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ALL THE PREVIOUS INTERNATIONAL CONFERENCES OF SCHOOL AS LEARNING COMMUNITY

Order	Date	Place	Theme
1st	Mar. 8-10, 2014	Gakushuin University, Tokyo, Japan	Educational Innovation through Renovating Schools to Learning Community in Asia
2nd	Nov. 7-9, 2014	Gakushuin University, Tokyo, Japan	Reflection and Deliberation on Classroom Practice of the School as Learning Community
3rd	Aug. 17-20, 2015	Gakushuin University, Tokyo, Japan	Enhancing Quality of Learning in School as Learning Community
4th	Oct. 28-29, 2016	Beijing Normal University, Beijing, China	Sharing A Vision and Transforming Schools: Progress of School as Learning Community
5th	Oct. 20-21, 2017	Geongsang-nam do Teacher Training Center, Geyongsang-nam do, South Korea	Democratizing Schools and Classrooms from Within
6th	Nov. 15-16, 2018	Fujian Normal University, Fuzhou, China	Quality and Equality of Learning in School as Learning Community

A BRIEF INTRODUCTION OF HOST

International Network for School as Learning Community

The International Network for School as Learning Community was founded in 2012, succeeding international collaboration and heritage of research and practice for more than 10 years. The proposal of “school as learning community” is not a technical approach but a set of three integrated components of visions, philosophies and activity systems. We redefine schools of the 21st century as “learning community” where students learn together, teachers learn together for professional development, and even parents learn together through participation in school reform. This definition corresponds to the public mission of realizing the human right of learning for all children.

In order to achieve the above public mission, the “school as learning community” delegates three philosophies: public philosophy, which demands teachers open their classrooms; democratic philosophy, which introduces “a way of associated living” (John Dewey) for all the members to be protagonists of the school; and philosophy of excellence for doing their best both in teaching and learning.

The activity systems of “school as learning community” have three components: collaborative learning in the classroom, collegiality in the staff room through promoting lesson study, and learning participation by parents.

This idea has deeply captured teachers. Miracle success at the “hard schools,” which “at risk” children in poverty attend, has fired democratic professionalism of teachers.

During the past 10 years, the grassroots movement for establishing the “school as learning community” has spread its wings to Asian countries, especially Korea, China, Singapore, Taiwan, Indonesia and Vietnam. In all of these countries, as well as in Japan, the movement is recognized as the most powerful school reform for innovation in correspondence to the 21st century.

A BRIEF INTRODUCTION OF CO-HOST AND ORGANIZER

Fujian Normal University

School of Education, Fujian Normal University

Fujian Normal University (FNU), a century-old university based in Fuzhou, a historic cultural city known as “Land of Culture on the Coast”, is a time-honored and well-acclaimed provincial institution of higher learning. Founded as Fujian Superior Normal School in 1907 by the famous late-Qing scholar Chen Baochen, who once served as the teacher of China’s last emperor, the present day FNU went through a few changes—merging with the former Hwa-Nan Women’s College of Arts and Sciences, Fukien Christian University and Fujian Provincial Teachers School respectively—to form Fujian Teachers College in 1953. In 1972, the University was renamed Fujian Normal University and has been thus referred to since then. In 2012, the Ministry of Education and Fujian government signed an agreement to jointly support the development of the University. In 2014, FNU was designated as a “provincial high-level university for prioritized construction”. In 2018, FNU was identified as a “Double first-class” construction university in Fujian Province.

School of Education is under Fujian Normal University. Featuring the characteristics of the "normality" of teacher education, its long history can be traced back to the trio of predecessors: the Department of Household Education of former Hwa-Nan Women’s College of Arts and Sciences, the Department of Education of Xiamen University and the Department of Education in Fujian Provincial Teachers School. Currently the School of Education offers education programs at comprehensive levels, ranging from foundation, undergraduate, master, doctorate and post-doctorate.

School of Education contains academic departments and three research units, namely the National Institute of Basic Education Curriculum (FNU-Based), Ministry of Education, the Research Center for Admissions Examination of Fujian Higher Education, and the Research Base of Humanities and Social Sciences of the Province - Fujian Basic Education and Teacher Education Research Center. At present there are 58 full-time teachers in the College of Education,

of whom are 16 professors (including 5 doctoral supervisors), 17 associate professors, and more than 20 lecturers and teaching assistants.

The school has secured remarkable achievements in recent years. In 2007, the school was awarded the title of Advanced Collective of the National Education System by the National Ministry of Personnel and the National Ministry of Education. In 2014, it was designated as the National Exemplary Training Unit for master teachers in kindergarten by the Ministry of Education. In 2015, it was rated as the National Excellent Higher Education Research Institute.

School of Education has a postdoctoral mobile research station and has the right to confer master and doctoral degrees in the first-level discipline of education, covering 5 academic areas in doctoral degree, 9 in academic master's degree and 4 in master's degree. Education is a provincial key and feature discipline and a provincial double first-class construction plateau discipline as well; and it was designated as one of the peak disciplines in Fujian Province according to the spirit of the "Implementation Opinions on the Comprehensive Deepening of the Reform of the Teaching Team in the New Era" , which was issued by the Fujian Provincial Committee and the Provincial People's Government in September 2018.

A BRIEF INTRODUCTION OF CO-HOST

*Center for Teacher Education Research (CTER) of Beijing Normal University, Key Research
Institute of Humanities and Social Sciences at University of Ministry of Education*

The CTER is one of the Key Research Institutes of Humanities and Social Sciences at Universities in China. It was established in 2004 under the Institute of Teacher Education at the Faculty of Education of Beijing Normal University.

