

The 14th International Conference of School as Learning Community

**Enacting Democracy at Classrooms,
Staffrooms and Communities:
A Keystone for Collaborative Inquiry of
School as Learning Communities**

Program

October 16, 17 and 18, 2026

Gyeongin National University of Education

Auditorium Yeji Hall

Incheon City, South Korea

The conference is held face to face and online.

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Welcome Greeting



Manabu Sato

President, International Network for School as Learning Community

It is with great pleasure that we invite you to attend the 14th International Conference of School as Learning Community 2026 held on October 16, 17 and 18 at Gyeongin National University of Education, Incheon City, South Korea. The conference is held both by face-to-face meeting and by virtual meeting with Zoom.

The theme of the conference is “Enacting Democracy at Classrooms, Staffrooms and Communities: A Keystone for Collaborative Inquiry of School as Learning Communities”. As you know, Russian invasion to Ukraine, Israeli attack Gaza in Palestine and US military actions to Venezuela and Iran drastically changed the world peace, economy, and society. In addition, the recession of world economy has threatened human right of learning of children and teacher professionalism all over the world. Nevertheless, school as learning community has been active and impacted school reform and learning innovation. We, educational researchers and teachers who are concerned about quality education for all, are keen to know what this means to democratize schooling in this hard age. It is also our firm belief that practical research which integrates theory and practice is integral to reflective practice and has been elaborated among colleagues in this movement.

SLC has pursued both quality and equality in learning. We proclaim a robust cannon that both are inter-supportive and inter-dependent of each other through enhanced inquiry and collaboration based on listening pedagogy. Inquiry is promoted with deliberation of reflection, which is facilitated by collaboration of diversity. 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 the United Kingdom, China, Korea, Singapore, Indonesia, Vietnam, Thailand, Mexico and Japan as keynote and symposia speakers. The 14th International Conference of School as Learning Community 2026 aims to provide a platform for education researchers, teachers, policy-makers throughout the world.

Welcome this exciting international event. to share your innovations, experiences, cutting-edge findings, distinguished practices and visions of education reforms.

Chair, The Organizing Committee for the 14th International Conference of School as Learning Community

Overview of the Conference

October 16: School Visit

- Dongam Middle School :12 Dongamsan-ro 43beon-gil, Bupyeong-gu, Incheon
- Seonhak Middle School :19 Seonhak-ro, Yeonsu-gu, Incheon

Transportation & Meeting Info

Gathering Time: Please gather at Gloucester Hotel Incheon by **08:15 AM**.

Boarding: Four buses (capacity up to 180 passengers total) will depart from Gloucester Hotel Incheon at **08:45 AM** to pick up foreign visitors.

Attentions

1. Korean-English translation receiver is supported,
2. Lunch is served at the school.
3. Registration fee is free. But you need complete the registration form on the website.

Time	Activity
09:40 ~ 10:00(20')	◦Arrival to the Dongam Middle School ◦Opening and Introduction of the school by Principal Kisin Sung
10:00 ~ 11:30 (90')	◦Observation of All the Classrooms of the Dongam Middle School
11:30 ~ 12:10 (40')	◦Transit to the Seonhak Middle School
12:15 ~ 13:15 (60')	◦Lunch Break (School cafeteria 1F)
13:15 ~ 13:25 (10')	◦Introduction of the Seonhak Middle school by Principal Insook Sung
13:30 ~ 14:15 (45')	◦Observation of All the Classrooms of the Seonhak Middle School
14:15 ~ 14:30 (15')	◦Break (auditorium 2F)
14:30 ~ 15:15 (45')	◦Focused lesson (3rd Grade)
15:15 ~ 15:30 (15')	◦Break (auditorium 2F)
15:30 ~ 16:00 (30')	◦Lesson study by all the teachers of the Seonhak Middle School
16:00 ~ 16:40 (40')	◦Commentaries & Exchange of commentaries by SLC global colleagues
16:40	◦Closing

School Profile

• Dongam Middle School

Dongam Middle School is a small school with 301 students in 15 classes across three grade levels. Established in 1985, the school is now in its 41st year.

Situated in an older urban neighborhood, the school faces challenging educational and social circumstances. Approximately 31% of students receive government financial support for educational expenses. Many students have limited access to adequate care and support at home, and a considerable number experience difficulties in adapting to classroom learning due to gaps in foundational academic skills. These circumstances also present significant challenges for teachers.

Since 2024, the school has actively strengthened its teachers' Professional Learning Community, promoting collaborative lesson design and open lessons and introducing School as Learning Community practices throughout all classrooms. The school has also received regular lesson consultation from Dr. Woojung Son and has continued its efforts toward whole-school transformation through the improvement of teaching and learning.

These sustained efforts by teachers are bringing meaningful changes not only to classroom learning but also to students' attitudes and relationships. The number of reported school violence cases, which reached 33 in the previous year, has decreased to just one this year. This change reflects the broader transformation taking place as students experience more collaborative and meaningful learning in their classrooms.

Under the school vision, "A Happy Community Where We Grow Together and Find Joy in Learning," the entire school staff is working together to transform the school through classrooms characterized by inquiry, collaboration, and meaningful learning.



Collaborative learning at Dongam Middle School

• Seonhak Middle School

Founded in 1993 in an old downtown area, Seonhak Middle School once faced the threat of closure due to challenging educational surroundings and a declining student population. However, driven by faculty, parents, and community members who longed for a transformed school, it was reborn as a "Learning Community School." In 2015, it was designated as the first Innovative School (Hyukshin School) by the Incheon Metropolitan Office of Education, and for the past 12 years, it has actively built a vibrant learning community in partnership with Professor Woo-Jung Son.

