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Welcome Greeting

It is with great pleasure that we invite you to attend The Third International Conference for School as Learning Community 2015 which will be held at Gakushuin University in Tokyo from August 6 to 9, 2015.

The theme of the conference is “Enhancing Quality of Learning through Collaboration”, as we know school as learning community has drastically impacted on school reform in all of the Asian countries during the past decade. We, people who are concerned about human right of education for all, are keen to know what this means to democratization of schooling. It is also our firm belief that practical research which integrates theory and practice in the reflective practice has been elaborated among the colleagues of this movement.

Every country in the process of such reforms can learn valuable lessons from the experiences, knowledge, and insights gained from others. In this conference, we invited the leading professors from China, Korea, Taiwan, Japan, Singapore, Indonesia, Vietnam and Thailand, as keynote and plenary speakers. The Third International Conference for School as Learning Community 2015 aims to provide a platform for education researchers and policy-makers throughout the Asian countries.

You are cordially invited to take part in this exciting international event, and to share your innovations, experiences, cutting-edge findings, best practices and visions of education reforms.

Manabu Sato, Ph.D.
Director of the Organizing Committee
of The Third International Conference
for School as Learning Community
Professor, Gakushuin University

Christine Kim-Eng Lee



Christine Kim-Eng Lee founded the Curriculum, Teaching and Learning Academic Group, National Institute of Education, Singapore and was its Head since its inception in 2006 over a period of 9 years to 2015. Prior to that appointment, she was the Head of Humanities and Social Studies Education Academic Group and Vice-Dean of the School of Arts. Christine is the prime mover in the development and launch of an NIE-Teachers College Joint Masters in Leadership and Educational Change and is currently its programme director. In 2015, Christine was awarded the Nanyang Award for Service to Nanyang Technological University as well as the Teachers College Distinguished Alumni Award. Through her pioneering efforts in introducing Lesson Study to schools in Singapore through two R & D programmes, *Communities of Practice in Cooperative Learning (CoPCL)* and *Lesson Study as a Teacher-Directed Form of Instructional Improvement*, Lesson Study is now implemented in 190 schools in Singapore. Christine plays an active role in the international Lesson Study community as the President of the World Association of Lesson Studies (WALS). Her research interests are in the areas of teacher development and learning, lesson study, cooperative learning, curriculum implementation and change, curriculum and teacher leadership and curriculum and school reforms. Her recent edited book with NIE colleagues on *Globalization and the Singapore Curriculum: From Policy and Practice* is a seminal text used in graduate and in-service classes on educational reform and change leadership.

Xiangming Chen



Dr. Xiangming Chen is Professor of education at Graduate School of Education, and director of Center for Qualitative Research in Education, Peking University, China. She obtained B.A. in Human Normal University in 1982, M.A. from Beijing Normal University in 1987, and M.Ed. and Ed. D. from Harvard University in 1989 and 1994 respectively. She was a visiting professor in Oxford University in 1999, in Seton Hall University of the USA in 2003, 2005 and 2007, in Nagoya University of Japan in 2010, in the National Institute of Education in Singapore in 2012, and in Kennesaw State University of the USA in 2015. Prof. Chen's major research areas include teacher education, learning and teaching, and qualitative research methodology. She has been team leader for more than 10 national and international research projects. By now she has published 15 books (including editing) and over 180 articles. Prof. Chen is also serving on many committees such as the Expert Panel for Teacher Education of the Chinese Ministry of Education, adjunct professor of Beijing Normal University, East-China Normal University, and Northeast-China Normal University, and a member of the Standing Committee of Chinese Educational Association as well as many journals.

Kiyomi Akita



Kiyomi Akita is a professor and a director of The Center for Early Childhood Development, Education and Policy Research, graduate school of education, The University of Tokyo. Her major is teacher education and educational psychology, especially focusing on teacher's professional learning and on discourse analysis in the classroom from preschool to senior high school. She has engaged in lesson studies at many schools as supervisor for more than twenty years, She has been the vice president of WALs and the president of Japanese Society of Research on Early Childhood Care and Education. She has been a council member of the National Institute of Educational Policy Research and a committee member of the teacher education division, the Central Education Council of Ministry of Education in Japan.

Woo-Jung Son



Woo-Jung Son got her Ph.D. at the University of Tokyo, advised by Professor Manabu Sato. She is a Director of the Korean Institute of Learning Community and actively participates in school innovation based on SLC. Dr. Son has made a contribution to building up 300 innovative schools in Korea. Since 2011 she has given internet lectures on "creating learning community" for teachers. Presently she is a visiting professor at Korean National University of Education and her lectures are about "Case study of lesson study" and "Theories of learning". Her recent book titles are "Learning Community" and "School community of learning and care".