As the only national key research center in teacher education, the CTER has been actively engaged in academic research, policy consultation, academic training and development programs, international exchange, and knowledge transfer and exchange activities.

The founding director of CTER was Professor Binglin ZHONG, the former president of BNU. Currently, it focuses on four main areas of research: Teacher Education History and Theory, Teacher Education Administration and Policy, Teacher Education Curriculum and Pedagogy, and Teacher Leadership and Professional Development.

The CTER has completed a series of interdisciplinary studies related to teachers and teacher education. Such an accomplishment builds on and extends a flexible, open, and efficient research mechanism, as well as extensive international and domestic academic and scholarly exchange.

Currently, the CTER ranks 15th amongst the 135 Key Research Institutes of Humanities and Social Sciences in China. Driven by the spirit of “Inspiring Teachers with Integrity and Vision”, the Center is committed to advancing the frontiers of teacher education, and through this, to meeting China’s key strategic goal of building a teaching profession of high quality.

Part I

Time Table

November 16 am	
<p style="text-align: center;">Opening Ceremony and Keynote Speeches <i>Lecture Hall , 3F , Run Run Shaw Building, FNU</i> Chair: Prof. Yu Wensen (Dean of School of Education, FNU)</p>	
8:30–8:50	<p>Opening Greeting: Zheng Jiajian, Professor, Vice President of Fujian Normal University</p> <p>Chairman's Greeting: Manabu Sato , Professor, Chairman of The International Network for School as Learning Community</p>
8:50–9:10	Opening Remark: Manabu Sato , Professor, Chairman of The International Network for School as Learning Community
9:10–9:40	Keynote Speech 1: Kiyomi Akita , Professor, University of Tokyo, Japan
9:40–10:10	Keynote Speech 2: Peter Dudley , Professor, University of Cambridge, UK
10:10–10:20	Coffee Break
Chair: Associate Prof. Song Yuan (Deputy Dean of School of Education, FNU)	
10:20–10:50	Keynote Speech 3: Son Woo-jung , Director, Korean Institute of School as Learning Community, Korea
10:50–11:10	Keynote Speech 4: Siripaarn Suwanmonkha, Associate Professor , Chulalongkorn University, Thailand
11:10–11:40	Keynote Speech 5: Yu Wensen, Professor, Dean of School of Education, FNU
11:40–12:00	Response and Discussion
12:00–13:00	Lunch (Staff Canteen)
November 16 pm	
<p style="text-align: center;">SLC School Visit No.4 Primary School Affiliated to Fuzhou Institute of Education Chair: Ms. Lin Xin (Principal of No.4 Primary School Affiliated to Fuzhou Institute of Education)</p>	

第六届学习共同体国际会议
The 6th International Conference of School as Learning Community

13:00– 13:30	Locomotion for School Visit
13:30– 14:00	Art Performance
14:00– 14:30	Observation of all the classrooms
14:50– 15:40	Focus Open Class
15:50– 16:50	Proposal lesson and lesson study
16:50– 17:30	Prof. Manabu Sato's Review
17:30– 18:00	Return to the hotel
18:00–20:00	Social Party (Foreign Participants)
November 17 am	
Keynote Speeches and Plenary Symposium <i>Lecture Hall , 3F , Run Run Shaw Building, FNU</i> Chair: Prof. Manabu Sato (Chairman of The International Network for School as Learning Community)	
9:00 – 9:30	Keynote Speech 6: Chen Lihua, Professor, Tamkang University, Taiwan, China
9:30 – 10:00	Keynote Speech 7: Sumar Hendayana, Professor, Indonesia University of Education, Indonesia
10:00 – 10:10	Coffee Break
Plenary Symposium A <i>Lecture Hall , 3F , Run Run Shaw Building, FNU</i> Chair: Prof. Zhang Rongwei (Director of Academic Committee, School of Education, FNU)	
10:10 – 10:35	Speech 1 : Yu Lili , Research Fellow, Center for Teacher Education Research of Beijing Normal University, China
10:35 – 11:00	Speech 2: Tomoyuki Morita, Associate Professor, Yamagata University, Japan
11:00 – 11:25	Speech 3: Khong Thi Diem Hang and Tran Anh Dung, Researcher,

第六届学习共同体国际会议
The 6th International Conference of School as Learning Community

	Institute of Educational Development (Khong), Project Officer of Plan (Dung), Vietnam
11:25 – 11:50	Speech 4: Lin Chun-Yi, , project-appointed assistant professor, National Taiwan Normal University, Taiwan, China
Plenary Symposium B <i>Studio , 1F , Tin Ka Ping Building, FNU</i> (Chair: Associate Prof. Zhang Yinxia, School of Education, FNU)	
10:10 – 10:35	Speech 5: Takashi Nagashima, Research Fellow, Azabu Institute of Education, Japan
10:35 – 11:00	Speech 6: Ryo Suzuki, Research Fellow, Benesse Corporation, Indonesia
11:00 – 11:25	Speech 7: Athapol Anunthavorasakul, Assistant Professor, Chulalongkorn University, Thailand
11:25 – 11:50	Speech 8: Maeng Hea-young, Teacher, Masan High School, Korea
11:50 – 13:00	Lunch (Staff Canteen)
November 17 pm	
Parallel Sessions, Keynote Speeches and Closing Ceremony <i>Run Run Shaw Building, FNU</i>	
13:00 – 14:30	Session A : Collaborative Learning of SLC Multiple-Function Hall, 2F, Run Run Shaw Building Chair : Associate Prof. Zhang Yinxia Speech1 : Hyeonggyu Kim (Korea) Speech 2: Yoko Takimoto (Japan) Speech 3 : Chayapim Usaho (Thailand)
13:00 – 14:30	Session B : Professional Development in SLC A304 , 3F , Run Run Shaw Building Chair : Associate Prof. Huang Shusheng Speech 1 : Hoang Lan Anh, Khong Thi Diem Hang (Vietnam) Speech 2 : Jarintorn Wintacha (Thailand) Speech 3 : Sun Manli (China)
13:00 – 14:30	Session C : Leadership of School Reform in SLC 511 , 5F , Run Run Shaw Building

