**Ms. Fransiska**

**Date of interview: 27 August 2021**

00:13

So we will start with knowing about your organization, your designation and your number of years of experience.

00:22

Alright, I'm Francisca , I'm working for (not clear)it is a private school , actually international standard private school in bogur, in west Jakarta.

00:41

And your years of experience. I've been teaching since 2002. . So since my first bachelor degree up until now, even though I keep on changing the positions, because I also deal with the from early childhood, and now I'm actually leading the teacher, so ensuring the quality of the teaching practices at school.

01:07

Okay, how wonderful. You can please call me Poonam. Please feel free to call me Poonam.

01:13

All right. Okay. Thank you. Yes, yes. Yeah. Great.

01:17

So since you mentioned about your different degree, have you done a Bachelor's in a teacher's training? How is it in your country?

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Yes, it's a compulsory now. Actually, my first my bachelor degree is a forestry. I was graduated from a forestry department. But then I took my master's degree in education and also the doctoral degree, both are in education. But now the government require every teachers to have the bachelor degree from education sector. So if they are not coming from the education sector, they can't cannot get the certifications for the government. So they will not be certified as a as a teacher.

02:04

What is this certificate call that the government provide? What is the name of the certificate?

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teaching certifications, teaching certifications? Could you give me any leads to which website I can look at? for finding more information on this?

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Are you can just visit the MOE website, ma'am. Okay. Okay. t.

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Okay. Is it any Is there any exams for getting the certification? Yes, yes, yes. Okay.

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And you can appear for this exam after your bachelor's degree.

02:46

Yeah. Okay. Okay, great.

02:49

Now coming to the, to the COVID related experiences. So I want to begin with asking if the schools in your area were close during the pandemic?

03:01

Yeah, because as the regulations from the government. So since March, march 2020, the President declared that the overnight in cases was found in measure, and it's the number of the cases is getting bigger than the education sectors will have to adjust with the government policy, we will have to confirm the educational practice from the direct of face to face learning into virtual learning. Up until now, today, even till now the schools are closed. Yeah, yeah. So actually, this academic year, the academic year start from July end of July. Yeah. Actually, we are everyone were cheering up on reopening the school because the cases is actually getting low. But then the Delta Variant hit Indonesia, and then it comes again. So again, we we are not allowed to open to reopen the schools for this academic year. So we'll have to wait. And then the government also give us the update of the status almost every two weeks like maybe you have heard also from the from the news, that now are the Bali and Java, the conditions are getting better from level four status of the restrictions, now we are moving to level three opportunity for us to at least having the 50 maximum 50 percents of employee coming back to school to work from office previously. non essetual sectors are not permitted to work from office .

04:50

Okay. All right. Was there a transition made in the mode of teaching during the pandemic?

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t. Yes, yes, there was a transitions made from the schools. Because it's a it's a, it's a sudden decision. Yeah. So the government when the government declared the status of Indonesia, and then we are asked to adjust our policy and also strategy on, on conducting the learning practices, then the transitions happen, we took some days, actually, a week to prepare everything, and giving the informations and also informations for parents that we're going to conduct the lessons. feel totally preparing the teachers also, because usually we are, we're not we're not using the online platform as frequently as like what we're doing now. Yeah, we're only using drive, not the online class, like what we're having now. So the teacher also will have to be prepared for that. So there was a transition.

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Who were the people who were involved in making this decision about the transition?

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The school leaders, for sure, yeah, we have the school director and then the school director, as supported by the principals from each of the departments. So we have early childhood primary department and secondary department and also the academic coordinator, and for sure, Human Resource Manager on ensuring the preparedness of the staff and also teachers. Okay, okay.

06:56

So, these are the different people involved in the decision making about transition of the of the teaching mode, at the level of at the national level or the decision for the government schools particularly. Are there any observations that you have made how the government decided to make this transition?

07:33

Okay. So, in the M o e, or the, we call it as the National Board, they have the provincials and also districts board who can help them on supervising the schools under those local districts. So we have what do we call that? Yeah, a supervisor from the government, who, who ensuring the quality and also helping on finding the needs. Figuring out the solutions from schools, within the way we the way we make the plan or the way we make the decisions or policy is we propose to them, and then they they have us on looking at the planning and then giving the approval if it's if it's suitable to the especially to the COVID-19 situations. ,

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okay. So were the decisions different from district to district, or was their similarity in the way these decisions were being made in different districts or provinces?

