unclear schedules and job descriptions might have negative consequences, addressing them effectively could lead to several upsides. The project team gained a better understanding of project expectations and priorities. This clarity helped them focus on essential tasks and deliverables, leading to increased productivity. Moreover, dealing with conflicting schedules turned out to be a good communication tool among the project team including the master trainers and teachers that facilitated discussions and enabled transparent communication about deadlines, milestones, and expectations, reducing misunderstandings and improving collaboration. Some master trainers mentioned that the transparency built trust and confidence, leading to a positive project outcome.

In the end, lessons learned that for further PELTIN's project, it should focus on a small scope training but intensive and well-planned with longer period of training and teaching practice. PELTIN suggests that it might be a good overview for the alumni planning to undertake a similar project to be more hands-on and practical in the context of planning, mentoring during teaching practice, and

more rewarding as giving awards for best Master Trainers or best practice of teaching, "graduation ceremony" for Master Trainers.

## 5. Next steps

How do you plan to continue and / or build on what has been achieved through this project? Why? How might you begin?

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PELTIN's action plans for continuing what has been achieved through this project are by conducting intensive workshops on lesson planning, intervention program on lesson planning, and classroom observation and coaching/mentoring.

The objective of the plans will be clearly defined, such as improving participants' understanding of effective lesson planning techniques, incorporating active learning strategies, and aligning lesson plans with learning outcomes. The target participants for the workshop may include new teachers or experienced educators seeking professional development. The dates and duration of the workshop will be well determined, ensuring that it allows for in-depth exploration of lesson planning concepts and ample hands-on activities. Moreover, a detailed agenda outlining workshop sessions will be created. It includes topics to be covered, activities, breaks, and timeframes, as well as job descriptions for the project team.

In the context of designing an intervention program on lesson planning, several key steps to ensure its effectiveness are involved. The specific group of educators or teachers who will benefit most from the intervention program will be determined and their experience level, areas of improvement needed in lesson planning, and any specific challenges they may face will also be considered. Thus, it includes conducting a needs assessment to identify the key areas where participants require improvement in lesson planning. Clear objectives for the intervention program, such as enhancing lesson structure, incorporating active learning strategies, or aligning lesson plans with curriculum standards will be defined. The modules or sessions will covering topics such as:

- Understanding learning objectives and outcomes
- Designing engaging and interactive lessons
- Incorporating differentiation and scaffolding techniques
- Utilizing technology in lesson planning
- Assessing student learning and adjusting lesson plans accordingly
- Reflective practices in lesson planning

Choosing appropriate delivery methods for the intervention program, such as workshops, seminars, webinars, online courses, or a combination of these will be considered. Furthermore, Pilot Sessions will also be implemented. Conducting pilot sessions of the intervention program may test its effectiveness and gather feedback from participants. Also, to provide ongoing support and guidance to participants, scheduling regular sessions or workshops as part of the intervention program must be well planned. The schedule will involve Progress monitoring and Feedback.

Last but not least, classroom observation and coaching/mentoring are powerful tools for professional development and improving teaching practices. In this regard, PELTIN will define clear goals and objectives for classroom observation and coaching/mentoring. PELTIN will identify specific areas of focus, such as classroom management, instructional delivery, student

engagement, or assessment practices. A schedule for classroom observation cycles, taking into account the availability of observers and teachers, will be established. Pre-observation meetings or briefing between observers and teachers to discuss goals, expectations, and areas of focus for the observation before the open lesson will also be conducted. Thus, it will impact well-planned teaching practices. Reflection and Action Plans for identifying strategies for improvement will be provided as well.

By following these action plans, PELTIN will design and deliver effective intensive workshops, intervention programs, and classroom observation and coaching/mentoring that empower educators to enhance their teaching practices and improve student learning outcomes by improving their lesson planning skills and implementing the skills.

## Permissions

This report is primarily for the Hornby Trustees and British Council internal review and records. However, we do want to promote your hard work and would like to share what you have done with other Hornby awardees and publicly via the Internet.

- ✓ Can you please tick here if you give your permission to share your report?
- ✓ Please tick here if you would like your project to be considered for presentation at the 2025 IATEFL conference (the Hornby Trust will select from reports submitted and will support one team member from each of these projects to attend the conference).

Please indicate who would give the presentation if selected:

Ika Lestari Damayanti

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**Name**

Ika Lestari Damayanti

**Date**

04 MAY 2024

# Appendices

## Appendix 1: Expenditure

Were there any **significant differences** from your planned budget? By significant we mean you spent far more than planned, or you were given a donation from a partner that was not expected, for example.