Under the educational vision of "A Happy Learning and Dream Community," the school strives to deliver high-quality learning where no child is left behind. To support this vision, two hours are set aside every Wednesday for the Professional Learning Community (PLC), during which teachers consistently engage in collaborative lesson design, open classroom observations, and post-observation reflections.

A democratic school culture has flourished on a foundation of autonomy and trust among the four key educational stakeholders: students, parents, faculty, and local residents. Furthermore, community members participate in the curriculum as "Village Teachers," together building a strong school-community ecosystem.

The school has a total student population of 369, organized into 16 general classes, 3 special education classes, and 3 Korean language classes. Among the students, 95 come from multicultural or immigrant backgrounds representing 14 nationalities; 39 of these students are enrolled in the dedicated Korean Language Classes for foundational Korean instruction. To foster a peaceful and harmonious learning environment for all members, the school designs and implements a specialized curriculum titled "Growth and Symbiosis Through Relationships."



Overall View of Seonhak Middle School



Lesson study at the school



Open Class Demonstration at Seonhak Middle School

October 17: Opening Ceremony, Keynote Speeches, SLC National Seminar, and Reception Party

Gyeongin National University of Education, Auditorium Yeji Hall, Incheon City

Transportation & Meeting Info

Gathering Time: Please gather at Gloucester Hotel Incheon by **07:50 AM**.

Boarding: Four buses (capacity up to 180 passengers total) will depart from Gloucester Hotel Incheon at **08:00 AM** to pick up foreign visitors.

Chairs: Kanako Kusanagi & Takayo Ogisu

9:30am- 9:50 am	Opening Ceremony Welcome Greeting, Superintendent of Incheon City
9:50 am-10:10am	Opening Remark
10:10am-10:35am	Keynote 1 Manabu Sato The University of Tokyo, Gakushuin University, Japan
10:35am-11:00am	Keynote 2 Seong-hoon Do Superintendent. Incheon City Bureau of Education, South Korea
11:00am-11:10pm	Break
11:10am-11:35am	Keynote 3 Christine Kim-Eng Lee National Institute of Education, Singapore
11:35am-12:00am	Keynote 4 Kiyomi Akita Gakushuin University, Japan
12:00am- 1:00pm	Lunch (Yeji Hall 201, 202, 203)
1:00pm- 1:25pm	Keynote 5 Luz Maria Stella Moreno Medrano Tecnologico de Monterrey, Mexico
1:25pm- 1:50pm	Keynote 6 Son Woo-jung Korean Institute of School as Learning Community, South Korea
1:50pm- 2:20pm	Discussion
2:20pm-2:30pm	Break
2:30pm-4:10pm	National Seminar of the Korean Institute of School as Learning Community (3 short presentations, Video of a Lesson, Commentary) International Conference is closed at 4:10. But Korean attendees continues sessions from 4:10 to 5:40
4-10pm- 5:40pm	Korean attendees Sessions
7:00pm- 9:00pm	Reception Party: Gloucester Hotel 4F Party admission fee: 60,000 South Korean won (KRW)

October 18: Keynote Speeches, Symposia, Sessions and Closing Remarks

Gyeongin National University of Education, Auditorium Yeji Hall, Incheon City

Transportation & Meeting Info

Gathering Time: Please gather at Gloucester Hotel Incheon by **07:20 AM**.

Boarding: Four buses (capacity up to 180 passengers total) will depart from Gloucester Hotel Incheon at **07:30 AM** to pick up foreign visitors.

Chairs: Kanako Kusanagi & Takayo Ogisu

9:00am - 9:25am	Keynote 7 Peter Dudley (online) University of Cambridge, UK
9:25am - 9:50am	Keynote 8 Zhu Xudong Beijing Normal University, China
9:50am -10:15am	Keynote 9 Sumar Hendayana Indonesian University of Education, Indonesia
10:15am - 10:30am	Break
10:30am - 10:55am	Keynote 10 Athapol Anunthavorasakul Chulalongkorn University, Thailand
10:55am - 11:20am	Keynote 11 Sachiko Asai The University of Tokyo, Japan
11:20am - 11:50am	Discussion
11:50am - 1:00pm	Lunch (Yeji Hall 201, 202, 203)
1:00pm - 2:30pm	Symposium A (Auditorium. Yeji Hall) Yoshiko Kitada Saitama University, Japan Faikhanta Chatree Kasetsart University, Thailand Yuta, Suzuki Institute of Science Tokyo, Japan Yu Lili Beijing Normal University, China

	Symposium B (Joint Lecture Hall, Yeji Hall 1F) Tomoyuki Morita Yamagata University, Japan Khong Thi Diem Hang Monash University, Vietnam Chun-Yi Lin National Taiwan Normal University, Chinese Taipei Asep Supriatna Indonesia University of Education, Indonesia
2:30pm - 4:00pm	Sessions <u>Face to Face Sessions</u> <u>Humanities and Social Science Building</u> Session1 Room 205 Session 2 Room 206 Session 3 Room 207 Session 4 Room 224 Session 5 Room 225 Session 6 Room 226 Session 7 Room 227 <u>Online Sessions</u> Session 8: Yeji Hall 2F Room 201 Session 9: Yeji Hall 2F Room 202 Session 10: Yeji Hall 2F Room 203
4:00pm - 4:30pm	Closing Remarks (Auditorium, Yeji Hall)

Invited Guests' Lounge.....Convention Room (Yeji Hall 1F)

Keynote Speakers



MANABU SATO: The University of Tokyo
Gakushuin University, Japan

Professor Manabu Sato – Professor Emeritus of The University of Tokyo, the past Director of the Humanities and Social Sciences Division of Japan Council of Sciences (Japanese Academy of Sciences). He served as dean of the Graduate School of Education of The University of Tokyo from 2004 to 2006. He was also visiting professors to the Harvard University and New York University, and invited professors of El Colegio de Mexico, Berlin Free University and Beijing Normal University. He was the past president of the Japanese Educational Research Association. Professor Sato has published more than 20 books, about 100 editorial books and nearly 200 academic papers. Many of his books have been translated into English, French, German, Spanish, Chinese, Taiwanese, Korean, Indonesian, Vietnamese and Thai. 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 in 2001, and he was appointed the Inaugural Fellow of American Educational Research Association in 2009. In addition, he was the laureates of a runners-up winner of Asian Publishing Award 2012, Mingyuan Education Award in 2019, and the Global Award for the Innovation of Educational Research Methods in 2025.