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Sorry, ma'am, I cannot hear you clearly.

08:56

Okay. Is it better now? My voice? Yeah, yeah. Yeah. Okay. My question was, was the decision that was made by the government? Was it different from different provinces? Or was it the same decision?

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It's, it's, it's different among provinces, because it will be very dependent on the situations, if you are, , the decisions especially during the COVID period, yes, it is very, depending on the status of the provinces. So the green zones area will be different from the yellow orange and red policies.

09:38

Okay.

09:39

Can you give me a broad idea of how teaching , how a day in the life of a teacher would be looking during the pandemic time?

09:49

So it's a very dynamic life we have now Yeah, I mean, everything is changed. The working hours is also changed. The pressures is also different. And the even though maybe from the academic side, the target will not be as high as, as the previous time when we have the normal situations. But then usually we come to the classrooms with the learning materials, the training tools and equipment we have in the classrooms. But now we will have to be able to convert that into a field to a learning mode. So it's doubling up the preparations. Time for for preparations. Yeah, we think it's more often, because we need to, we need to ensure that the quality among our classes will be the same. And that the preparations for teachers in term of technologies also require more attention. So I can say that the life of a teacher during the pandemic is actually being more challenging comparing to the previous comparing to the normal life than the normal situations. We are not only required to be experts, from the pedagogical and also content side, but also from technological side. And stress and time management.

11:22

Absolutely. You said it so well. Thank you. Yeah. So since you are working in a private school, I'm sure you your experience would be a little different from what the government school teachers would be experiencing. Could you give me some briefs of I mean, some explanation of how their experiences, alright,

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so if we're talking about Indonesia, the discrepancies between schools are very extreme. So we cannot just we cannot see situations just from Jakarta and cannot see it. With an interpreter. We cannot only see it from the private school sector only. Yeah, but then it will be very various situations we have here in in Malaysia, in general. Because I'm also working as a national board in the PGI, as a board of sponsoring PGI, we also see the challenge and also the struggle, faced by our teacher, especially, especially those who are working for government schools. It's not only about the skills, but also about the facilities because if we are talking about online learning, then the internet must be very supportive. Not only internet connections, but also the the the equipments like laptop, but they can't, teachers cannot only use headphones on teaching, right? If we are expecting them to be able to maintain the quality of teaching, you can only using hand phone will be very difficult for the while. In fact, not every teacher in measure have a proper laptop, when they have laptop also at home, they have kids who have to turn the virtual classroom also, they might also needs to use the laptop. So shared equipment or shared devices is also another challenge. Then the society's perspective on education is also another another challenge for us in the in nations cultures. Most of the parents still see virtual learning is not a real learning. You know what? Yeah, yeah, okay. They see that the kids learn when they come when they go to schools come back with home works, books, meeting plans, meeting teachers, but then we are told is like, like it's not more than doing a game in the in the online devices.

14:15

sifting, sifting the paradigm of our society is a challenge. The challenges faced by our and our teachers who are working for the government school is actually double compared to those who are working in private schools as especially we're as we're working in the national school setting. We're very lucky. I can say that we are very lucky because we're dealing with we're dealing with parents who are understand fully about virtual learning, are also fairly supportive on providing the devices for the kids back in we're talking about the government schools. They don't have those variables. So besides on facing the internal challenges, they're also facing external challenges. Absolutely.

15:14

Yeah. So could you give me an idea of what new digital technologies were being introduced in your school system during the pandemic?

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The technology that we are that I'm using in school? Yeah, we actually combine. So we are using Google classrooms, that is the most platform that we're using. Now, in also combined with zoom, because some of the some of the features in zoom is more more convenience for teacher and students compared to the Google online class. We use many software here for supporting the assessment, daily assessment, , mentimeter, those kind of things. So let's get the last word you used mentimeter. mentimeter is one of the type of the software that we use for asking the students to pull their answer, giving us the feedback, for example. We are giving them the options and then how many students will choose option number one, option number two, so this kind of thing, so Okay.