Note any costs below that exceeded the original budget by £200 (below this amount does not need including). Please also tell us what caused these changes in the *Reflection* section below the two tables.

a. local funding

Description	Breakdown	Total cost	Final cost
Stage 1 Initial meetings of Hornby Scholar team	Zoom account and mobile data funded by UM (Universitas Negeri Malang)	8	8
Stage 2 Hybrid ToT		32	32
Stage 3 Teacher training	Zoom account and mobile data funded by UPI (Universitas Pendidikan Indonesia)	278	278
Stage 4 Reflection, evaluation, and closing ceremony	Meeting room, multimedia facilities, meals sponsored by PELTIN and local English teacher associations. Zoom account and mobile data funded by UNPER (Universitas Perjuangan Tasikmalaya)	8	8
<b>Totals:</b>		<b>326</b>	<b>326</b>



b. Hornby funding

Description	Breakdown	Total cost	Final cost
Stage 1 Meeting with Master trainers	Admin fee (PELTIN secretary)	14	14
Stage 2 Training of Trainers (ToT 1-4)	Meeting room Training materials development Training assistance Meals Internet fee Trainer fees Press release Technical assistance Mail delivery Master trainer fees	28 50 50 62 80 139 6 25 1 74	514
Stage 3 Teacher Training (including transportation, accommodation, meals for trainers, and doorprize for teachers)	Medan (North Sumatra Province) Makassar (South Sulawesi Province) Kabupaten Bandung Barat (West Java Province) PELTIN Merchandise (keychains) for training participants	305 364 88 15	773
Reflection, Evaluation, Closing Ceremony	Internet fee Lead trainer fee Supporting trainer fee Reward for Master Trainers: PELTIN Membership	31 58 86 15	191
<b>Totals:</b>		<b>1491</b>	<b>1491</b>
<b>Balance:</b>		<b>9</b>	<b>9</b>

Reflections:

The project team members are associated with three universities, all of which provided support for the essential resources needed for online meetings, such as Zoom accounts and mobile data. In Stage 3, which entails teacher training across three provinces, local English teacher associations collaborated with the local education boards and specific schools, generously stepping forward to cover expenses for meeting room rentals, multimedia facilities, and meals throughout the training sessions. We were immensely grateful for their warm welcome and generosity.

In terms of utilizing the funding from Hornby, we effectively maximized its use to cover all expenses throughout the entire stages, albeit we were unable to fully execute all the planned programmes. In Stage 2, we did the first hybrid training of trainers and it was held in UPI Bandung West Java. Initially, we planned to use a meeting room at UPI for free. However, since this project operated independently from the institution, we were obliged to make some payment for its use. In Stage 3, we effectively conducted teacher training on three islands. However, due to budget constraints (i.e. the transportation and accommodation necessitate additional budget allocation), we had to cancel the training scheduled for Kalimantan island. In addition, the funding was adequate only for a one-day teacher training session across those islands. We learned that the Hornby funding would have been sufficient to cover all four stages of the project, as per our initial plans, if we had concentrated solely on one or two islands for the teacher training.

## Appendix 2: Planned activity

Review your planned activity below and then reflect on any changes that were needed and explain why these were necessary.

Dates	Description of activities	Duration
April 2023	Initial meetings with members, recruiting master trainers, and creating Google classroom	1 month
<b>February 2023</b>	<b>Recruiting Master Trainers</b>	<b>1 month</b>
<b>5 March 2023</b>	<b>Stage 1</b> <b>Meeting with Master Trainers (15 teachers from four cities in four islands)</b>	<b>1 day</b>
June	Stage 1 Designing detailed activities, Developing materials for the hybrid-cascade training program	1 month
<b>April - May 2023</b>	<b>Stage 1</b> <b>Developing materials for MOOC 1-4, stored on Google Classroom</b>	<b>2 months</b>
July	Stage 2 Conducting training for master trainers: two half-day workshops and asynchronous activities	1 month
<b>June - August 2023</b>	<b>Stage 2</b> <b>Conducting training for master trainers: Hybrid training of trainers and asynchronous activities</b> <b>10 June 2023: Hybrid ToT #1 Emancipated curriculum &amp; Genre-based approach</b>  <b>11 July 2023: Online ToT #2 Lesson planning</b>  <b>23 July 2023: Online ToT #3 Feedback on lesson plans</b>  <b>24 July - 25 August 2023: Teaching practice and video recording</b>  <b>26 August 2023: Reflecting on teaching practice (written and spoken) and ToT #4 Training skills</b>	<b>2.5 months</b>