Li-Hua Chen



Li-Hua Chen is Professor and Chair of the Graduate Institute of Curriculum and Instruction, Tamkang University since Aug. 1st, 2013. She was faculty member in Taipei Municipal University of Education for 23 years, and served as Dean of College of Education for one term. She finished her education from primary education through Ph.D. education in Taiwan, and has visited Iowa University, University of Maryland and George Mason University for further study in various periods.

She has been appointed as chairperson in various official committees for the Ministry of Education in Taiwan, such as the National Committee for the Verification of Primary Social Studies Textbooks, the National Committee for the Development of Social Studies Media, and the North Region Strategic Alliance on Curriculum Implementation in Primary and Middle Schools. Since 2012, she has been serving as consultant professor for prompting SLC in Taipei City and New Taipei City.

Her professional expertise focuses on social studies education, global education, multicultural education, curriculum design and textbook design. She also participated in IEA's International Civic and Citizenship Education Study (ICCS2009 and 2016) as a research team member in Taiwan. Lately, she coordinates an integrative research project funded by the Ministry of Science and Technology with 6 subprojects on "Curriculum Development and Implementation of New Taiwan Image in the Global Context", which involves 12 research fellows from 7 universities and 1 research institute.

Sumar Hendayana



Sumar Hendayana – Head of Center for Innovation in Education - has been actively leading Lesson Study activities in various schools and universities in Indonesia since 2006. He provided technical assistant of lesson study activities to primary and secondary schools in collaboration with West Java and Jambi Provincial Offices of Education, Syiah Kuala University and Almuslim University in Aceh Province, Sri Wijaya University in South Sumatra province, Bengkulu Muhammadiyah University in Bengkulu Province, Lampung and Metro Lampung Muhammadiyah University in Lampung Province, Pakuan University in Bogor West Java Province. Currently, he supervises learning community activities in Sumedang district and didactical design research through lesson study of master's thesis.

He has collaborated with JICA in lesson study training for Asian and Ethiopian fellows. He is also executive committee member of World Association of Lesson Studies (WALS) and member of Africa-Asia Dialogue Network in Education Development. He chaired 2014 WALS conference in Bandung, Indonesia.

Arif Hidayat



Arif Hidayat – A young researcher from Indonesia University of Education and 2012 UNESCO/Keizo Obuchi Fellow – has been started working with teachers from 2001 when he joined as teacher for street kids activity and principal at an after school program in Bandung-Indonesia. Awarded master degree of theoretical physics in 2007 and bachelor degree of physics education in 2004, he is now doctoral student at Hiroshima University. Involving actively on lesson study under Professor Sumar's team since 2009, his research interests are teacher professional development, teachers' learning, learning science for special needs students, students learning in inclusive setting, inquiry in science classroom, science teacher preparation, school assessment, and big data in education.

Manabu Sato



Manabu Sato is a professor of Gakushuin University and professor emeritus of The University of Tokyo, the past Chairperson of the Humanities and Social Sciences Division of Science Council of Japan. He served as dean of the Graduate School of Education of The University of Tokyo from 2004 to 2006. He was also a visiting professor to the Harvard University and New York University, and an invited professor of El Colegio de Mexico and Berlin Free University. He was the past president of the Japanese Educational Research Association. Professor Sato has worked extensively and intensively with many schools and school leaders. He published more than 20 books, about 100 editorial books and nearly 200 academic papers. Many of his books and papers have been translated into English, French, German, Spanish, Chinese, Taiwanese, Korean, Indonesian and Vietnamese. Professor Sato's multiple contributions have been recognized in the world. For instance, he was elected to be a member of National Academy of Education in the United States, and in 2009, he was appointed the Inaugural Fellow of American Educational Research Association. In addition, he was a winner of the Excellent Award of Asian Publishing Award 2012.

Xu-Dong Zhu



Prof. Zhu Xu-dong, who received a doctorate of Philosophy in Education at Beijing Normal University, now is a Ph.D. supervisor. He is the general secretary of Teacher Education Committee of experts of Ministry of Education (MOE), the head of Teacher Education Institute at the Faculty of Education, and the director of the Center for Teacher Education Research (CTER) , which is one of the Key Research Institutes of Humanities and Social Sciences in Universities, being approved by Ministry of Education, P. R. China, in 2004, vice-general secretary and executive director of the National Teacher Education Society, the Social Sciences Hundred Engineering People in the new century in Beijing, the first batch of propaganda cultural system “a group of four” Talents in Beijing, the senior visiting scholar of Fulbright Program at University of Maryland.