16:33

Oh, yeah. It's an application or it doesn't have a website?

16:38

Isn't applications, applications? In fact, let me also use Padlet. So So this kind of thing, but then the main platform that we are using is the Google Classroom. Okay.

16:55

Was your school already using digital technologies before the pandemic?

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We do use that we integrate, but not as high as what we are doing now. So if you ask me, what is the positive side of this is now we are almost everyone is aware about integrating technology in the learning.

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Okay, we're teaching learning material already available in digital form, when the when the teaching shifted to online mode, where the teaching learning material already available in digital form now.

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So we start from zero, Ma'am, please start from zero because we don't get use. Well, for the upper level like secondary because we're using Cambridge campus to have ebooks, yeah, for the curriculums. But then because the lower level we are using the PYP from IB, they don't have an exact spoke, they gave opportunity for schools to use and combine resources. So we are counting on the website, we are counting on the online resources. But then, because in the in the previous situations, we the teachers come to schools, they explains from their understanding, combine it with resources and the textbook. When it's gone, then when they have we have to start from zero, putting all resources into the Google site to be accessed by the students and also for parents. So that's why well, and on the transitions times, almost everyone were very stressful, because they have to prepare themselves, and ensuring that what they're prepared is being understood by their students and also parents so making the PowerPoint preparing PowerPoint before they teach. So yeah. is a huge struggle for teacher.

19:06

Yeah. And even a simple thing like PowerPoint. But do you think that government school teachers were equipped with making a PowerPoint how to make a PowerPoint?

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You mean, do their teachers understand on making the PowerPoint? Yeah, yeah, yeah.

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Now now, but earlier, were they were they aware?

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Oh, yeah. Yeah, tif we are talking about the conditions of the teacher in the private schools. We will also have two types of private school private schools with strong financial support and private small, small private schools who have to to run the schools based on the school fee only, for example, and we have two different situations. Yeah. So for international school, Like us, integrating technology is being introduced a way before COVID hit us. But then the usage of it is not as intensive like what we are doing now. But we are familiar with those things. But not every school has that luxurious thing is that luxury in the Indonesians ,for example, they are used on using the textbook on teaching following page by page of the textbook delivery. combine it with other resources, but maybe they're not familiar on converting, the textbook into slides in the PowerPoint. Yeah. Yeah. Okay.

20:47

That's, I can sense the amount that teachers are doing. Okay. So were teachers responsible for developing the entire material on their own, or was there any support available for teachers?

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The MEO, he gives some online resources but not sufficient enough on helping the teachers doing that the daily basis. Job, yeah, they, we do have the proficiency program that is dedicated to help students on learning. But that's not enough because like, what I have said previously, the conditions of the education among professors is different. So then the design is also should be different. So basically, yes, teachers will have to work on preparing the material for running their own class.

22:03

What was the major challenges faced by school administration and teachers in transitioning to the new mode,

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if we are talking from the private sector, then the parents also facing the situations from the financial side, right, and then by not having the face to face learning, especially those parents who have young kids, early childhood or primary one or two, they don't think that attending school is important anymore. Because it's only online, you know, the way they see online learning and face to face learning is very different. So many parents will throw their students, the kids from schools, especially in the early childhood levels, because because maybe they're also working parents and be doing the early childhood students, they have to attend the classroom, it's online, sometimes it needs to get the support from parents to accompany them. Right. So they it's also create another for problems for families for families. So, financial is one of the challenges faced by the school administrators, ensuring that they have enough financial stability on still paying the teachers the income is getting low. That is number one. The second one is maintaining the quality because the competition's on the on the private school sector is also very high in Asia. So we also have to show that we are concerning and still paying attention, insufficient attention to the quality of learning, that is ensuring that our teacher is ready to cope with the situation. So training meetings, professional development is being more often compared to the previous time on the meeting that is usually done in a weekly basis. No, almost two days , twice in a week or even twice in a week we have the meeting collaborations and sharing what what is the challenge that you have, how can we help you? So those kind of thing and facilities we have to upgrade the if we require teachers to work from schools means we will have to have a very strong bandwidth of internet right because almost everyone are using zooms at the same time and then it will be lacking. If we have 10 or 15 people are doing the online class At the same time, and then we are only using the internet capacity, like what we had in the previous time, it will not be enough, then supporting teachers to support the teachers who doesn't have your own laptop, that means we will have at least to give the soft loan for teachers so they can purchase the laptop and then can can use it to run their classroom. So the challenge for the school administrator is also significant. Yeah, yeah. Right.