SEONG-HOON DO: Superintendent of Incheon Metropolitan City Education

Superintendent of Education, Incheon Metropolitan City (2018-present: 3rd, 4th, and 5th directly elected)
Former Principal, Dongam Middle School(2016–2018)
Publications: The Educational Revolution of Reading, Walking, and Writing in the AI Era (2026)
Question 8: Re-asking the Path of Incheon Education (2026)



CHRISTINE KIM- ENG LEE: National Institute of Education, Singapore

Christine Kim-Eng Lee is currently Emeritus Associate Professor in Policy, Curriculum and Leadership Academic Group at the National Institute of Education, Nanyang Technological University, Singapore. Prior to this appointment, Christine was Head of Curriculum, Teaching & Learning (2006-2015), Head of Humanities and Social Studies Education (2000-2006) Academic Groups and Vice-Dean of the School of Arts (1997-2000). Her contributions to education have been recognized through various awards notably the Distinguished Alumni Award from Teachers College, Columbia University, New York; Nanyang Technological University's Award for Distinguished Service and the Government of Singapore's Public Administration Medal and Long Service Award. Christine's research interests are in the areas of teacher development and learning, lesson study, listening pedagogy, cooperative and collaborative learning, curriculum development, implementation and change, curriculum and teacher leadership, and curriculum and school reforms. Christine plays an active role in the international Lesson Study community as President of the World Association of Lesson Studies (WALS) (2011-2016) and Immediate Past President (2017-2021) and continues to serve as an Executive Member of WALS Council. She is lead editor of the WALS-Routledge Lesson Study Series. She is a well sought after keynote speaker and has been invited to give keynotes and seminars at international conferences and academic symposiums in various countries.



KIYOMI AKITA: Gakushuin University, Japan

Professor Kiyomi Akita majors in 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 a supervisor. She is Emeritus professor, The University of Tokyo.

She has over 35 years of experience in lesson study in Japan, ranging from early childhood education to elementary, junior high, and high school.

She has been the chair of the teacher education division, and the committee member of the national curriculum division, the Central Education Council of Ministry of Education in Japan. She has also been the president of National Children and Families Agency and the Chair, Tokyo Children's Future council.

She had been the 9th president of Japanese Association of Early Childhood Education and care and he 9th president of Japanese Association of Developmental Psychology.



LUZ MARIA STELLA MORENO MEDRANO: Tecnológico de Monterrey, Mexico

Luz María S. Moreno-Medrano is a Professor-Researcher at the School of Humanities and Education at Tecnológico de Monterrey, Mexico. She is an educator and researcher with more than 25 years of experience in the fields of critical and intercultural education, teacher learning, educational change, and the development of democratic and inclusive learning communities.

She began her professional career in 1994 as a rural teacher in a Rarámuri Indigenous community in the Sierra Tarahumara, an experience that profoundly shaped her academic trajectory and her long-standing commitment to educational justice, intercultural dialogue, and the recognition of diverse ways of knowing. She holds a PhD in Education from the University of Cambridge and a Master's degree in International Education Policy from Harvard University.

Prior to joining Tecnológico de Monterrey, she served as Director of the Institute for Research on Educational Development (INIDE) at Universidad Iberoamericana, Mexico City, from 2021 to 2025. She later served as Associate Dean for Research at the School of Humanities and Education at Tecnológico de Monterrey, where she promoted interdisciplinary and socially engaged research agendas and strengthened national and international research collaborations.

Her research focuses on critical and intercultural education, teacher professional learning, Indigenous education, decolonial perspectives in education, educational policy and school transformation. A central strand of her work examines how schools can become democratic learning communities through dialogue, collaborative inquiry, reflective practice, and the active participation of teachers, students, families, and communities.

Moreno Medrano has been actively involved in the development of the Schools as Learning Communities (SLC) approach in Mexico, working alongside schools, teachers, teacher-education institutions, and international academic networks to foster collaborative professional learning and democratic school cultures. Her current work explores the possibilities of SLC in diverse sociocultural contexts and its contribution to more just, intercultural, and participatory forms of education.

Her academic work is grounded in the conviction that educational transformation requires not only new pedagogical practices, but also a critical examination of power, knowledge, cultural diversity, and the relationships through which educational communities are built.



SON WOJUNG: Korean Institute of School as Learning Community, South Korea

Dr. Son majored in pedagogy and wrote a thesis on the start of Korean colonial education in the context of curriculum history under the theme of exemplary education in the Korean Empire era.

She gave lectures on curriculum, teaching and learning, and learning theory at universities in Busan, and

Korea Teachers' University.

Currently, instructional consulting and teacher education-related lectures are mainly conducted at school sites across the country.

Since 2010, she has been the President of the Korean Institute of School as Learning Community, a clinical research group for teachers.