Prof. Zhu Xu-dong is interested in Comparative Education, Teacher Education, Foreign Education History and so on. He has published more than eighty papers, ten books, and edited four series. He was the Beijing Outstanding Doctoral Thesis Guidance Teacher in 2010, and the National Hundred Outstanding Doctoral Thesis Award Nomination Guidance Teacher in 2011. He was the Ministry of education program for new century excellent talents in 2010. And he is the first batch of expert of “The national training plan of primary and secondary school teachers” (NTP) of the Ministry of Education and the director expert of Beijing School-Based Research in the Eleven-five and Twelve-five period.

Li Yuan



Li Yuan is a lecturer, Center for Teacher Education Research, Faculty of Education, Beijing Normal University. China’s key Research Institute of Humanities and Social Science in Universities, Ministry of Education.

Her research areas include Teacher Cultural Studies, Teacher Identity and Qualification, and Pre-Service Teacher Training and Curriculum Studies.



Miao Pei

Dr. PEI Miao is an associate professor at Teacher Education Research Institute at the Faculty of Education, Beijing Normal University (BNU), as well as the Center for Teacher Education Research (CTER), which is one of the Key Research Institutes of Humanities and Social Sciences in Universities, being approved by Ministry of Education, P. R. China, in 2004. She received a PhD at University of Hong Kong, now is a doctoral supervisor at BNU. Dr. Pei is interested in Teacher learning and development, Second language learning and teaching, and so on. She has published more than 20 papers, several book chapters in these areas. Recent journal papers are, “Constructing school –based complex model of teacher learning system: Providing appropriate environment for teacher development”, “Constructing school-based teacher learning digital laboratory”, “Interpretation of teacher learning from the perspective of adult learning theory: Regressing teachers’ identity as adults”, “Conception evolvement of teacher education transform”, and so on.

Dr. Pei has been teaching several courses on methodology and teacher development with postgraduate students. Among them, Qualitative Research Methods is delivered in English for sequent 4 years with international students from several International MA Programs at BNU. It is highly evaluated by the students enrolled.



Eisuke Saito

Eisuke joined in National Institute of Education, Singapore in December 2008. Beforehand, Eisuke used to work as an educational consultant in developing Asian countries and has been actively working with teachers in Vietnam to further promote school reform based on lesson study. His research interest covers school reform, professional development and learning of teachers, educational leadership, educational policies, collaborative learning.

(Recent Publication)

Saito, E., Murase, M., Tsukui, A., and Yeo, J. (2014). *Lesson Study for Learning Community: A Guide to Sustainable School Reform*. London: Taylor & Francis.

Saito, E., Watanabe, M., Gillies, R., Someya, I., Nagashima, T., Sato, M., & Murase, M. (2015). School reform for positive behaviour support through collaborative learning: Utilising lesson study for learning community. *Cambridge Journal of Education*, DOI: 10.1080/0305764X.2014.988684,(iFirst), NA.

Saito, E. & Atencio, M. (2014). Lesson study for learning community (LSLC): conceptualising teachers’ practices within a social justice perspective. *Discourse: Studies in the Cultural Politics of Education*, DOI: 10.1080/01596306.2014.968095,(iFirst), NA.

Saito, E. and Atencio, M. (2014b). Conceptualising teacher practice and pupil group learning through developmental stages and integration factors. *Policy Futures in Education*, 12(4), 558-571.



Yoshiko Kitada

Yoshiko Kitada is an associate professor of the Faculty of Education at Saitama University, Japan. Kitada has been actively involved in a number of school reforms based on the philosophy of Learning Community. Her research focuses on the following issues: how students learn in collaborative group work, how teachers develop their professional expertise in school-based lesson study, and how principal's leadership affects school reform as Learning Community. She wrote several articles and book chapters on these issues in national publications.