第六届学习共同体国际会议

The 6th International Conference of School as Learning Community

	<p>Chair : Associate Prof. Bao Zhengwei</p> <p>Speech 1 : Kanako N. Kusanagi (Japan)</p> <p>Speech 2 : Rie Takahashi (Thailand)</p> <p>Speech 3 : Zhang Rongwei (China)</p>
13:00 – 14:30	<p>Session D : Chinese Experiences of SLC (Chinese only)</p> <p>Lecture Hall , 3F , Run Run Shaw Building</p> <p>Chair : Dr. Long Anbang</p> <p>Speech 1 : Lin Wenshang (Taiwan, China)</p> <p>Speech 2 : Li Lei (China)</p> <p>Speech 3 : Huang Honghui (China)</p> <p>Speech 4 : Lin Xin (China)</p>
<p>Keynote Speeches and Closing Ceremony</p> <p><i>Lecture Hall , 3F , Run Run Shaw Building</i></p> <p>Chair: Prof. Yu Wensen (Dean of School of Education, FNU)</p>	
14:30 – 15:00	<p>Keynote Speech 8: Manabu Sato, Professor, Chairman of The International Network for School as Learning Community</p>
15:00 – 15:20	<p>Closing Speech: Zhu Xudong, Dean of Faculty of Education, Beijing Normal University</p>
15:20 – 15:30	<p>Closing Remark: Manabu Sato, Professor, Chairman of The International Network for School as Learning Community</p>
15:30	<p>Closing</p>

Part II

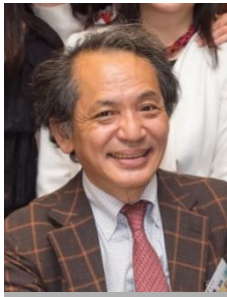
Profiles

(In accordance with order of speech)



- **Zheng Jiajian**
- Professor, Vice President of Fujian Normal University

- Professor Zheng Jiajian is the Vice President of Fujian Normal University, doctoral supervisor of FNU as well as a member of the National Chinese Languages Teaching Advisory Board under the Ministry of Education. Since 1994, he has been responsible for teaching compulsory and elective courses for undergraduates in School of Chinese Languages and Literature, Fujian Normal University. He has long been engaged in the studies of modern Chinese literature and theory of literature and art, extending far-reaching impacts on this area.



Manabu Sato

- Professor, Gakushuin University, Japan

- Professor Manabu Sato– Professor of Gakushuin University and Professor Emeritus of The University of Tokyo, the past Director of the Humanities and Social Sciences Division of Japan Council of Sciences from 2008-2011, the past president of Japanese Educational Research Association from 2003-2009, Dean of the Graduate School of Education of the University of Tokyo from 2004 to 2006, He was also a visiting professors of Harvard University, New York University and currently of Beijing Normal University, and invited professors of El Colegio de Mexico and Berlin Free University. He has published more than 20 books and about 200 academic papers, many of which were translated into English, French, German, Spanish, Chinese, Taiwanese, Korean, Indonesian, Vietnamese and Thai. His multiple contributions have been recognized in the world, so that he was elected to be a member of National Academy of Education in USA, and an Inaugural Fellow of American Educational Research Association, and to be a winner of Asian Publishing Runners-up Award 2012.



Kiyomi Akita

- Professor, The University of Tokyo, Japan

- Her majors are teacher education and educational psychology, especially focusing on teacher's professional learning and on discourse analysis in classroom from pre-school to senior high school. She has engaged in lesson studies at many schools as supervisor for more than twenty-five years. She has been the vice president of World Association of Lesson Studies, a council member of Educational Policy Research and an executive committee of ESEC Network of OECD. Now she has the role of research representative of Japan innovative school network of Education 2030 in OECD.



Peter Dudley

- Professor, Cambridge University, UK

- Peter Dudley is an education leader, writer and researcher, Pete taught primary and secondary in London and abroad and has held education leadership posts at local, regional and national levels in England.

Pete introduced Lesson Study (LS) into the UK from Japan in 2001 and has led LS development there ever since. His research on teacher learning gained him a PhD from Cambridge and was runner up in BERA's national awards. He is the UK's most widely published author on LS. His LS Handbook, first published in 2005, is now in its fourth edition in six languages and his latest book, 'Lesson Study: professional learning for our time,' was published in 2015 by Routledge. Pete has also pioneered the development of local 'networked learning communities' of schools and self-improving school systems.

Pete is Director of Education in the London Borough of Camden (60 schools). In October 2017 he took up a role in education leadership at the University of Cambridge. He's currently the President of the World Association of Lesson Study.



Son Woo-jung

- Director, Korean Institute of School as Learning Community, Korea

- Son Woo-jung 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 contributed 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".



