



ATTACHE OF EDUCATION AND CULTURE
THE EMBASSY OF THE REPUBLIC OF INDONESIA, CANBERRA,
AUSTRALIA

PROGRAM DESCRIPTION

**INDONESIAN TEACHING
ASSISTANT (ITA)/GURU BANTU**

2026

A. Background

The Indonesian Teaching Assistant (ITA) Program is an educational cooperation program aimed at supporting Indonesian language learning in Australian schools and Universities through the placement of pre-service teachers and lecturers from Indonesia.

The program also provides international teaching experience for pre-service teachers and lecturers and strengthens institutional partnerships between Australian schools and Universities, Indonesian universities, and the Indonesian Government's representation in Australia.

In certain schools, opportunities are also available for assisting in non-Indonesian language subjects.

The ITA Program has been implemented since 2023, with a total of 61 student participants from five Indonesian universities up to 2025, namely:

1. Universitas Pendidikan Indonesia
2. Universitas Negeri Jakarta
3. Universitas Negeri Semarang
4. Universitas Negeri Surabaya
5. Universitas Muhammadiyah Prof. Dr. Hamka

The program targets two types of schools: (1) schools that offer Indonesian language programs, and (2) schools that provide opportunities for Indonesian students to serve as teaching assistants in non-Indonesian subjects.

The program also engages with universities that offer Indonesian language or Indonesian studies programs.

Schools and University that have participated in the program include:

1. Huntingtower School, Melbourne
2. Braemar College, Melbourne
3. Flinders University, Adelaide
4. Scottshead Public School, New South Wales
5. Canberra Grammar School, Canberra
6. Trinity Christian School, Canberra
7. St. Clare of Assisi, Canberra
8. Burgmann Anglican School, Canberra
9. Islamic School of Canberra

The Islamic School of Canberra hosts Teaching Assistants at the primary, and secondary levels, including in subjects beyond.



B. Program Objectives

1. To support the implementation of Indonesian language learning in Australian schools and university
2. To provide international teaching practicum experience and professional competency development for pre-service teachers
3. To enhance intercultural understanding between Indonesia and Australia.
4. To strengthen educational cooperation among schools, universities, and related institutions.

C. Teaching Assistants/Guru Bantu

Teaching Assistants/Guru Bantu are:

1. active students or lecturers from Indonesian universities, preferably in their third year of undergraduate study or enrolled in postgraduate (Master's or Doctoral) programs or Indonesian language lecturer.
 2. having academic background of Indonesian language education, language education, or other relevant academic fields, and possess basic teaching competencies. In addition to academic qualifications, Teaching Assistants are expected to have cultural skills such as traditional dance, music, or other forms of Indonesian arts, which can enrich classroom activities.
 3. required to demonstrate good proficiency in Indonesian and adequate proficiency in English to support effective communication in school and university settings. All Teaching Assistants must successfully pass the selection process conducted jointly by their universities and the program organisers.
 4. supporting classroom instruction through a team-teaching approach in Indonesian language lessons and, where applicable, in other subject areas. They contribute to students' speaking practice and promote understanding of Indonesian culture through classroom and school/universities' activities.
 5. assisting teachers in preparing learning materials and organising classroom activities, while complying with all schools/universities policies, regulations, and codes of conduct. Throughout the placement, they are required to report their activities and progress to their academic supervisors and program coordinators.
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D. Partner Schools/Universities

1. Partner institutions include Australian schools and universities that either offer Indonesian language programs or Indonesian Studies, or are willing to host Teaching Assistants in other subject areas in accordance with the program provisions.
2. Partner schools are required to appoint a supervising teacher to guide and support the Teaching Assistant during the placement.
3. Participation in the program is free of charge for host institutions, and the Teaching Assistant role is voluntary in nature. Program costs are primarily supported by the Indonesian Government, partner institutions, and the Teaching Assistants themselves, in accordance with agreed arrangements.
4. For placements outside Canberra, partner schools or universities are expected to assist with accommodation arrangements, which may include school boarding facilities, university accommodation, or other suitable housing options. These arrangements may be adjusted if additional funding becomes available from Indonesian partner institutions.

E. Duration and Implementation Period

The ITA Program is implemented for one school term (approximately 10 weeks) or maximum three months in universities, or according to agreements between partner schools/universities and program organizers.

F. Evaluation and Reporting

Teaching Assistants are required to submit a final activity report at the end of their placement. Evaluation is conducted by partner schools and universities, and the results are used to improve future program implementation.

G. Closing

The program description serve as the reference for implementing the Indonesian Teaching Assistant Program in Australian schools. Matters not regulated in this document will be determined later in accordance with needs and mutual agreements among stakeholders.

Contact:

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APPENDIX A: DAILY LOGBOOK TEMPLATE

Teaching Assistant Information:

Name: _____

University: _____

Partner School/University: _____

Period: _____

Date	Activities	Role	Lesson Learnt	Challenges	Follow-up

Mentor's Notes:

Signature: _____ Date: _____





APPENDIX B: FINAL REPORT TEMPLATE

1. Introduction (school background and placement context)

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2. Description of Activities (teaching support, cultural activities, school support)

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3. Learning Analysis (skills developed, challenges, strategies)

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4. Intercultural and Professional Reflection

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5. Contribution to School and Students

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6. Conclusion and Recommendations

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7. Appendices (photos, teaching materials, logbook)

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