The Korean Institute of School as Learning Community is a research group of former and current teachers who agree with Professor Manabu Sato's philosophy of a learning community and is organized into 60 research groups nationwide. Sixty research groups conduct lesson studies once a month, and she also supports them.



PETER DUDLEY: Cambridge University, UK

Pete Dudley introduced Lesson Study to the UK and has helped to lead its development across Europe and Central Asia. He is Director of the Cambridge Teacher Research Exchange (Camtree) and Co-Director of Oracy Cambridge both at Hughes Hall. He taught for eleven years before a long career in local and national school leadership and collaborative improvement, a subject he later taught and researched at the University of Cambridge. He advocates for oracy education and for inquiry-focused, collaborative agency of students, teachers, and schools in building vibrant learning communities.



ZHU XUDONG: Beijing Normal University, China

Professor Zhuxudong, as the doctoral advisor, is a professor of the Faculty of Education of Beijing Normal University. He also serves as the director of Center for Teacher Education Research of Beijing Normal University (Key Research Base of Humanities and Social Sciences for Universities, Ministry of Education) and a distinguished professor of the Yangtze River Scholar Program by the Ministry of Education. As a member and secretary-general of the National Advisory Expert Committee on Teacher Education, Ministry of Education, Professor Zhu is also the secretary-general of Teacher Education Branch of China Association of Higher Education, and a guest researcher of the Central Committee of the China Association for Promoting Democracy.



SUMAR HENDAYANA: Indonesian University of Education. Indonesia

Sumar Hendayana has been actively leading Lesson Study activities in various schools and universities in Indonesia since 2006. He was Dean of Faculty of Mathematics and Science Education, Indonesia University of Education from 2005 to 2009. He was Visiting Research Scholar for CICE (Center for the study of International Cooperation in Education), Hiroshima University, Japan (December 2009 to March 2010). He was Visiting Professor, Nagoya University, Japan (10th June – 13th July 2019). He was on the lesson study committee of Ministry of Education and Culture for School-University Partnership through lesson study across the country from 2008 to 2022. He collaborated with JICA in lesson study training for Asian and Ethiopian fellows. He chaired 2014 WALs conference in Bandung, Indonesia. He has been working closely with Sumedang Regency Office of Education for promoting school as learning community. In 2015, he received JICA Award. He was President of Indonesia Association of Lesson Study from 2015 to 2023. Currently, he is member of advisory board of Indonesia Association of Lesson Study.



ATHAPOL ANUNTHAVORASAKUL: Chulalongkorn University, Thailand

Assistant Professor Athapol Anunthavorasakul is a Head of Teaching Social Studies Division and a Director for Research and Development Center on Education for Sustainable Development (ESD Center), Faculty of Education, Chulalongkorn University in Thailand. His ESD Center has been selected by Asia-Pacific Center of Education for International Understanding (APCEIU) to be Global Citizenship Education Co-operation Center (GCC Center) since 2021. In Thailand, he has played significant roles to promote policies and innovations in education such as Global Citizenship Education, Democratic Citizenship Education, Equitable Education, School Reform and Teacher Education. He has involved in School as Learning Community (SLC) movement for ten years. Until now, he and his colleagues support many schools' transformation with SLC philosophies via the concept of teacher learning together to escalate quality learning for all students. Since 2025 he has been elected to be a council member of WALs and he is now taking charge as a committee for Thailand New Education Act Drafting Committee and National Teacher Education Reform Committee.



SACHIKO ASAI: The University of Tokyo, Japan

Professor Asai studies pedagogical practice through a variety of approaches. (1) She has been studying history of primary school education and early childhood education in modern Japan. Through the examination of teachers' narrative descriptions, She asks how the relationship between teachers and children in the classroom was structured and how their experiences were made sense of. (2) I participate in in-school training in primary schools, junior high schools and early childhood institutions, learning with teachers about lesson and school reform. With that, she explores the theories to support reform. (3) In recent years, she has been working on studying the Reggio inspired early childhood education, with a focus on pedagogical documentation.

Symposia Speakers

Symposium A



YOSHIKO KITADA: Saitama University, Japan

Yoshiko Kitada is a Professor in the Faculty of Education and the Director of the Center for Gender, Diversity and Inclusion at Saitama University. She actively visits elementary and junior high schools across Japan as part of Learning Community activities, providing support for school-based lesson study. Her research investigates how teachers engage in professional growth through observing colleagues' lessons and closely examining how children learn. Her major publications in English include: Kitada, Y. (2022). Teacher agency in the modification of Japanese lesson study in the United States. *Educational Studies in Japan: International Yearbook*, No. 16, 45–57. Kitada, Y. (2018). School-wide lesson study across subject areas: Creating school-based professional learning communities in Japanese secondary schools. In A. Tsukui & M. Murase (Eds.), *Lesson Study and Schools as Learning Communities: Asian School Reform in Theory and Practice* (pp. 29–44). New York, NY: Routledge.



CHATREE FAIKHAMATA, Kasersart University, Thailand

Chatree Faikhamta is an Associate Professor of Science Education and Vice Dean for Research and Innovation at the Faculty of Education, Kasetsart University, Thailand. He is a science education scholar specializing in science teacher education, pedagogical content knowledge (PCK), teacher professional learning, Lesson Study, and School as Learning Community (SLC), with related work in STEM/STEAM education, scientific modelling, and epistemic practices. He has an extensive record in research, graduate supervision, teacher development, and school–university collaboration. He has supervised more than 50 master's and doctoral students, including international doctoral students and internationally co-supervised research, with several of his students receiving thesis and research awards. His research has been published in international peer-reviewed journals, including *Research in Science Education* and the *International Journal for Lesson & Learning Studies*. In addition to his research, he has taken leadership roles in doctoral education, research development, international academic collaboration, and major academic conferences. His work reflects a sustained commitment to connecting research, teacher learning, and school improvement across local and international contexts.