Siripaarn Suwanmonkha

- Associate Professor, Chulalongkorn University, Thailand

- Siripaarn Suwanmonkha, Ph.D was an associate professor at Department of Educational Research and Psychology, Faculty of Education, Chulalongkorn University where she had been teaching for 34 years. She has served as the Director of Centre for the Advancement of Learning and Professional Development at Chulalongkorn University since 2002.

She previously served as 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 is in the area of teachers' learning and professional development. For example, specific research projects that she conducted in the past are *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 has led 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). Additionally, she has served as an academic advisor in "Teachers as Learners: Digital Media for Professional Development" project (2014-). Dr. Suwanmonkha received MS and Ph.D in Educational Psychology from Michigan State University.



Yu Wensen

- Professor, Fujian Normal University, China

■ Professor Yu is the Dean and doctoral supervisor of School of Education, Fujian Normal University. Prof. Yu is also serves as the Director of National Institute of Basic Education Curriculum (FNU-Based), Ministry of Education. He was honored as the Advanced Worker of Fujian Province and the National Excellent Teacher. He was also selected in the “Top Ten-thousand-Talent Program” in the field of Philosophy and Social Sciences sponsored by the Central Organization Department of the Communist Party of China, and a member of the Famous Cultural Master and the “Top-Four Talent Batches” Project organized by the Central Propaganda Department the Communist Party of China. Prof. Yu has long been engaging in teaching and research work, and has a good reputation among students and peers. Four of his courses have been rated as the national or provincial top-quality courses. Having dedicated to the teaching reform of the primary school and the secondary school for more than 30 years, he is now an expert in curriculum reform of the Ministry of Education and a member of the Expert Committee of the National Textbook Committee.

Prof. Yu has been hosting the teaching reform experiments and the training of Excellent Teachers in Fujian Province, and participating in making the National Curriculum Standards and Programs, and in reviewing and approving the textbooks. He has published more than 200 papers and more than 10 monographs or textbooks. What’s more, he has served as the team leader for a number of national or provincial-level projects, and won 26 national or provincial awards.



Chen Li-hua

- Professor, Tamkang University, Taiwan, China

- Li-hua Chen is Professor and Chair of Graduate Institute of Curriculum and Instruction, Tamkang University. 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 was Professor at the Department of Learning and Materials Design in Taipei Municipal University of Education, Taiwan. She also served as Dean in the School of Education. She has transferred to Tamkang University since Aug. 1st, 2013. She then began to work with schools on Learning Community in Taipei and New Taipei City area. She organized big conference or workshops to promote Lesson Study and School as Learning Community at least once a year.

Her expertise focuses on curriculum design, social studies education, civic education and global education. She has been serving as chairperson or committee member in various official committees, such as the National Committee for the Verification of Primary Social Studies Textbooks, the National Committee for the Development of Social Studies Media, National Committee for Localization Education, and National Committee for K-12 Curriculum Deliberation. She also participated in IEA's International Civic and Citizenship Education Study (ICCS2009, 2016). Her most lately three-year research(2016-2019), funded by Ministry of Science and Technology, is on the high school's course design based on the new K-12 Curriculum Guideline.



Sumar Hendayana

- Professor, Indonesian University of Education, Indonesia

- 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.



Yu Lili

- Research Fellow, Beijing Normal University, China

- Yu Lili is a research fellow at the Center for Teacher Education Research of Beijing Normal University. Her current research focuses on how to enhance teachers' professional development through lesson study for School as Learning Community in China. She is a founder member of Chinese network of School as Learning Community. Her Chinese translation of Kyoiku Houhogaku which was written by Professor Manabu Sato in 1996, ranks Top 10 Chinese teachers' favorite books in 2016.



Tomoyuki Morita

- Associate Professor, Yamagata University, Japan

- Tomoyuki Morita is an associate professor at 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”, especially in Yamagata. His research interests covers history of education in a local community in Japan, and action research on building “learning community”.



Khong Thi Diem Hang

- Collaborating Researcher, Institute of Research on Educational Development, Vietnam

- Ms Khong Thi Diem Hang 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 organizations. 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.
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Tran Anh Dung

- Project Officer of Plan International Vietnam

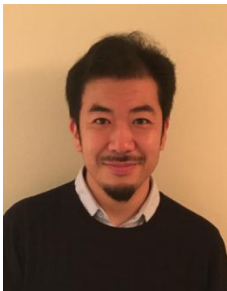
- Mr Dung, currently an education project officer of Plan International Vietnam, provides direct training and consultancy to primary schools to implement Lesson Study for Learning Community (LSLC). Since his encounter in 2009, he has been supporting LSLC in 16 districts in 7 provinces in the north and central regions of Vietnam with challenging socio-economic and geographical conditions and the majority of students being ethnic minorities. Prior to his current position, Mr Dung used to serve as a local education officer in Cam Khe district, Phu Tho province. Seeing LSLC as a way to bring learning opportunities to every child and professional learning for every teacher, he switched his career path and devoted himself only to LSLC work.
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Lin Chun-Yi

- Assistant Professor, Taiwan Normal University, Taiwan, China

- Chun-Yi is a project-appointed assistant professor in Department of Education at Taiwan Normal University. She received her Ph.D from Instructional Systems Technology at Indiana University Bloomington. Her recent research focuses on curriculum and instructional design to scaffold learning in collaborative and constructive environments.
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Takashi Nagashima

- Azabu Institute of Education, Japan

- Nagashima visits not less than a hundred schools in Japan in a year to support their school reform, mainly public middle schools, in 22 prefectures of Japan. His research focuses on the following issues: how teachers develop their professional expertise not only in unordinary training days but also daily teacher's life, what sustains their professional development, and how to realize the classroom in which every student does high-quality and authentic learning. He wrote articles "How to design a Jumping Task (in Japanese)", "Status, Content and Evaluation of Lesson Study in Japan on teacher professional development (in English), Oxford Research Encyclopedia of Education" etc.
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Ryo Suzuki