August-September <b>September - November 2023</b>	<p>Conducting the Stage 3 training involving each of the Master Trainers and their three participant teachers</p> <p><b>Stage 3 Teacher training by Master Trainers with participating teachers</b></p> <p><b>25 September 2023:</b> Teacher training in Medan, North Sumatera (1 Master Trainer, 3 Lead Trainers, 20 participant teachers)</p> <p><b>5 October 2023:</b> Teacher training in Makassar, South Sulawesi (2 Master Trainers, 1 Lead trainer, 1 Supporting trainer, 11 participant teachers)</p> <p><b>4 November 2023:</b> Teacher training in Kabupaten Bandung Barat, West Java (6 Master Trainers, 2 Supporting trainers, 17 participant teachers)</p>	<p>2 months</p> <p><b>3 months</b></p>
October 2023	Stage 4 Coaching and in-class supervision, involving the participant teachers from three different provinces	1 month
November 2023	<p>Evaluating and reflecting on the programme</p> <p>Writing a project report</p>	1 month
December 2023 <b>17 December 2023</b>	<p>Report submission</p> <p><b>Programme reflection and evaluation Certificate giving ceremony</b></p>	<b>1 day</b>
January-June 2024 <b>February - April 2024</b>	<p>Post-training activities: Inviting non-participant teachers to visit the available Google Classroom and to join virtual group discussions (WhatsApp); Gaining feedback from both participant and non-participant teachers.</p> <p><b>Writing a project report</b></p>	<p>6 months</p> <p><b>2 months</b></p>
<b>May 2024</b>	<b>Final report submission</b>	

#### Reflections:

We decided to kickstart the project two months ahead of our initially planned schedule, strategically preceding the beginning of the month of Ramadan. This adjustment allowed us to dedicate the entire Ramadan period to preparing and designing the training materials. As April to May are typically critical months in the Indonesian academic calendar, with Ramadan underway and the end of the semester looming, teachers' workload intensifies significantly, making it impractical to commence training during this period.

Initiating the Stage 2 training (Training of Trainers) in June proved to be the optimal choice, as teachers had recently concluded the semester and were gearing up for the next one. Recognizing the need for adjustments during this stage, we shifted from two half-day workshops to four Training of Trainers (ToT) sessions, aligning with both the training content and the teachers' busy working and teaching schedules. We discovered that lesson planning posed the greatest challenge for the master trainers. Consequently, we organized an additional session on this topic to ensure alignment and thorough preparation among both trainers and master trainers for the teaching practice. In terms of the teaching practice, master trainers have the flexibility to schedule it according to their teaching schedules at the onset of their new semester, making this stage require additional time to complete. Unfortunately, conducting classroom observations in their classrooms was not feasible for us; hence, we asked them to produce video recordings of their teaching sessions instead.

The Stage 3 training also seemed to have taken slightly longer than anticipated in the original plan. This was due to the master trainers needing to accommodate their teaching schedules and coordinate with the availability of other teachers participating in the cascade training. Due to budget and time constraints, we made some adjustments to the Stage 3 training. It was condensed to a single day and included a larger number of participant teachers. During this stage, the master trainers had the opportunity to conduct a mini-teaching session, alongside workshops focusing on the training contents they had previously received during the ToTs. In addition, the lead trainers provided feedback on both the master trainers' mini-teaching sessions and the participant teachers' lesson plans to ensure alignment regarding the use of the English textbook and other aspects required by the new curriculum. This ensured that everyone was on the same page.

We regret the cancellation of Stage 4, which involved coaching and in-class supervision for participant teachers. We believe, though, that the training stages thus far have been adequately thorough, particularly for the master trainers, as we extended the durations for Stages 2 and 3. We also believe that the training programmes in Stages 2 and 3 surpassed our initial project plan. However, we learned that conducting training on one or two islands would result in a more efficient project timeline and significantly more effective training programmes. If this had been the case, we believe we would have been able to proceed with Stage 4 as well.

Another aspect we unfortunately could not implement was post-training activities. We realized that inviting non-participant teachers to visit the available Google Classroom and join virtual group discussions (WhatsApp), as well as gathering feedback from both participant and non-participant teachers, should have been prioritized immediately after Stage 3 (or Stage 4) while master trainers were still actively engaged with participant teachers. By doing this, participant teachers would hopefully share information about the programme with a wider community of teachers in their areas. We also acknowledged that we could have used our PELTIN's social media platforms or website for these purposes (i.e. inviting more teachers to visit our Google Classroom/WAG), which unfortunately did not occur to us during the project. Despite this not being successfully implemented, at least two master trainers in Makassar voluntarily proposed the idea of organizing their own teacher training session after the project concluded. This session involved more teachers, and they requested permission to make the most of the training materials available in our Google Classroom.

Below are screenshots of photos and a sample certificate of the programme.