Yuto Kitamura

Yuto Kitamura is an Associate Professor at Graduate School of Education, The University of Tokyo. He received his Ph.D. in education from University of California, Los Angeles (UCLA). He had worked in the Education Sector of UNESCO (France) and taught at Nagoya University and Sophia University (Japan). He was a Fulbright Scholar at the George Washington University, Visiting Professor at the University of Dhaka (Bangladesh), and is currently a Special Advisor to the Rector of Royal University of Phnom Penh (Cambodia). He is specialized in comparative education and has conducted his research extensively on education policy of developing countries, particularly in South and Southeast Asia. His recent publications include the following co-edited books: **The Political Economy of Educational Reforms and Capacity Development in Southeast Asia: Cases of Cambodia, Laos and Vietnam** (Springer, 2009), **Emerging International Dimensions in East Asian Higher Education** (Springer, 2014) and **The Political Economy of Schooling in Cambodia** (Palgrave Macmillan, forthcoming)



Thi Diem Hang Khong

Thi Diem Hang Khong is a collaborating researcher of the Institute for Research on Educational Development, Vietnam. She also served as a coordinator and local participant analyst for a 2-year Toyota research project on school reform in Vietnamese schools from 2012 to 2014. She has supported the promotion of Lesson Study for Learning Community (LSLC) in Vietnam since 2006 by connecting leading Japanese scholars and practitioners with Vietnamese teachers, local educational authorities at all levels and non-governmental organisations. As such, she has participated in research lesson observations and reflections for nearly 200 times. Her research interests include collaborative learning, school reform, LSLC, teacher professional development, learning support, and education in Vietnam. She has jointly published papers in good refereed education journals such as *Educational Review*, *Journal of Educational Change* and *Improving Schools* and one book chapter under Taylor & Francis. One of the papers was awarded *Educational Review's* Most Read Article in 2014.

Mohammad Reza Sakar Arani



Dr Mohammad Reza Sarkar Arani is an associate professor of Teacher Education in the Graduate School of Education and Human Development at Nagoya University. Formerly, he was a professor at Teikyo University, a visiting professor at Kobe University and postdoctoral fellow at Nagoya University, where he completed his PhD. His area of expertise includes ‘culture of education’, ‘academic culture’ and ‘teachers’ professional development and learning in theory and practice’. He has written extensively on teaching and learning in elementary, secondary and higher education and published research papers in various national and international journals in Persian, Japanese and English. His recently publication is “Cross Cultural Analysis of an Iranian Mathematics Lesson: A New Perspective for Raising the Quality of Teaching”, *International Journal of Lesson and Learning Studies*, Vo.4 No.2, pp. 118-139, (2015). With Yoshiaki Shibata , Kim-Eng Christine Lee , Hiroyuki Kuno , Masami Matoba , Fong Lay Lean , and John Yeo, he published “Reorienting the Cultural Script of Teaching: Cross Cultural Analysis of a Science Lesson” *International Journal of Lesson and Learning Studies*, Vo.3 No.3, pp. 215-235, (2014).

Siripaarn Suwanmonkha



Siripaarn Suwanmonkha, Ph.D. works as Director of Centre for the Advancement of Learning and Professional Development (since 2002) and a lecturer at Department of Educational Research and Psychology, Faculty of Education, Chulalongkorn University.

She has been an Associate Dean in special affairs (2009-2011), Associate Dean in academic and research (1997-2001) and Associate Dean for research (1900-1992) and Director of Professional Experience Training Unit, Faculty of Education, Chulalongkorn University (1984-1986). Her main research interest areas are Teachers’ Learning and Professional Development, for example, Basic Education for Career Development (2010), Research and Development of Action Research Program on Environmental Education Experience for Reflective Practitioner Development (2003-2004) and Research and Development the Training Program for Leaders in Instructional Integration for Energy and Environmental Conservation in School Curriculums: Dawn Project (1998).

She leads Professional Development Programs such as “Core Team Development through Coaching and Mentoring Collaborative Systems” (2015-) and “Teachers, Principals and Supervisors Development through Coaching and Mentoring Collaborative Systems” (2013). She serves as an academic adviser in “Teachers as Learners: Digital Media for Professional Development” (2014-). Associate Professor Suwanmonkha has graduated as Master of Art and Doctoral of Philosophy in Educational Psychology (Research Design, Measurement and Evaluation, Learning and Cognition) from Michigan State University.



Tomoyuki Morita

Tomoyuki Morita is an associate professor of the Professional School of Education, Yamagata University, Japan. He has been involved in a number of school reforms based on the philosophy of “learning community”, and worked with collaboratively with many principals and teachers to build a network of “SLC”, especially in Yamagata. His research interest also covers history of association for building public education in a local community in Japan in the early modern time.



Ji-Won Shin

Jiwon Shin graduated from Ewha Womans University in Korea and received her master’s degree from Graduate School of Education, the University of Tokyo. She is currently a lecturer at Yokohama National University and Daito Bunka University. Her main research interests include education reform, teachers’ professional culture and lesson study in Korea and Japan. Recently she published books such as ‘School education in East Asia’ (Sankeisya, joint work) and ‘Creating a future of East Asia through school reforms’ (Kitaohji Shobo, joint work).