- Benesse Corporation, Indonesia

- Ryo Suzuki is a Japanese teacher who is struggling to revitalize lesson study in Indonesia so that it can emphasize on quality. He provides support for Indonesian teachers and students to experience deep and active learning.
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Athapol Anunthavorasakul

- Assistant Professor, Chulalongkorn University, Thailand

- Assistant Professor Athapol Anunthavorasakul is a lecturer and a director from Research and Development Center on Education for Sustainable Development (ESD), Faculty of Education, Chulalongkorn University in Thailand. He has played significant roles to promote various innovation in education such as Global Citizenship Education, Democratic Citizenship Education, Media Information and Digital Literacy in Education, and Whole School Approach Development. Moreover, he is in charge of Thai Civic Education as a director. Currently he has participated in SLC project and supported schools with the philosophy of democracy and collaboration among teachers with the sense of community to nurture student's learning.
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Maeng Heayoung

- Teacher, Masan High School, South Korea

- Heayoung, Maeng is a high school English teacher for 4 years at junior high school and 10 years at 3 different high schools. Since she first met Professor Sato Manabu's philosophy from Professor Son's lecture in 2009, she has been trying to implement the philosophy and SLC approach in her everyday English class.
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Zhu Xudong

- Professor, Beijing Normal University, China

- Professor Xu-dong Zhu is the dean of Faculty of Education, Beijing Normal University, the director of the Center for Teacher Education Research (CTER) that is one of the Key Research Institutes of Humanities and Social Sciences in Universities, vice-general secretary and executive director of the National Teacher Education Society, the She New Century Hundred-Talent Project of Social Sciences in Beijing, member of the first batch of the Top-Four talent batches project, the senior visiting scholar of Fulbright Program at University of Maryland. He is interested in Comparative Education, Teacher Education, Foreign Education History and so on. He has published more than 80 papers, such as “*Educational Knowledge of Nation-state and Comparative Education Research* (Comparative Education Research, 2007, 3), 10 books (e.g. *Research on Europe and the United States National Education Theory—Based on Education System Ideology*, Beijing Normal University Press, 1997), executively edited series of translations, Education and National development included (Beijing Normal University Press), chiefly edited International Teacher Education Classic Series Translations (People Education Press), co-edited 6 books. 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 one of the candidates of the New-Century Outstanding talent program, MOE. And he is among 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.

Chairs of Symposiums



Song Yuan

- Associate Professor
- Vice-dean, School of Education & School of Teacher Education, Fujian Normal University (FNU)
- Deputy Secretary, Fujian Association of Higher Education

- Associate Professor Song Yuan is the Vice-dean, School of Education & School of Teacher Education, Fujian Normal University (FNU). Mr Song has been engaged in teacher education management and research for a long time. In recent years, he has been host several provincial projects on teaching reform and won some teaching achievement awards. He has been experienced in the research and practice in the fields of educational administration, teacher training and teacher education.
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Lin Xin

- Principal, No. 4 Primary School Affiliated to Fuzhou Institute of Education

- Principal Lin Xin is a National Honored Master Teacher, a Fujian Provincial Top Teacher as well as one of Top Ten Teachers of Fuzhou. She has published more than 70 academic papers. She has been fully committed to the fulfillment of Learning Community by Professor Manabu Sato, which makes No. 4 Primary School Affiliated to Fuzhou Institute of Education a land of merriness for kids. In the past four years, her school has been visited by over 30,000 educators and scholars including the Minister of Education of China as well as people from the education community.
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Zhang Rongwei

- Professor, Doctoral Supervisor and Director of Academic Committee, School of Education, FNU

- Zhang Rongwei is a professor, a doctoral supervisor and a director of the Academic Committee at the School of Education in Fujian Normal University. He is also a member of the 7th National Working Committee of Juvenile Groups, the vice president of the Suzhou New Education Research Institute, and the secretary general of the Education Committee of the Fujian Provincial Education Society. From June 2003 to June 2006, he studied for a Ph.D. at the College of Politics and Public Administration in Suzhou University. He was a visiting scholar at the College of Education in Northern Arizona University from August to December 2008 and at the Education Department of Goldsmiths in London from September 2013 to August 2014. In recent years, he has mainly undertaken the teaching of undergraduate and postgraduate courses in education philosophy, educational principles, contemporary educational theory topics, basic education reform research, and life education. He is currently presiding over "Comparative Study on Excellent Teacher Images in Classic Chinese and Foreign Education Films", the general project of the National Education Science "13th Five-Year Plan".



Zhang Yinxia

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- Zhang Yinxia, Associate professor at School of Education in Fujian Normal University. Receiving a Ph.D. in education from the Chinese University of Hong Kong, she has focused her research endeavors in areas including college students' development and the professional development of academics.



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- Associate Professor Huang Shusheng is a Ph.D candidate in School of Education, Fujian Normal University. He has worked as a teacher in several primary schools, secondary schools and Jingdezhen University in Jiangxi for more than 20 years. He is mainly engaged in the studies of English education, curriculum and teaching theory, and the history of education.



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- Bao Zhengwei, PhD in Education, associate professor of School of Education, Fujian Normal University. Dr. Bao is the member of Information Technology Education Committee of China Association for Educational Technology. He also serves as a member of Academic board in School of Education. In recent 5 years, he has been devoted to the faculty development and made contributions on university faculties' competent improvement in ICT use to enhance their teaching and the students' engagement.