25:35

What was your experience of teaching at the time of pandemic, kindly please share both positive and negative experiences.

25:43

All right. So at the beginning of the pandemic, so the first this is the second year of the school, right? Doing the fearful learning I on the first semester of the virtual learning, it's, it's all stressful, I mean, after class, we have to start preparing what's for tomorrow, making the PowerPoint putting it in the Google Classroom checking to this work, where we also have some things to be taken care of in the family. So it's very stressful at the beginning. But then after that we can use we can use the mattress that we had with us in the previous academic year, we just need to put some more variations on it, learn from the mistakes and then with evaluations and praise. strategies, the positive side of it is the things that we think will therefore happen in the education's, the technology in the crashes now is happening. Right? I mean, that all in a blink of an eye, almost all of Indonesians, teachers, now,family are on using zooms family or on using the Google classrooms, family or on making or creating the PowerPoint, they are becoming more creative. compared to before kind of this is also happened. And I can see the evidences of it. When we hold an event. On the first year of pandemic, we have the self driving for teachers webinar series, we haven't for one whole month from two of may to 20 May of me in the daily basis every day. And then the the enthusiasm from the teacher is very high. And we love to see the spark of the learning passions coming from our teachers from the four provinces, Indonesia with their different background, now and the second year of the pandemic, they are getting us on it. That is the positive side, that they are more convenient and comfortable and dealing with technology. Now

28:08

did you have access to a device for conducting your work?

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You mean the devices like the laptop?

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Did you have a personal gadget that you could use for your work?

28:23

Yeah, yeah. Yeah.

28:26

How did you manage to teach?

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Yeah, no, no, sorry. This is fine. I this is a question if, if you if any teacher does not have a personal gadget, how did they manage to teach?

28:43

Ah, that's a good question. So it happens in our teachers in the remote area, where it's not only the gadgets, but the restrictions also the internet connections, when they have been guided by there is no internet connections also difficult for them to have the virutal learning. So they do face to face the students one by one. it happens in some areas so they do face it with proper health protocols for sure. visiting them rotating and making the schedule so so the dedications for teachers, we have to give our salutes on it because they do not give up. They if they can't do it, we're totally then they come to students and teaching it one by one one on one by visiting their houses.

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This is incredible. I mean, this is like really they're risking their own lives

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yeah for ensuring that their students is still learning.

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Did you have any challenges in accessing the internet for your work?

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Because I'm very close Jakarta. So, I'm very lucky it's not happening. But if we are talking about some areas, in other islands, beside of Java it happens .

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what are the additional resources that you had to acquire for being able to work efficiently

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additional resources, the quota internet quota, because because our, we use the internet now for 24 hours. So we need to have an additional resources for that support, and dedicated working space. Because it will usually we come to the office from eight to three or 4pm. doing our work, right. But now everything has to be done at home. And when we have kids, we have other family members, they also have their own things to do. And if we're not focusing on dedicating at least a small corner for our work, that will be difficult for us on ensuring the quality and maintaining everything.

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There is also additional resources needed any particular software's that you had to buy or any furniture or stationery that you had to additionally buy for your work.

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For me, personally, not because I used to work from home also. But for other teachers, for other teachers, maybe they do need to at least to have a working table, working table proper working table laptop, and then upgrading the zooms account because the normal zoom account will only allow us to have 30 minutes meeting while they're teaching is sometimes require longer time than that. So yeah, I think I think they may need those things.

32:16

And teachers to buy these zoom accounts from the own pocket.