Yu-Lun Huang

Yu-Lun Huang is a doctoral student at Graduate School of Education of The University of Tokyo. She is also an adjunct lecturer of Hosei University. She translated Prof. Manabu Sato’s publication and introduced the concept of school as learning community to Taiwan in 2011, which caused the burst of school reforms in Taiwan. She has translated 4 of Prof. Sato’s publications so far, and has taken over a thousand Taiwanese teachers to visit hundreds of pilot schools in Japan. Her researches focus on the multilingual primary education in Taiwan and the school reforms of SLC in Taiwan.



Hong-Shang Jiang

Hong-shang Jiang is currently the director of academic affairs in Yong Kang Elementary School in Tainan City in Taiwan. He is also the director of teaching development of Tainan Education Union (TNEU). He has started practicing SLC in 2011 and carried out the first pilot school in 2012 in Tainan. Also, he has been organizing study groups, open lesson observations, lesson preparation workshops based on the concept of SLC for teachers across school borders in Tainan. Because of the movement of teachers from bottom-up, in 2014, with the support of Education Bureau of Tainan City, 20 pilot schools were built. He is currently serving as the supervisor of pilot schools in Tainan and also directing SLC building in Yunlin County.

Keynote Speeches

Learning Communities Inquiring New Pedagogies for Deep Learning

Kiyomi Akita, Professor, The University of Tokyo, Japan

Implementing Lesson Study for Learning Community: Conditions for Sustainable Change with Reference to a Case in Singapore

Christine Kim-Eng Lee, President, the World Association of Lesson Studies, Past Head, Curriculum, Teaching and Learning, National Institute of Education, Singapore

Learning of Student-Teachers in Symbiotic Relationships with Their Mentors

Xiangming Chen, Professor, Peking University, China

Changing the Culture of Teachers' Lesson Study in Korea: Building Up Professional Learning Community Based on SLC

Woo-Jung Son, President, Korean Institute of School as Learning Community, Korea

Learning through Collaboration: Exploring New Values for Society

Sumar Hendayana and Arif Hidayat,
Professor and Lecturer, Indonesia University of Education, Indonesia

Lesson Studies in Taiwan's SLC Classrooms: Analysis on the Cases Presented in the "2015 Conference for Lesson Study of SLC"

Li-Hua Chen, Professor, Tamkang University, Taiwan

Three Keystones for Enhancing Quality of Learning in School as Learning Community: Authenticity, Listening Relation and Jumping Task

Manabu Sato, Professor, Gakushuin University, Japan

Plenary Symposiums

Plenary Symposium 1: School as Learning Community in Progress

Issues on Enhancing Quality of Learning: in Building up School as Learning Community

Tomoyuki Morita, Associate Professor, Yamagata University, Japan

Teacher's Images in a Learning Community Classroom

Li Yuan, Lecturer, Beijing Normal University, China

Collaboration between School leaders and Teachers for School Reform based on vide-flection

Eisuke Saito, Assistant Professor, National Institute of Education, Singapore

Plenary Symposium 2: Policy Matters of School as Learning Community

School-based Complex Model of Teacher Learning System: Experience from China

Xu-Dong Zhu and Miao Pei, Professor and Associate Professor, Beijing Normal University, China

School Learning Community for Classroom Quality Development

Siripaarn Suwanmonkha, Associate Professor, Chulalongkorn University, Thailand

Promoting Citizenship Education to Create the Learning Community in Asia

Yuto Kitamura, Associate Professor, The University of Tokyo, Japan

Plenary Symposium 3: Case Studies of Practice (1)

Moderator: Mohammad Reza Sarkar Arani, Associate Professor, Nagoya University, Iran

Development of Teacher's Vision and Practice for Collaborative Learning

Yoshiko Kitada, Associate Professor, Saitama University, Japan

A Case of Moral Education in Korean Middle School: Understanding Other Culture Based on Cultural Relativism and Universal Standards

Ji-Won Shin, Lecturer, Yokohama National University, and Woo-Jung Son, President, Korean Institute of School as Learning Community, Korea

Plenary Symposium 4: Case Studies of Practice (2)

Moderator: Mohammad Reza Sarkar Arani

The Rhombus Lesson and Curriculum Issues

Thi Diem Hang Khong, Researcher, The Institute for Research on Educational Development, Vietnam

How Pupils of Different Levels Learn at Jumping Tasks- A Case Study of Dagan Elementary School in Tainan City

YU-Lun Huang, Lecturer, Hosei, University, and Hong-Shang Jiang, Teacher, Yong Kang Elementary School in Tainan City, Taiwan

A: Practical Case and Its Interpretation (with DVD)

Sustainability of School Reform and Children's Learning

Hitoshi Uchiyama, Lecturer, Fukuoka International University, Japan

How Do Teachers Support Collaboration between Peers in a Junior High School Math Classes?: Focusing on 'Help-Seeking' Behavior.