Long Anbang

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- Dr. Long Anbang received his Ph.D in Education from the Faculty of Education at Southwest University in 2013. In the same year, he entered the Education College of Jiangxi Normal University. He conducted his post-doctoral research at South China Normal University from 2015 to 2017. He is now working at the School of Education, Fujian Normal University. He is mainly engaged in the studies of curriculum and teaching theory, educational equality, and teacher education.

Part III

Abstracts

Quality and Equality of Learning in School as Learning Community

Manabu Sato, Japan

Pursuit both of “Quality” and “Equality” is a polestar of SLC practice. The two are ordinarily inter-worked in SLC approach. Question is why and how “quality” and “equality” are interweaved in SLC learning, and on what ground we can assert the intrinsic relationship of them.

Main feature of “quality” of learning in the 21st century is regarded as “deep learning”, which is composed of “inquiry” and “collaboration”. SLC approach actualizes the “deep learning” with “inquiry” and “collaboration” by three keystones of listening relation, jumping task and authentic learning.

In the other side, the “equality” of learning in SLC is based upon three foundations of listening relation, democratic community and equity. Listening relation generates caring relation, while democratic community promotes students to be “protagonists” at classroom. In addition, “equity” of learning in SLC produces mutual respect, in other words, respect to dignity of the other’s learning, and responsive relationship to others. “Equity” is resulted from sharing resources, ideas and benefits. Lexically speaking, equity means “equitable” to different ideas and different justice, so that the “equality” in SLC is open to diversity.

My keynote speech will show you the following three issues. First, I will take theoretical foundations for discussing about “quality” in SLC into consideration, focusing on redefinition of the two concepts through examining SLC theory and practice. Second, I will display a prototype of SLC practice which pursues both of “quality” and “equality”. Third, I will refer to some indeterminate issues for further discussion concerning “quality” and “equality” in SLC approach.

How An Experienced Teacher Designs His Classroom on the Basis of the Philosophy of Schools as Learning Community (SLC): The Principles of An SLC-inspired Approach

Kiyomi Akita , Japan

With the knowledge-based society, knowledge co-creation is required in school education. Nonaka and Katsumi (2004) stated that there are two types of knowledge creation. The first type involves recipe-like manuals. Teachers learn prescribed procedures and copy required forms of

actions by applying templates in their classrooms (SLC copy approach). The other type involves the sharing of values, functions, and thinking about the reasons and definitions of SLC; it also covers the development of a mindset of making creative routines in classrooms (SLC-inspired approach). Teachers are not consumers of many methods and recipes produced by educational markets but are instead producers of their own pedagogy as active agents with a shared vision and mission for public education. In this presentation, a classroom utilizing the SLC-inspired approach is introduced. One teacher, Mr. Furuya, has been learning the philosophy of SLC, which was proposed by Prof. Sato, for more than 20 years and shares its vision. He makes an authentic culture of the SLC-inspired approach. His classroom is relatively different from other classrooms that lean on SLC. How does he form the culture of his classroom and design an SLC space of learning? Through an analysis of his new book and a dialogue with him, the three main design principles of the SLC-inspired approach are identified. First, Mr. Furuya transforms the vision of SLC not only into teaching lessons but also into cultivating the habit of learning and designing learning tools and environment by his unique ideas (e.g., diary of subjects, “wall of learning” trajectory). Second, he translates the SLC philosophy (e.g., pedagogy of listening) into action pattern lists in the classroom by his own words and shows images of expert learners to his students (e.g., definition of active listening). He creates his own pedagogy. Third, he develops his perspective on lessons and method of monitoring children’s learning in class.

Leadership, Dialogue and Collaborative Professionalism in Learning Communities at Classroom, School and District Level

Peter Dudley , UK

Research Lesson Study (RLS) has been in use in the UK for 15 years. It was developed from Japanese Lesson Study but with a particular focus on the use of dialogic teacher learning; student consultation and agency; and cross-school collaboration to build school and local system for learning community. In this presentation I will explain the particular adaptations for these purposes and give some powerful examples of RLS in practice in challenging and complex school and local contexts in the UK for bringing about demonstrable and self-sustaining school improvement and increased standards.

Pursuit of Equality and Quality in the Classroom:

Focusing on Korean Lesson Case

SON Woo-jung, South Korea

The School as Learning Community (SLC) in Korea began to spread in 2009 with the advent of innovation schools. Currently, the innovation school is in its 10th year, and SLC is synonymous with Korean innovation school. It is clear that innovation schools have made a significant contribution by Korean SLCs being spread at a faster rate than other countries.

Currently, many innovation schools practice SLC classes. In Korea, SLC classes are known as 'learning-centered classes' and are introduced as classes emphasizing 'dialogue, discussion, questions, cooperation, and activities'.

This 'learning-centered class' is introduced in the newly revised Korean national curriculum in 2015 under the name of 'Student participation class'. In Korea, 'learning centered class' and 'Student participation class' are greatly changing.

This keynote speech will be presented in terms of quality and equality of learning from 'learning centered class' and 'student participation class' in Korea.

- 1) What are the forms of "learning-centered class" and "student participation class"?
- 2) Does learning-centered class and student participatory classroom realize the quality and equality of learning in classroom practice?
- 3) What is the teacher's ability to pursue learning quality and equality at the same time?