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Beginning we don't get the allowance from the government. So so everything has to be supported from our personal expenses. And now the government pay more attention to the internet quota for teachers so that they give the allowance for that. But at the beginning of the pandemic, maybe I can understand that because the government also needs some process to proceed this kind of a budget. Yeah. But Teacher, teacher, I can say that teacher sacrifice more than they used to. I mean, it's not only time for energy, but also from the financial aspect.

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And the government provide Internet quota internet allowance to government school teachers, but also private school teachers,

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government school teacher only. They actually ask the teachers to register. So the government they have a system they call it as a deposit. So it's a data number data of teachers that is acknowledged by the government. All right. So the private teacher also can register that as long as the school is a school that is certified by the government and supervised by the government. So they are in that data, those on those link. They get the allowance as long as they registered their phone number, and then it will be transferred to those numbers in form of quota.

34:16

Okay, what are the digital skills that you learned for teaching during the pandemic?

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The digital skills, video editing, then LMS we start on building the LMS the learning management system Moodle. Now I'm familiar with Moodle, and More functions on the Google's like, I'm in Google Sheets, usually we only use the spreadsheets, the Google Drive, etc. but not actually there are many functions of it the Google Form, analyzing that data from Google form, so online quizzes online meeting like this.

35:12

How did you acquire these skills?

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What do you mean with the acquiring the skills?

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How did you learn these skills? Did someone teach you did you have to take any actions? Or did the school helped you learn these skills,

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most of the time we, we do peer teaching, ma'am. So or most of the time, we just learned by doing it. So for example, we want to explain something it has to be captured by a video and then we want to shorten the length of the time of the video, then we will have to try and finding how to do that. Or we, in our school, we have the professional development. So every two weeks we have someone care about their new skills to the peers, and then we learn together. So this new this person's will be the mentor for for the rest of the teacher. So we are taking on turn on sharing the new skills, and then she added to the peers. We also attend webinar likely in the in PGI ourselves we conduct webinar almost every week. So the committee's, we also have to sacrifice our weekend on helping our colleagues because we we want to ensure that we everyone has the sufficient understanding also skill on running this virtual learning. Every week, almost every Saturday we have webinar on teaching or sharing the our knowledge to the rest of the teachers in the 24 provinces.

36:56

Did you have access to curricular materials to meet the demands of teaching in the online mode?

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Again, fortunately, because we are working for the IB school, the PYP schools , they have a network. PYP also has obligations for maintaining the quality of its course. So we use that source for ensuring the quality of learning material for the PYP schools. But if we are talking about the government schools, there is no portal that can be used for teachers. So it is captured. I mean, we have to use our creativity on finding the resources on collaborating with other schools on or working together with the community member or in teacher associations, and that they joined. So they have to be very creative on reforming or restructuring the learning, scope and sequence.

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one, I want to ask you that those teachers who had to create new material, how did they were they able to engage students in learning?

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How do they ensure the quality of the learning?

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Yes,

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Ah, well, we have to rely on the teacher professionalism. Because the focus of the learning during the pandemic is more on on building the students awareness and understanding towards COVID situations, right. So I'm in the content, the content requirement from the government is also being lowered down. Okay, the exam the national examination is also being adjusted. So the standard of the benchmarking from the government is also being adjusted. So the focus of the learning itself is being shifted ma'am. We are more on teaching the students on on applying the health protocols at home or when they visit their friends when they when they come to schools or Yeah, those kind of thing. Okay.

39:45

How did you feel about your work during the pandemic? How is it different from the How is it different compared to the pre pandemic time?

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Like what has been discussed previously? It's very different How, how do I feel about my work in during the pandemic? It's, it's getting very dynamic, I cannot see an exact working hours anymore. Because before pandemic, our working hours is only from 7am until 3pm or 4pm. But now after that it's still working. We're not going to school, but it's a never ending work. So. So, yeah, that's that's the difference. I mean, borderless, there is no limitations anymore. And that is also happened to the working hours.

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Yeah, absolutely. What are your main concerns regarding your work?

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The main concerns regarding my work now is the well being of of the teacher. I mean, we're not only we cannot only focus on the physical health, but also on the mental and also spiritual health. And the attention over those two aspects is not as big as to the physical health . Yeah. I mean, the program, the supervisions, the support is from the mental health and also spirit or have is not as big as physical health.