YUTA SUZUKI: Institute of Science Tokyo, Japan

Yuta Suzuki is a professor of the Institute for Liberal Arts(ILA) at Institute of Science Tokyo (formerly Tokyo Institute of Technology). He holds a bachelor's degree, a master's degree, and PhD in Education from the University of Tokyo. He was a project lecturer at the University of Tokyo, Visiting Scholar at the University of California, Berkeley, and Visiting Fellow at the University of Cambridge. His previous books include *Formation and Development of Teachers' Professional Community: A Genealogy of Research on School Reform in the United States* (in Japanese) (Keiso Shobo, 2018) (Japanese Association of School Education Award 2019), *School Reform Theory: A Challenge of American Educational Research* (in Japanese) (Keiso Shobo, 2022) (Japan Association of American Educational Studies Award 2022), *Reforming Lesson Study in Japan: Theories of Action for Schools as Learning Communities*, (Routledge, 2022) (Japan School Improvement Research Association Award 2022 and Seiichi Tejima Research Awards for FY 2023), and *Organizational Learning of Lesson Study in Japan: Sustainability of Schools as Learning Communities* (Routledge, 2025) . His research interests include lesson study, school reform, action research, teachers' professionalism, professional learning, and professional community.



YU LILI: Beijing Normal University, China

Yu Lili is a visiting researcher of The University of Tokyo and a research fellow in at Center for Teacher Education Research in Beijing Normal (Key Research Base of Humanities and Social Sciences for Universities, Ministry of Education), executive director of International research center of CTER in BNU. Her current research interests include teacher professional development and school as learning community project.

Symposium B



TOMOYUKI MORITA: Yamagata University, Japan

Tomoyuki Morita is an associate professor of Yamagata University, Japan. He has been involved in a number of school reforms based on the philosophy of “learning community” in Tohoku district, especially in Yamagata. His research interests cover the history of education in a local community in Japan and action research on building “learning community”; how children and teachers build listening relations, how principals and teachers realize professional autonomy in the process of school reform. Recently his research focuses on the making of a local network of teachers and the growth of early career teachers.



KHONG THI DIEM HANG: Monash University (Australia), Vietnam

Khong Thi Diem Hang is a Research Fellow, Mitchell Institute, Victoria University, Australia. She earned her Ph.D in teacher professional development at the University of Queensland in 2020. She served as a co-investigator for a teacher capacity building project in Indonesia funded by the Head Foundation from 2017 to 2018 and 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 organizations and is the co-founder of Vietnam Lesson Study for Learning Community Network. Her research interests include teacher learning and professional development, initial teacher education, classroom talk, school reform, LSLC, education policy, and education in Vietnam. She has jointly published 13 papers in internationally renowned education journals such as Higher Education, Educational Review, Cambridge Journal of Education, Professional Development in Education, Education and Information Technologies, and three book chapters under Routledge, Springer and ABC-CLIO. One of the papers was awarded Educational Review's Most Read Article in 'Literacy, Languages and Performing Arts' stream in 2014.



CHUN-YI-LIN: National Taiwan Normal University, Chinese Taipei

Chun-Yi Lin is an Associate Professor in the Department of Education and the Graduate Institute of Curriculum and Instruction at National Taiwan Normal University, Taiwan. She holds a Ph.D. in Instructional Systems Technology and an M.S. in Educational Psychology from Indiana University Bloomington, USA. Chun-Yi began doctoral research on school change in 2007 and has been dedicated to studying the School as Learning Community (SLC) since 2013. Her research focuses on collaborative learning practices across various subjects in elementary, junior high, and high schools. Her recent project focuses on teachers' knowledge and practices for supporting slow learners in classrooms, with the goal to improve equity in quality education in Taiwanese schools.



ASEP SUPRIANTA: Indonesia University of Education, Indonesia

Asep Supriatna is a lecturer at the Faculty of Mathematics and Natural Sciences Education, Indonesia University of Education. Asep Supriatna has joined Lesson Study activities since 2002 in the JICA education cooperation program. Asep Supriatna is active in Lesson Study activities in Indonesia. His research interests are education for sustainable development to improve the professionalism of Mathematics and Natural Sciences teachers as well as the development of research with students. Asep Supriatna is a member of the supervisory board of the Indonesian Lesson Study Association (ALSI) and is one of the founders of the Lesson and Learning Study University's Center of Excellence (CELLS). Currently, he is director directorate education at Indonesia University of Education.

Sessions

Face to Face Sessions Humanities and Social Science Building

Session 1 (Room 205) Chair Luz Maria Stella Moreno Medrano

Wanitcha honghan, Atthapon Intasena and Chanat Intakanok, Thailand

Structured Inquiry and Shared Meaning-Making through KWL Plus: A Practical Case from a Thai Grade 8 Reading Classroom

Chanat Intakanok, Thiendanai Sermboonpaisarn and Kornkanok Lertdechapat, Thailand

Collaborative STEM Inquiry through a School as Learning Community Lens: Female Students' Agency, Mutual Listening, and AI-Supported Design

Mónica Marisol Villafuerte Alcántara, Mexico

Learning Communities for Gender Equality: Democratizing Teacher Education in Mexican Normal Schools

Thanayot Jullapak, Thailand

Unpacking 10th-Grade Students' Conceptual Understanding of Atomic Structure Through Collaborative POE Pedagogy