Quality and Equity of Learning: Blooming Moments in School as

Learning Community

Siripaarn Suwanmonkha, Thailand

Thai Education Reform values quality and equity of learning in classroom, school and area levels. Since 2015, the government has focused on improving teacher's quality through Professional Learning Community (PLC). PLC has been expected to account for improvement of school learning quality through its integration to professional practice standards and professional ladder criteria. Implementation of the PLC policy still has many difficulties to achieve quality and equity in classrooms and schools.

School as Learning Community (SLC) has been introduced to Thailand since 2015. With many contributions by international experts in EDUCA 2016, and the publication in Thai language of the book “School as Learning Community” written by Professor Manabu Sato, the SLC approach impressed and inspired Thai educators with its insightful vision, philosophies and activity systems for reforming school as learning community.

In 2018, the principles and the teachers in 9 schools under the Bangkok Metropolitan Administration reform their schools as learning community. They witnessed small, simple and significant changes in quality and equity of learning in their own classrooms and schools.

This keynote will share with you 1) our journey and learning development to support the quality and equity of learning in classrooms and schools, and 2) our experience in learning “Blooming Moments of quality and equity of learning in classrooms”.

Reconstructing the Concept of Learning Based on Key Competencies

Yu Wensen, China

Shifting from teaching to learning is a worldwide revolution in the field of teaching. So what kind of learning is really pointing to key competencies? We need to conduct in-depth research on learning, and then rebuild the concept of learning based on key competencies. Learning is a process of reading, thinking and expressing in a complete way, that is, a complete cognitive process, and the completeness is the essential attribute of learning. Learning is subject-oriented, and it embodies or is based on the nature of the subject, and demonstrates the unique value and characteristics of the subject. Learning is based on the self-construction of the individual students, and it is primitive, independent and authentic. Learning is the process of interaction between peers, the activity within the community, and it has the property of communication and mutual assistance. Against the background of teaching (teaching and learning), learning should be together with teaching, for learning requires teachers' participation and leading of value. However, in accordance with the turning from teaching to learning, it is necessary to reestablish the right position of teaching, and to make it play its due role.

Facilitating Social Solidarity and Deep Understanding by the Strategy of “Theater in Education” in the SLC

Chen Li-hua, Taiwan, China

Taiwan’s New Curriculum Guidelines advocate the main ideas of “taking initiative”, “engaging the public and partnership” and “seeking common good”. This paper focus on the learning strategy of interaction/dialogue with the world, others and self, in line with Sato’s SLC. Firstly, I depicted the spectrum of social interaction for learning, in one end to pursuit for individual success and in the other end to approach social solidarity and deep understanding. Secondly, instead of emphasizing cognitive taxonomy raised by Bloom’s or Anderson’s, I argued that true understanding of some social life or issues can be accomplished only through the channel of empathy or social solidarity. Thus, “the six facets of understanding” proposed by Wiggins and McTighe was recommended for teaching design and learning evaluation. Thirdly, with emphasizing interactions among actors and participants, “Theatre in Education” (TIE) is thought as a great benefit for students’ empathic understanding of social issues.

Accordingly, the learning strategy of TIE was introduced in two classes of SLC which I have worked with for two years. The actor-teacher applied various interactive theater techniques and conduct the students to actually participate in the drama about specific social issue. During the development of drama, students collaborate with their peers and experience the dilemma faced by the characters, and acquire empathic understanding of the meanings and value conflicts among the roles. The paper depict the two classes of SLC on how the social solidarity and deep learning were fulfilled with the evidence-based data.

Building Listening Relationship toward Pedagogy of Trust: A Case of Study

Sumar Hendayana, Indonesia

The tendency of students to remain silent in learning is actually the best decision they make when learning is lacking in facilitating students' thinking space. However, this situation aroused the high concern of teachers who were channeled in the form of dominant word bombardments during lessons and even talked interruptions or disctraction in students group discussion. This makes students' voices more hidden, they start to reduce their believe in peers, even themselves,

but the higher the dependence on teachers' words. This situation accumulatively makes teachers argue that students are always faced with learning difficulties and teachers must continue to provide assistance with instruction and technical direction. The presence of colleagues in observing and recognizing students' hidden voices and then discussing collegially in the post lesson discussion on reflective classroom-based teacher professional development activities has the potential to provide multifacet perspectives that awaken teachers talk behavior. This study aims to reveal the findings of the case study on teacher's distruction talks. Derived from the study analyses of lesson transcripts, learning artifacts, and teacher interviews in the community of science teachers who practiced lesson study for one long semester at a private secondary school level in Bandung, this study found that collegial reflection made teachers to be more refrain and controlable to dominate speaking in the lesson, especially in the group learning. From this initial awareness to reduce speech distraction, it brings the findings about how listening relationship finally fosters students' trust in peers and themselves. The findings from the teacher's reflection and interview analysis finally revealed that the teacher learned from the variance of student dialogues, and this was very important as an initial provision for building a pedagogy of trust.

A Case Study of SLC in China

Yu Lili, China

In the context of globalization and internationalization, countries around the world are making great efforts on school reform and curriculum reform, in order to make fundamental changes in the field of education and to enhance the country's overall competitiveness. Therefore, building teachers professional development community and promoting the teachers learning have become important education issues. In the past ten years, lesson study is regarded by many countries and regions as an effective method to promote classroom innovation and teacher professional development. Building a teacher learning community based on lesson study has also been one of core elements of the reform of school as learning community. Since China established jiaoyan system in the 1950s, teaching and research activities have not only achieved high standard, also built a solid foundation for community of teachers' professional development, however, shifting from traditional jiaoyan system to lesson study of SLC, still encounters difficulties. This study will focus on how project schools in China build the teacher professional development community, how the teachers learn in the community, and what challenges are faced.