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whether any advantages of being a union member during the pandemic time.

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Oh, yeah, for sure. Because with the union, we need the colleagues we at least we are facing the same problems, we share the same obstacles, we hear out on how should we do with this? How do we how do we find solutions, we can find resources, I mean, well, by having the community by having the colleagues in the Union, then we are having friends, on on facing this war. We have an encouragement they will not alone, that we have colleagues, we have friends we have, we have networks who can help us and whenever we need that. So it's very useful to be a member of the Union.

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Any any particular kind of well being support that was given by the by the union, any legal support that was particularly given during the pandemic time.

42:45

yeah, nI'm, I'm speaking on two shoes here, because I'm a teacher, and shoes of a member of the unions committee. So I just want to be, I just want to be neutral. So there's, that's why I said from from union committee, almost every week, and we have the webinar for teachers, and it's for free. They don't have to pay anything for that the union work on finding the resources on finding the speakers for helping the teachers. So yeah, so that's, that's what happened.

43:32

But in these webinars, these webinars also deal with the mental well being of the teachers. So one is that you are part of a community, which is the teachers union. So you feel that I have friends who are facing the similar problem, which is also a very good support. But then what was there any let's say, you know, counseling session organized, or, you know, how should I say, I mean, to ask if there were any well being support, specifically part of the webinars?

44:06

Okay. We do have some topics related to the well being for teacher we invite this the psychology to help me the sessions on how should we manage the stress, how should we ensure that we also have we also deserve to be happy because we want to make our students happy and learning with with us. But what I mean here is the one by one approach, you know, sometimes you need to be coached, or you need to be mentored by by a special person . Yeah, but then the webinar, it deals with the massive audiences, right? Yeah. So it's only like a one one way communications we cannot give the surface on one on one approach. So what I mean here is it should be done by a smaller scope of community, in every school, we should have a supporting system where the teachers can rely on their supporting system whenever they need it. Not every school has a program. Right? Right. So in a big schools established schools, maybe they have the counsellors,, but not everyone, every school have counselors. So that's what I mean. So because teachers, they're not only facing the challenge in the workplace, but also facing the challenge in the home place, and as a citizen . This teacher also basically will face the same worries and fears of, of the COVID situations, right. So the challenges faced by teachers is actually doubling or even maybe tripling compared to other profession. She has to teach, has the kids to be taught at home. She has the demand from the parents, he has the demand from the school manager. So so it comes in one plate. Yeah.

46:13

I just want to clarify the word you use when you mentioned about each school having a system of supporting the teachers have, should have should have constellate, you said counselors?

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It doesn't have to be consular. It doesn't have to be someone who has a counseling or psychological background, but in supporting system of the school supporting system supporting system can be formed or can be structured from the peers. Yeah. So like having an informal chat. Yeah. It's also helping, right? So every meeting doesn't have to be all about work, work work. But maybe we just have an informal chat about hobby about what do you face today? How do you deal with that? How can I help you or maybe for its songs, or anything? So it's needed, it's needed as a human.

47:18

Right, right. Yeah, absolutely. So you mentioned about parents not really understanding the idea of online teaching, and many of them have also withdrawn their students, their children from the schools and put them somewhere else. What do you think about how students coped with the entire situation, because for many of them, this is also for all of them almost, it's a very new situation that they suddenly have to sit in front of the laptop for a longer time and learn from it.

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It must be stressful also for students. Therefore, there is a need coming for teachers to be able to design an interesting and also engaging activities during the virtual learning. If it's every onlyway we get from face to face into virtual one learning like this, I keep on talking, explaining opening the PowerPoint, but there is no interactions, then it will lead us to an interesting learning process for our students, they get bored, and then the screen time is also quite long. And then they don't, they don't see the virtual learning as interesting as when they play games. So So therefore, creativity from the teacher is very needed to support the learning to ensure that the learning that we have feel truly is still engaging, as engaging as when we have an into in the face to face situation.

48:55

Anything is that you'd want to mention about how parents and community members responded to the online learning?

