

An Exploration of Australian Teacher Training Programs in an Indonesian Context

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Abstract : Transnational Education (TNE) encompasses mobile and diverse student cohorts, a complex array of educational programs, and a range of providers that serve students across countries in a multicultural setting. In Australia, education is the fourth largest industry that contributes to economic prosperity, and Australia relies heavily on international students to support it. There is a concern that TNE in Australia is limited by a lack of understanding regarding cultural sensitivity towards international students. This research will contribute to the theories of Culturally Responsive Pedagogy (CRP) by incorporating religion as a dimension of culture. This study will also investigate TNE practices provided for educators from culturally diverse backgrounds. The focus of this paper will examine TNE programs in Australia with a focus on Indonesian teachers to examine the extent that they are supported culturally and religiously within the programs. The study an ethnographically-informed case study approach using in-depth interviews. The preliminary results of the study highlight the lack of focus given to the local context of participants. Whilst programs may take into consideration the religious and cultural needs of the participants, the pedagogical focus of the content does not address the local and specific contexts of the participants who will return to Indonesia to teach.

Keywords : culturally responsive pedagogy, professional development, teacher training, transnational education

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