Akane Yamaji, Doctoral Student, Graduate School of Education, The University of Tokyo, Japan

A Leap for Change

Veronica Yau, Principal, Fanling Kau Yan College, Hong Kong



B: Lesson Study of School as Learning Community

Building Learning Community at School through Lesson Study

Zanaton H. Iksan, Lecturer, National University of Malaysia,
and Aini Haziah Binti Amirullah, Officer, Malaysian Ministry of Education, Malaysia

What is a 'Jumping Task'?

Takashi Nagashima, Research Fellow, Azabu Institute of Education, Japan

The Impact of Lesson Study on Creating Learning Organization Approach in Schools

Samad Izadi and Somayeh Ghazi, Associate Professor, Mazandaran University, Iran

Developing Learning Community through Implementation of Lesson Study during Teaching Practice

Anjar Putro Utomo, Graduate Student, Hiroshima University, and Eria Narulita, University of Jember, Indonesia



C: Professional Development in SLC

Enhancing Thai Science Student Teachers' Pedagogical Content Knowledge through Lesson Study

Chatree Faikhamta, Assistant Professor, Kasetsart University, Thailand

Professional Development and Special/Inclusive Pedagogy

Taku Murayama, Lecturer, Tokyo Gakugei University, Japan

The Effect of Cooperative Teaching Method on Student Learning: Biology Lesson at The First Year of High School

Mohammad Nourian, Associate Professor, Islamic Azad University-South Tehran Branch, Iran

Electronic Supported Coaching and Mentoring System: Opportunity and Challenges for Thai In-Service Teachers

Praweenya Suwannatthachote, Assistant Professor, Chulalongkorn University, Thailand



D: Leadership of School Reform in SLC

Analyzing Why and How of Local Learning: Focus on "School as Learning Community"

Abbas Shekari, Assistant Professor, University of Kashan, Iran

A School Reform Leader Based on SLC

Kozue Shimo, Doctoral Student, Graduate School of Education, The University of Tokyo,
and Masato Shinomiya, Principal, Kokufu Middle School, Japan

From Tradition Classroom to Instructional Leadership Learning Community Development Site to All: CU-CMS

Chayapim Usaho, Assistant Professor, Chulalongkorn University, Thailand

Bringing Learning Community into Policy Recommendation: A School Index Indicators

Sumar Hendayana, Arif Hidayat, Asep Supriatna, and Agus Fany Chandra, Profesor and
Lecture, Indonesia University of Education, Indonesia

**Info: The time for presentation is 20 minutes in Session B, C and D.
However, in the case of a presentation in Session A, which includes DVD
presentation and its interpretation, the presentation time is 30 minutes.**



Special Presentation

PISA Results and Teaching and Research Groups in Shanghai: Teaching and Learning Community for Knowledge Discovery

Chair: Guoyong Hu, Professor, Shanghai Normal University, China, and Manabu Sato

Minxuan Zhang, Director, Research Institute for International and Comparative Education,
Shanghai Normal University, and Shanghai PISA, China

August 6: School Visit (Optional Tour)	
7:30	Departure from Gakushuin University
10:00	Arrival at Shimone Junior High School Ushiku City, Ibaraki Prefecture Classrooms Observation
12:00	Lunch
13:30	lesson Study and Case Discussion
15:30	Departure from the school Sightseeing in Ushiku City Dinner
18:30	Arrival at Gakushuin University