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How community and parents responded to the online learning? Like one I said, we have different levels of understanding for different situations from the parents, from the educated parents, maybe they can deal with that. From from other background, maybe parents, they don't really understand online learning and how how should they help their kids on on learning on the learning process. So adaptations are educating parents is also another variables needed to support the successfulness of the field or learning

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what kind of challenges have they faced And how have they dealt with these challenges the parents and the community members and the students? The challenge faced by the parents, yeah, so when you mentioned that they have, let's say, one parent has three kids or two children or so who will use the gadget, that is one challenge. The other challenge is, they have to also work at the same time, and their child is also having online class. And if they have to assist in the online class, then it is a challenge for them. So these are the two challenges you have already mentioned. Anything else that you would like to mention as challenges faced by parents.

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Usually, parents can see the students progress directly from their work from the students work, when the when the kids coming home bringing the homework, or just just by opening the books that they use at schools, this the parents can see the progress. Now, parents will have to loctae or at least sitting down and opening the the Google Classroom. So take a further effort compared to the previous one. Professor compared to the traditional traditional types of learning. Yeah, so that is also another challenge. And that's a hinder them too. Be involved intensively on the on the learning process.

51:39

Okay, please describe the change changes in your work do due to the pandemic. So one change I hear I heard from you in the previous conversation is that there is there is no boundary as to when you're working and when you're being at home. So that is one one change, anything else is a change that you want to mention.

52:05

Actually, with the boundaryless of the the work time, now we can meet people a lot easier compared to the traditional types of worker, I mean, now we would like me and you from initial here we can over we can have these conversations easily with you solely we never have that that is also one of the chains, like in a school setting, we can be our colleagues from other school, just to share the ideas or maybe learning from them on how do they make the policies and etc. that is easier now we can just book the time make the agreement, okay, at 5pm we're going to meet and then we're going to discuss about the policy of report reopening the scores, where usually we will have to make some prostitute or or making the the meeting is is not going to change. And then

53:10

what else? So, um, the learning resources also also change a lot. Yeah, I mean, usually we count on the textbook now we we start on getting used to see the articles, journals to support the learning. So the way we find the sources is also changing change. Yeah. The way we meet the parents is also changing the meet parents meeting, usually we ask them to come to school in a certain time, and they will have to allocate their time skipping their work day for coming to school. Now we can have it in a separate schedule based on the parents availability. That is also changing. Yeah, yeah.

54:05

In what ways the terms and conditions of your employment has changed due to the pandemic.

54:12

The terms of employment? Yeah. Terms and Conditions as well. What I mean, which aspect of the

54:26

Yeah, so I'll give you an example from India. Like you're saying that, you know, there are different kinds of private schools also. So some teachers in India actually, they're, you know, salary was slashed to some or some teachers lost their job. Because of the pandemic. There was schools couldn't pay the salary.

54:48

, that's happened also in the private school, especially if the government's call if they are governments in government Schools, yeah. Maybe the threat is not as big as faced by the private school, because private school the funds is supported by the schools itself. So it will be run based on the school fee. So, if there is an the if there something happened with the income, then automatically it will impact to the expenses also, in the profit schools, yes, we have to we have to reduce the salary of the teachers are even sometimes we will have to let go some of the motto of our teachers, because the number of the student is not as, as many as previously, we will have to close some classes in happens.

56:00

Is there any support that you received from the school during the pandemic?

56:07

what we what kind of support you need

56:11

any kind of support, it could be professional support, it could be material resource wise support, it could be support for your mental well being.

56:20

Okay, if we're talking about our school, yes, we have the covid- 19. Team, I mean, we have a special committee formed to help those who are infected by COVID, or the family or infected by COVID. So we ensure that this employee was taken care , or getting the help from the hospitals to get enough medecine supplies, and excetra we do have that we also we are lucky, we have the counselors are already on helping us whenever we are facing emotionally or any wellbeing issue, it will be held by the counselors. Professional Development is also quite regular, because we want everyone to have sufficient skills and also preparedness on facing this new normal.