Session 2 (Room 206) Chair Sumar Hendayana

Chonticha Nuamphummarin, Krongjit Vanitchawan, Atiwit Siengkiw, Somkid Vanjumnong, Ussaraporn Tavera, Angkana Saarddee, Sumantana Malaithong, Niknisa Sompud, Kornkanok Lertdechapat and Jatupol Sangwanglao, Thailand

From Everyday Lessons to School as a Learning Community: Exploring Traces of SLC in a Large Private School

Rie Takahashi, Indonesia

When a Flag Meets a Child's World: SLC Practice in a National Kindergarten in Indonesia

Punnapha Malelohit, Thailand

Developing Model-Based Inquiry through a Professional Learning Community to Support Grade 10 Students' Scientific Explanations

Chalernsak Mayoo, Khomsan Rinrid, Pisit Saita, Mr.Nathasit Khueankaew and Wilaiwan Fakprapai, Thailand

Enacting Learner Rights through Democratic Homeroom Practices in a School as a Learning Community: Evidence from Secondary and Vocational Education Settings

Session 3 (Room 207) Chair Chung-Yi Lin

Ladajit Ruangpornasawat and Ekkasit Srisuwan, Thailand

Design of a Resource-Based English Course Through Teachers' Collaboration: A Professional Development Approach Toward School as Learning Community

Onnitcha Thossata and Unchalee Tamtong, Thailand

Democratic Learning through Local Wisdom: A Lesson-Study Model Enacting Democracy in Classrooms,

Staffrooms, and Communities

Chin-Hua Chiang, Taiwan

From Silence to Participation: Collaborative Meaning-Making in 7th-Grade EFL Listening in Taiwan

Prabhpreet Kaur, India

From Digital Literacy to Digital Citizenship: Strengthening Schools as Learning Communities in India

Session 4 (Room 224) Chair Christine Kim Eng Lee

Panchabhorn Chotkaew, Nathakorawat Chupan and Nuntida Sangchan, Thailand

Cultivating Democratic Ecosystems in Schools: Collaborative Inquiry through the SLC Framework and ACLD Model

Swati and Kuldeep Kaur, India

Strengthening Schools as Learning Communities Through Ecopedagogy: A Review of Collaborative Learning Practices

Miki Watanabe, Japan

Learning Together Through Differences: How Students Sustain Collaborative Learning

Patcharapon Inphoo, Thailand

Voice, Confidence, and Reciprocity: Student-Led, Activity-Based English Instruction in a Thai Upper Secondary EFL Classroom

Session 5 (Room 225) Chair Tomoyuki Morita

Michiko Hiwatashi and Tomoyuki Morita, Japan

How does school reform begin? Exploring teacher tensions as opportunities for learning in a school as learning community

Atiwit Siengkiw, Thailand

A Comparative Analysis and Guidelines for Integrating the School as Learning Community Concept with the Montfortian Education Charter

Jareeluk Ratanaphan, Thailand

What Happens When the Coach Listens: Evidence of Democratic Dialogue in a Thai Tripartite School Visit

Session 6 (Room 226) Chair Yoshiko Kitada

Kim Min Jung, Korea

The Relationship between Professional Learning Communities and Lesson Innovation in Korean Innovation Schools: A Study of Elementary Schools Practicing "School as Learning Community"

Waewalee Waewchimplee, Thailand

Parents as Learning Partners: Building a School as Learning Community through Family Language Engagement

Krongjit Vanitchawan, Chonticha Nuamphummarin, Atiwit Siengkiw, Somkid Vanjumnong, Ussaraporn Tavera, Angkana Saarddee, Sumantana Malaithong, Niknisa Sompud, Jatupol Sangwanglao and Kornkanok Lertdechapat, Thailand

Toward Collaborative Instructional Supervision: From Conventional Supervision to School as a Learning

Community

Session 7 (Room 227) Chair Athapol Anunthavorasakul

Sirinat Jongkonklang, Thailand

When the Network Talked Back: Contestation as the Test of a Democratic Staffroom

Kuldeep Kaur and Mamta Garg, India

Examining the non-negotiables of Democracy for India's Gen-Z

Wichaya Pewkam, Thailand

3C Continuum: A Formation Pathway toward School as Learning Community in the Pre-Service Teacher Classroom

Online Sessions Yeji Hall 2F: Room 201, 202, 203

Session 8 (online) Chair Yuta Suzuki

Kiiko Yelens, Kazakhstan

Enacting Democracy in English Language Classrooms: Developing Research Skills through Text Interpretation Strategies for Academic Writing

Loh Bi Yi, Malaysia

Enacting Digital Democracy through Chinese Language Learning: Connecting Classrooms, Homes and Communities through Collaborative Inquiry

Nofrion, Indonesia

The Implementation Of Case-Based Reflective Learning To Improve Basic Teaching Skills In A Micro Teaching Course

Fariha Fatima, India

School as Learning Community for Conflict-Affected Students: From Educational Disruption to Educational Recovery

Session 9 (online) Chair Takayo Ogisu

Preamyuda Soodjam, Pitchuda Nuamnongboon and Adisorn Khaosa, Thailand

Promoting Student Voice in Thai Language Classrooms through School as Learning Community

Wiriya Mosan and Yoothapichai Khathippatee, Thailand

Understanding How a School as Learning Community Nurtures Students' Willingness to Engage in Mathematical Problem Solving

Valentina Gainanova and Azhar Altybayeva, Kazakhstan

Enhancing Students' Interaction through Collaborative Learning and Values

Kenenbayeva Ainur, Kenenbayeva Gulnur, Kenenbayeva Dinara, Surunbayeva Aigerim and Kozbagarova Bazila, Kazakhstan

Developing Students' Non-Cognitive Skills through Interdisciplinary Collaborative Inquiry in Democratic Learning Environments