August 7: Opening, Plenary Symposiums and Sessions Chair: Kanako Kusanagi, Doctoral Candidate, London Institute of Education, Japan	
10:00	Opening Remark North 1 Building 2F, Room 201 Manabu Sato, Professor, Gakushuin University Director of The Organizing Committee
10:30	Plenary Symposium 1: School as Learning Community in Progress North 1 Building 2F, Room 201 Issues on Enhancing Quality of Learning: in Building up School as Learning Community Tomoyuki Morita, Associate Professor, Yamagata University, Japan Teacher's Images in a Learning Community Classroom Li Yuan, Lecturer, Beijing Normal University, China Collaboration between School leaders and Teachers for School Reform based on wide-flection Eisuke Saito, Assistant Professor, National Institute of Education, Singapore
12:00	Lunch
13:00	Plenary Symposium 2: Policy Matters of School as Learning Community North 1 Building 2F, Room 201 School-based Complex Model of Teacher Learning System: Experience from China Xu-Dong Zhu and Miao Pei, Professor and Associate Professor, Beijing Normal University, China School Learning Community for Classroom Quality Development Siripaarn Suwanmonkha, Associate Professor, Chulalongkorn University, Thailand Promoting Citizenship Education to Create the Learning Community in Asia Yuto Kitamura, Associate Professor, The University of Tokyo, Japan
14:30	Coffee Break
15:00	Sessions I (A, B) Session A: Practical Case and Its Interpretation (with DVD) North 1 Building, 2F. Practicum Room Sustainability of School Reform and Children's Learning Hitoshi Uchiyama, Lecturer, Fukuoka International University, Japan How Do Teachers Support Collaboration between Peers in a Junior High School Math Classes?: Focusing on 'Help-Seeking' Behavior. Akane Yamaji, Doctoral Student, Graduate School of Education, The University of Tokyo, Japan A Leap for Change Veronica Yau, Principal, Fanling Kau Yan College, Hong Kong

	<p>Session B: Lesson Study of School as Learning Community North 1 Building 1 F, Science Room</p> <p>Building Learning Community at School through Lesson Study Zanaton H. Iksan, Lecturer, National University of Malaysia, and Aini Haziah Binti Amirullah Officer, Malaysian Ministry of Education, Malaysia</p> <p>What is a ‘Jumping Task’? Takashi Nagashima, Research Fellow, Azabu Institute of Education, Japan</p> <p>The Impact of Lesson Study on Creating Learning Organization Approach in Schools Samad Izadi, Associate Professor, and Somayeh Ghazi, Mazandaran University, Iran</p> <p>Developing Learning Community through Implementation of Lesson Study during Teaching Practice Anjar Putro Utomo, Graduate Student, Hiroshima University, and Erlia Narulita, University of Jember, Indonesia</p>
16:30	<p>Sessions II (C, D)</p> <p>Session C: Professional Development in SLC North 1 Building 2F, Practicum Room</p> <p>Enhancing Thai Science Student Teachers’ Pedagogical Content Knowledge through Lesson Study Chatree Faikhamta, Assistant Professor, Kasetsart University ,Thailand</p> <p>Professional Development and Special/Inclusive Pedagogy Taku Murayama, Lecturer, Tokyo Gakugei University, Japan</p> <p>The Effect of Cooperative Teaching Method on Student Learning: Biology Lesson at the First Year of High School Mohammad Nourian, Associate Professor, Islamic Azad University-South Tehran Branch, Iran</p> <p>Electronic Supported Coaching and Mentoring System: Opportunity and Challenges for Thai In-Service Teachers Praweenya Suwannatthachote, Assistant Professor, Chulalongkorn University, Thailand</p> <hr/> <p>Session D: Leadership of School Reform in SLC North 1 Building 1F, Science Room</p> <p>Analyzing Why and How of Local Learning: Focus on “School as Learning Community” Abbas Shekari, Assistant Professor, University of Kashan, Iran</p> <p>A School Reform Leader Based on SLC Kozue Shimo, Doctoral Student, Graduate School of Education, The University of Tokyo, and Masato Shinomiya, Principal, Kokufu Middle School, Japan</p> <p>From Tradition Classroom to Instructional Leadership Learning Community Development Site to All: CU-CMS Chayapim Usaho, Assistant Professor, Chulalongkorn University, Thailand</p> <p>Bringing Learning Community into Policy Recommendation: A School Index Indicators Sumar Hendayana, Arif Hidayat, Asep Supriatna, and Agus Fany Chandra, Indonesia University of Education, Indonesia</p>
18:00	Closing of the Day