57:23

And the counselor that you're mentioning, are these counselor appointed by the school specifically for teachers, or are they also counseling the students

57:33

we are utilizing the students counselor, and also working together with the HR manager area. So at schools and the school that my position is actually HR manager. So as the HR manager, I will also have to supervise the emotional conditions of our employees. So that's why it leads me to the 24 hours non stop working hours because I will have to be ready and available anytime they need help. They they can send me a WhatsApp message. So for example, this one, sorry, the last two months, we have 10 employees infected by COVID-19. So we have to support them emotionally, not only emotionally, but also ensuring that the saturations level is okay. They get the treatment from the doctors, the fighter ministers is consumed where they get the supplies in our supplies, for daily food and etc. Because they can't go anywhere. So it's 24 hours working now with the help from the school counselor who's actually the students counselor, daily checking how are you? Are you okay? Do you need our help and etc. Those kinds of things.

58:58

With respect to your teaching, what are the things that that are working for you? And what are the things that are not working for you during the online?

59:10

It's difficult for us to engage the student because especially when it comes to the learning, we're told like this, when we have 20 students at the same time. You're saying what zone zoom link and the teachers is explaining. And it's difficult for us to ensure that they are engaged with the situation's of the learning. Sometimes they will feel because they're at home. Right? They're at home they have their level of comfortability. They think that this is not formal. They don't have to come to schools. They can do sometimes they think that they can do anything because they're hope they're at home. So engagement is very important. And it's also challenging how to engage them, and then ensuring that they are submitting the work on time. In the face to face learning, we can have a constant reminder, in also having relations among groups, for example, whenever they do the project, or whenever they do the work in the field to learning, we can just walk more than like this. If they don't, we're not stopping their work. Well, one of the Saturdays contact with the parents, but it's also not always successful conducting parents and then cultivating characters and value is also challenging. We can't meet we cannot observe them directly. Yeah, yeah. Yeah, at school, we can observe the way they work with their friends we can have the way they use sketcher positive gestures and order it and give a constant and directly pick. But these were the fifth one is called there's kind of is. Absolutely.

1:01:15

What kind of challenges have you been able to resolve during the pandemic?

1:01:23

challenges that I've been able to resolve during the pandemic is challenging from a technical aspect. I mean, previously, we feel worried and nervous anytime we want to start the filter learning because we're afraid that if it What if it's not working, but now, now, we are familiar with the devices, we're familiar with the software and etc. So if, if something happened, the troubleshooting can be done by the teacher sets out, then that is one of the I mean, the biggest challenges and, and I think I think that is one of the example.

1:02:10

So I just asked my last two questions, and then we will slowly just hurry up. So I want to know, what are the what are the main concerns regarding future of your work? As a teacher,

1:02:44

all right, the main concerns is the readiness of the students to go back to the face to face learning. It's been almost two years for them to not have in the routine of school. Right? They, sometimes maybe, maybe some of them, they will start on being very comfortable on having this football learning. They don't need to go anywhere, they just need to open their laptop, they can do their their screen things in between of the schedule, they don't have to dress up very neatly, they can just use the format top and then wear anything they want, right. And then that there is no routine. So that is one of the one of the factors that make me worried that when they come back to school again, they will need some time to adjust themselves with their schools routine. The second one is the flexibility of time also, parents are getting used on contacting the teachers in any time based on the availability because like what I said there is no border anymore in time, then we couldn't have that when we reopen the school because we will also have to pay attention to the well being of our teacher. So that that is also make me worried then the cap of the curriculum, there must be a cap, because the standard is is being lowered down. And then we do the assessment is also not as rigorous like what we are having the face to face. So when they come back to schools, we should have like an identification of their prior knowledge or a diagnostic test first before we start on giving the the materials right and what kind of support you think teachers will need in the future.

1:04:53

policy support will be needed to make them work. Well, yeah. I mean, sometimes if we do not have a solid policy, both from the government and also also from the school management, it will be difficult for teachers to just say no when they were asked to do something beyond their responsibility. So it should be arranged by a solid, a policy from the government and also from the school management, to protect, to protect the professionalism of teacher.

1:05:35

Absolutely. Is is so very well said. And really, yeah, yeah. Thank you so much, Francsisca It was wonderful talking to you. I personally really enjoyed listening to you.