Session 10 (online) Chair Kanako Kusanagi

Juan Alberto Padilla Maldonad, Mexico

From Sanction to Accompaniment: Democratic Discipline and the Continuity of Learning in Response to Cyberbullying in Upper Secondary Education. A Mexico–Argentina Comparison

Yoothapichai Khathippatee and Wiriya Mosan, Thailand

Open Class as a Democratic Third Space: Fostering Professional Collegiality through Triadic Inquiry

Atraju Kanan Ramdas, Singapore

Protecting the Space: The Challenges of Enacting School as Learning Community in a Singapore School

Venue & Access Information

Gyeongin National University of Education:

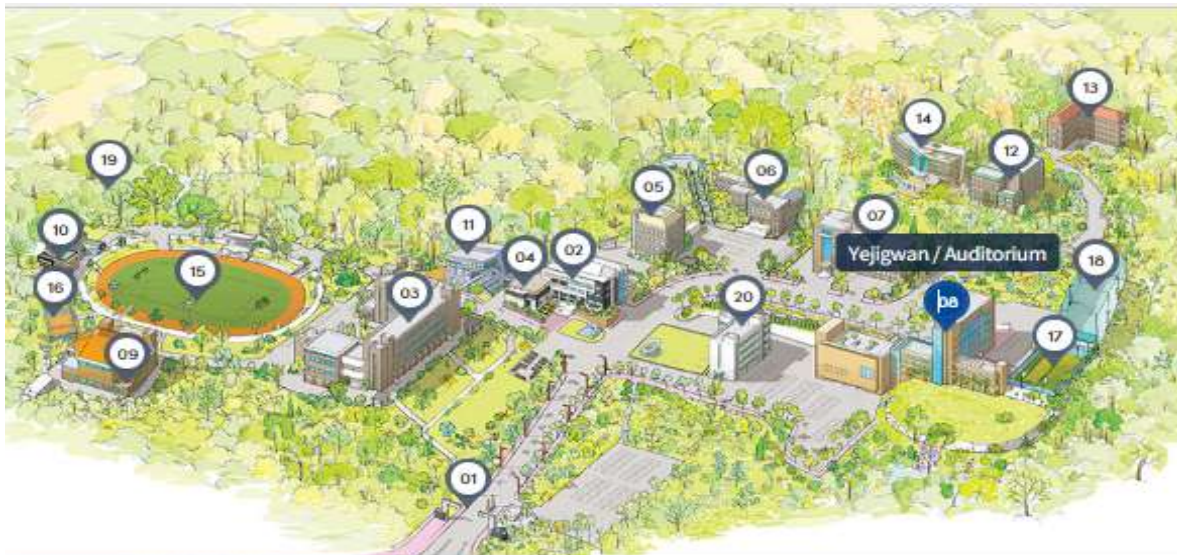
[경인교육대학교](https://www.ginue.ac.kr/kor/Main.do) <https://www.ginue.ac.kr/kor/Main.do>

Venue: Auditorium, Yeji Hall & Classrooms, College of Humanities and Social Sciences, Gyeongin National University of Education

Address: 62 Gyesan-ro, Gyeyang-gu, Incheon 21044, Republic of Korea

Campus of Gyeongin National University of Education





- 7F** Practical Science General Practice Room, Information Engineering Room, Environmental Experiment Lab, Lecture Room
- 6F** Department Office(Practical Science), Cloth Lab, Food Cooking Experiment Lab, Professor Laboratory(Practical Science)
- 5F** Department Office(Mathematics), Math Resource Lab, Lecture Room, Education Advanced Support Room, Professor Laboratory(Mathematics)
- 4F** Western Painting Room, Oriental Painting Room, Calligraphy Room, Professor Laboratory(Art), Multicultural Education Administration Office
- 3F** Department Office(Art), Design Studio, Art and Formation Practice(1-5)
- 2F** Ceramic art Room, Sculpting Room, Lecture Room, Convention Room
- 1F** Large Auditorium, Joint Lecture Hall, Counseling Center, Gender Equality Center, Learning Disorders and Emotions, behavioral counseling, Treatment Center
- B1** Machine Room, Electric Room, Warehouse





- 4F Department Office(Infant/Pedagogy), Professor Laboratory, Native Lecture Room, Lecture Room, Practice Room(Linguistics/Computer/Early Childhood)
- 3F Department Office(Social Studies/English/Special Education), Professor Laboratory, Native speaker Lecture Room, Cultural institute, Humanities Urban Business Group, Lecture Room, Language Laboratory
- 2F Joint Laboratory, Department Office(Korean/Ethics), Advancement ClassRoom, Professor Laboratory, Lecture Room, Study Year Special Training Laboratory
- 1F Training Center, Lifelong Training Center, Educational Researcher, Professor Laboratory, Student Lounge, Bookstore, Instructor's RestRoom, Professor's Lounge, Joint Lecture Hall, Admission Headquarters, Graduate School, Korean Research Institute for Multicultural Education, Joint Laboratory, Lecture Room



The Yeji Hall Auditorium at Gyeongin National University of Education has a seating capacity of 700 people.