August 8 Open Forum Chair: Kanako Kusanagi		North 1 Building 2F, Room 201
10:00	Greeting Speeches Tetsuo Suwa, Chairperson of Department of Education, Gakushuin University Ritsuo Miyagi, Director of The Foundation for The Advancement of Juvenile Education in Japan	
10:10	Keynote Speech 1 Learning Communities Inquiring New Pedagogies for Deep Learning Kiyomi Akita, Professor, The University of Tokyo, Japan	
10:40	Keynote Speech 2 Implementing Lesson Study for Learning Community: Conditions for Sustainable Change with Reference to a Case in Singapore Christine Kim-Eng Lee, President of the World Association of Lesson Studies, Past Head of Curriculum, Teaching and Learning, National Institute of Education, Singapore	
11:10	Coffee Break	
11:30	Keynote Speech 3 Learning of Student-Teachers in Symbiotic Relationships with Their Mentors Xiangming Chen, Professor, Peking University, China	
12:00	Keynote Speech 4 Changing the Culture of Teachers' Lesson Study in Korea: Building Up Professional Learning Community Based on SLC Woo-Jung Son, President of the Korean Institute of School as Learning Community, Korea	
12:30	Lunch	
13:30	Keynote Speech 5 Learning through Collaboration: Exploring New Values for Society Sumar Hendayana and Arif Hidayat, Professor and Lecturer of Indonesia University of Education, Indonesia	
14:00	Keynote Speech 6 Lesson Studies in Taiwan's SLC Classrooms: Analysis on the Cases Presented in the "2015 Conference for Lesson Study of SLC" Li-Hua Chen, Professor, Tamkang University, Taiwan	
14:30	Keynote Speech 7 Three Keystones for Enhancing Quality of Learning in School as Learning Community: Authenticity, Listening Relation and Jumping Task Manabu Sato, Professor, Gakushuin University, Japan	
15:00	Coffee Break	
15:30	Open Symposium	
17:00	Closing of the Day	
17:30	Reception Party (Optional)	Restaurant Matsumoto-Ro, Central Building 12F

August 9 Open Forum Chair: Kanako Kusanagi		North 1 Building 2F, Room 201
9:30	<p>Plenary Symposium 3: Case Studies of Practice (1) Moderator: Mohammad Reza Sarkar Arani, Associate Professor, Nagoya University, Iran</p> <p>Development of Teacher's Vision and Practice for Collaborative Learning Yoshiko Kitada, Associate Professor, Saitama University, Japan</p> <p>A Case of Moral Education in Korean Middle School: Understanding Other Culture Based on Cultural Relativism and Universal Standards Ji-Won Shin, Lecturer, Yokohama National University, and Woo-Jung Son, President, Korean Institute of School as Learning Community, Korea</p>	
10:30	<p>Plenary Symposium 4: Case Studies of Practice (2) Moderator: Mohammad Reza Sarkar Arani</p> <p>The Rhombus Lesson and Curriculum Issues Thi Diem Hang Khong, Researcher, The Institute for Research on Educational Development, Vietnam</p> <p>How Pupils of Different Levels Learn at Jumping Tasks- : A Case Study of Dagan Elementary School in Tainan City Yu-Lun Huang, Lecturer, Hosei University, and Hong-Shang Jiang, Teacher, Yong Kang Elementary School in Tainan City, Taiwan</p>	
11:30	<p>Cases Discussion Moderator: Mohammad Reza Sarkar Arani</p>	
12:30	Lunch	
13:30	<p>Special Presentation PISA Results and Teaching and Research Groups in Shanghai: Teaching and Learning Community for Knowledge Discovery Chair: Guoyong Hu, Professor, Shanghai Normal University, China, and Manabu Sato Minxuan Zhang, Director, Research Institute for International and Comparative Education, Shanghai Normal University, and Shanghai PISA, China</p>	
14:00	<p>Closing Remarks Manabu Sato</p>	
14:20	Closing	

Info:

The conference is held in English. However, we arrange simultaneous translation into Japanese for the opening forum of keynote speeches and plenary symposiums on August 8th and 9th.

Please contact us on the website of the International Platform for School as Learning Community for detail information.
<http://school-lc.com/>

Registration Information:

The registration fee is basically free except rental cost of translation receiver (2,000 yen) and such optional events, as school visit and reception party.

School Visit : 5,000 yen (including transportation, lunch and dinner)

Reception Party : 5,000 yen

We have no assistance for your hotel accommodation and travel support.

Financial Aids:

Japan Society for the Promotion of Science

The Foundation for the Advancement of Juvenile Education in Japan

Organizing Committee:

Director: Manabu Sato, Professor, Gakushuin University

Members: Kozue Shimo, Doctoral Candidate, The University of Tokyo

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Yuki Nakazono, Assistant Professor, Gakushuin University

Contact Us:

Website: International Platform for School as Learning Community <http://school-lc.com/>

Email: info@school-lc.com

Location

Gakushuin University

1-5-1 Mejiro, Toshima-ku, Tokyo, 171-8588 Japan

The Campus is located beside Mejiro Station of JR Yamanote Line