**English for Nusantara**

## ENGLISH FOR NUSANTARA HYBRID CASCADE TOT PROJECT

Supported by



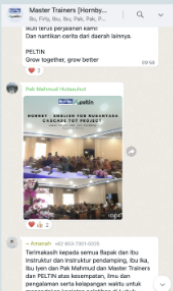
**Hornby** A. S. Hornby Educational Trust

**peltin** Promote English Language Teachers of Indonesia

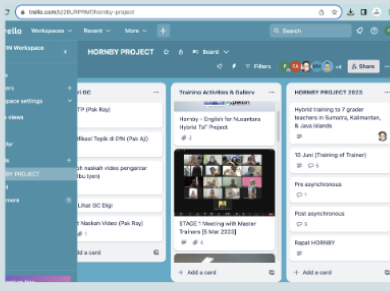
[www.britishcouncil.org](http://www.britishcouncil.org)



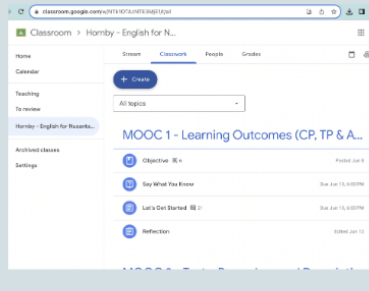
### HOW WE WORKED



WhatsApp



Trello



Google Classroom



Instagram

[https://www.instagram.com/p/Cx\\_uHcb2pYNs/?img\\_index=1](https://www.instagram.com/p/Cx_uHcb2pYNs/?img_index=1)

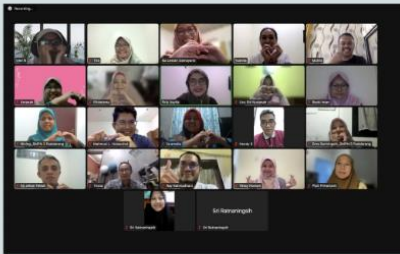
[www.britishcouncil.org](http://www.britishcouncil.org)







ToT "Kurikulum Merdeka & Genre-Based Approach" Bandung 10 June 2023



ToT "Lesson Planning" Online via Zoom 11 July 2023

[www.britishcouncil.org](http://www.britishcouncil.org)

## GALLERY



Teacher Training Medan 25 September 2023



Teacher Training KBB 4 November 2023



Teacher Training Makassar 5 October 2023



[docs.google.com/forms/d/e/1FAIpQLSdTB1AF2PxSdVIqRmIT-2ksasNZ9GLt7rF9JkSuYJXLwuSLg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdTB1AF2PxSdVIqRmIT-2ksasNZ9GLt7rF9JkSuYJXLwuSLg/viewform)



## ENGLISH FOR NUSANTARA HYBRID CASCADE TOT PROJECT

### Consent Form: Hornby - PELTIN English for Nusantara Hybrid-Cascade ToT Project

Formulir Persetujuan (*Consent Form*) ini ditujukan bagi Bapak/Ibu yang terlibat dalam **Hornby - PELTIN English for Nusantara Hybrid-Cascade ToT Project** tahun 2023 yang mencakup:

1. Bapak/Ibu guru yang berperan sebagai *Master Trainers*
2. Bapak/Ibu guru partisipan *teacher training* di Medan, Makassar, dan KBB
3. Bapak/Ibu orang tua/wali murid peserta observasi kelas di sekolah terpilih tempat *Master Trainers* melakukan praktik mengajar.

Dengan mengisi formulir persetujuan ini, Bapak/Ibu dapat menentukan kesediaannya apabila **nama** serta **penampilan** Bapak/Ibu/siswa/putra/putri Bapak Ibu yang muncul dalam **foto/video/dokumen** lainnya selama proyek berlangsung untuk dapat dipublikasikan



No	Training Materials & Activities	Time Allotment
<b>Stage 1</b>		
1.	Master Trainers Meeting: Contextual Analysis	5 JP
<b>Stage 2</b>		
2.	ToT 1 Emancipated Curriculum & Genre-based Approach	15 JP
3.	ToT 2 Lesson planning	5 JP
4.	ToT 3 Feedback on lesson planning	5 JP
5.	Teaching practice and video recording & Reflecting on teaching practice	10 JP
6.	ToT 4 Training skills	5 JP
<b>Stage 3</b>		
7.	Teacher training: Learning outcomes (CP, TP, ATP), Genre-based Approach, English for Nusantara, Lesson planning, Mini-teaching	35 JP
<b>Stage 4</b>		
8.	Reflection and Evaluation	5 JP
<b>TOTAL</b>		<b>85 JP</b>

**Documentation:**

**Photos:** [Hornby-PELTIN EfN Hybrid Cascade ToT Project \[Photos\]](#)

**Video summary:** [Video Final Report Hornby - Efn Project .MOV](#)



A. S. Hornby Educational Trust

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