남화장실	Stairs	230 자료실	229 Reserve	227 Session7	226 Session6	225 Session5	224 Session4	223 명상	Stairs	여화장실		
239 서버실												
240 Reserve Room	ELE V	219 연구	218 연구	217 연구실	216 연구실	215 연구	214 연구	213 연구	212 연구	211 학과사무실	210 자료	휴게라운지
241 강의실	233 학과사무실(국어)	※ 붉은색 표시가 국제컨퍼런스 분과세션 장소 The areas highlighted in red are the locations for the breakout sessions.								207 Session3	그룹 스터디 룸	
242 강의실	234 연구실									206 Session2		
243 대학원실	235 연구실									205 Session1		
237 연구실	238 연구실											
여화장실	여화장실									남화장실	Stairs	여화장실

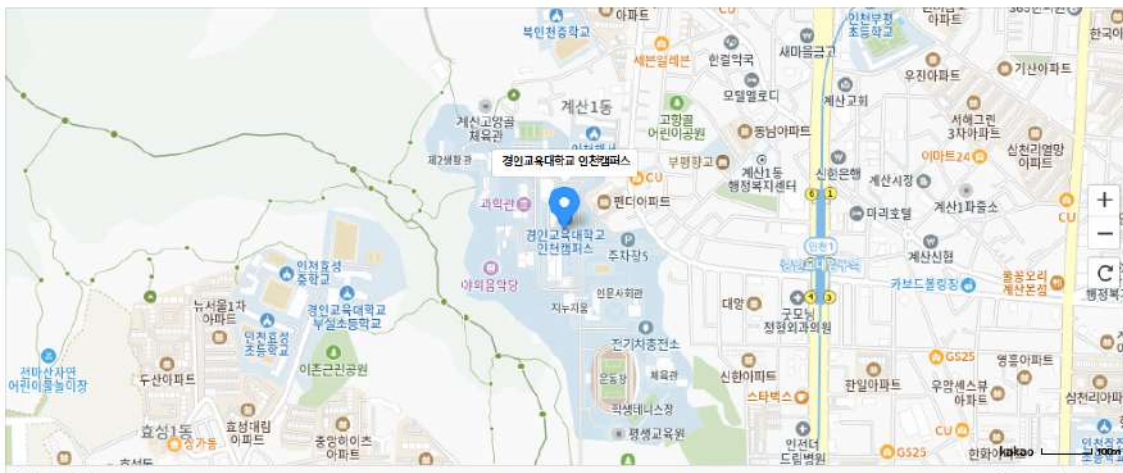
• Directions to Gyeongin National University of Education

Incheon Subway Line 1

→ Gyeongin National University of Education Station

→ Exit 4

→ Walk 330m toward the main gate



kakao

주소 : (21044) 인천광역시 계양구 계산로 62
전화 : 032-540-1114 팩스 : 032-540-0580

인근버스노선 검색 지하철 노선도 보기

지하철	버스
· 인천1호선 경인교대입구역 하차 → 4번 출구에서 정문 방향 330m 도보 이동	· 1500번, 5000번, 9500번(광역) · 30번, 66번, 80번(간선) · 88번, 90번, 584번, 584-1번(지선)

URLs for Online Attendees

Language: English

DATE	TITLE	TIME	ZoomURL	Meeting ID	Password
Oct-16	School Visit	10:00-16:30	https://us02web.zoom.us/j/88423065499?pwd=XFVdLeNi6tZMjnwYk1TSvSyf22YG87.1	884 2306 5499	530961
Oct-17	Keynote Day1	09:30-18:30	https://us02web.zoom.us/j/81929618509?pwd=a2rlq6c3iUtAPULrneoGjSrQWPaRuq.1	819 2961 8509	684722
Oct-18	Keynote Day2, Symposium A, Closing Remarks	09:00-16:30	https://us02web.zoom.us/j/84566589804?pwd=ea3PiNwasXyXPZUzEwKu7VfQKqGbC9.1	845 6658 9804	705097
Oct-18	Symposium B	13:00-14:40	https://us02web.zoom.us/j/89795632364?pwd=1JHplJyyzjZALJFs669UMzdm4bH0Yj.1	897 9563 2364	070374
Oct-18	Session 1	14:30-16:00	https://us02web.zoom.us/j/85016966398?pwd=RJCUC5VHZRyv2m4KFiPhphabx08MbU.1	850 1696 6398	940080
	Session 2	14:30-16:00	https://us02web.zoom.us/j/87172096752?pwd=wkA1HbNsXZzqeU8a4IUSN72WEpZmH.1	871 7209 6752	057610
	Session 3	14:30-16:00	https://us02web.zoom.us/j/83177040070?pwd=wOPXeBaj473nCu5QOtE6H0CfigeWst.1	831 7704 0070	311180
	Session 4	14:30-16:00	https://us02web.zoom.us/j/86996464189?pwd=OoPgN6u3bE00uHF7b5B38OSaQDwrrX.1	869 9646 4189	253925
	Session 5	14:30-16:00	https://us02web.zoom.us/j/89664924933?pwd=0Tvs3oClicmxR13jQ1la82PEGtbQsF.1	896 6492 4933	319325
	Session 6	14:30-16:00	https://us02web.zoom.us/j/82734843024?pwd=imkBKlsrBicMu4LK3MLBQXeBn4YWw1.1	827 3484 3024	945978
	Session 7	14:30-16:00	https://us02web.zoom.us/j/84540776029?pwd=ISBjfbCQSi2R29YX8D7gUn5GxmnuX.1	845 4077 6029	536711
	Session 8 (online only)	14:30-16:00	https://us02web.zoom.us/j/86077092894?pwd=zlXS5FxfOSShCQwEi4voHdDWPEA3mb.1	860 7709 2894	613786
	Session 9 (online only)	14:30-16:00	https://us02web.zoom.us/j/85307263983?pwd=bS8ywZ2F6OlkWekY3Ik5cH055ssKN0.1	853 0726 3983	478747
	Session 10 (online only)	14:30-16:00	https://us02web.zoom.us/j/87953710595?pwd=DaaU1OwJrgiABB4F9Ap41J1O7zGfo9.1	879 5371 0595	274115