Building Listening Relation: Through Connecting Slow Learners and Pursuing Authentic Learning

Tomoyuki Morita, Japan

In Mogami-Area, Yamagata Prefecture, Japan, lots of schools have been trying to reform for School as Learning Community since 2012. The landscape in these schools has drastically changed. In the beginning of reform process, slow learners hardly asked their friends to help for while fast learners tended to instruct slow learners in group communication, though teachers tried to introduce “Jumping Tasks” in daily lessons (Morita, 2015). However, now most of slow learners (they tended to low academic achievement) enjoy learning with friends.

The purpose of this presentation is to reveal changing process focusing on listening relations and making learning as jumping through analyzing case of M secondary school’s reform process. M secondary school have been in the difficult background, especially socioeconomic background, and there have been many low achiever.

This case indicates an importance of listening relations of slow learners. Listening relations of slow learners enables them to ask their friends to help for easily and positively while it is hard to ask their friends alone to help for. Slow learners tended not to ask slow learners (they are in similar situations) but to ask fast learners in the beginning of reform process. Listening relations of slow learners have powerful influence for

Pursuing both jumping and authentic learning is also important. These kinds of tasks also enabled slow learners to ask their friends to help for easily and positively. They join in thinking and inquiry process while lack of knowledge acquisition.

Enhancing the Quality and Equality of Learning for Ethnic Minority Children in Vietnam: Issues, Causes, Interventions, and Initial Outcomes

Tran Anh Dung & Khong Thi Diem Hang, Vietnam

Lesson Study for Learning Community (LSLC) has been introduced to ethnic minority areas in northwestern Vietnam by Plan International Vietnam over the last three years. Enhancing the quality and equality of learning for ethnic minority children is among the top priorities of the

project, given their geographical, socio-economic and cultural disadvantages. This paper will shed lights on several key issues related to the quality and equality of children learning in those areas, and analyse the causes underpinning the challenges. It then discusses the project's interventions to support children learning followed by initial outcomes.

Findings show that ethnic minority children face with multiple challenges, namely, cognitive disadvantage due to consanguineous marriages, lack of basic learning skills, lack of authentic learning opportunities, passive learning, insecurity and lack of confidence, and those with special needs or learning difficulties being left out. Underlying causes include students' factors, teachers' factors, irrelevant and rigid textbooks and curriculum, bureaucratic school culture and inadequate support by local educational authorities.

In the project, emphasis is given to enhancing the quality and equality of children learning, especially through supporting (1) teachers to develop their professional capacity and (2) schools to create friendly and resourceful learning environments. As a result, more children can feel comfortable and participate in learning while some lessons are conducted with more open tasks.

Although the outcomes are still modest, we are convinced that, contrary to the commonly held view by teachers and the general populace, ethnic minority children do show their interest in learning and they can learn well in a supportive environment despite their multiple challenges. Creating a secure learning environment and developing personal ties and a trusting relationship with them are the first steps for teachers to invite them to the world of lessons. Doing so requires practitioners to change their identity from bureaucrats to professional teachers and deeply learn about the children's cultural habits and inner feelings.

Scaffolding Teachers' Learning Community– An Exploration of the Zone of Proximal Development (ZPD) in the Taiwan's Context

Lin Chun-Yi, Taiwan, China

Most teachers in Taiwan have recognized, participated, or initiated “lesson study” in a learning community since it was introduced to Taiwan in 2012. Starting from next year, “lesson study” will be implemented in all elementary and secondary schools in Taiwan as a part of teachers' professional development. While we are excited to see “lesson study” bloom and become a common practice in the education systems, it is time to take cautious steps to reflect on local teachers' participation and to propose possible scaffolds for the future implementation of lesson study in Taiwan to ensure its sustainability.

Two cases were selected to study teachers' discussions after observing a class. The discussions were audio-typed, transcribed, and analyzed. The results suggest that the teachers (1) appreciated their colleagues for opening classrooms for observation; (2) described their ants' view of observations—what had actually happened in the classroom; and (3) presented their thoughts to the group and gained from more competent teachers.

However, turning the current lesson study discussions into teacher-empowered high-quality professional development still requires some collective effort. In this presentation, the researcher uses the concept of zone of proximal development (ZPD) to explain what school teachers in Taiwan may be capable to do without support and what teachers may be able to do with guidance. Some future directions include: to blur the boundaries among individual teachers' practice by creating a shared vision of education for the future real world, to engage teachers in the inquiry of quality curriculum and instructional design based on class observation and reflective thinking, and possibly to document the process for knowledge building in the community and for knowledge use by the teachers in the community.

Introduction of "Lesson Study of Lesson Study" to Design Professional Learning Community inside School

-----Classification and Function of student-centered Lesson Study

Takashi Nagashima, Japan

1 Status and brief History of Lesson Study in Japan

Lesson study in Japan can be roughly classified into three ways. “The teacher-centered Lesson Study” centers on observing and evaluating “teacher” (and its teaching skills) and the “teaching plan” since the Meiji Era (1870s) (Inagaki, 1995), “the student-centered Lesson Study” centers on observing “students” since the Taisho period (1910s), and “the engineering Lesson Study” bases on the “PDCA cycle” since 1960s (Yoshida, 1975). Currently, the teacher-centered Lesson Study is common in the board-of-education-led Lesson Study (Sawai, 2017 etc.).

2 Criticism of student-centered Lesson Study

Although SLC considers the teacher as reflective practitioner (Schon, 1986) and inherits the genealogy of the student-centered Lesson Study, the student-centered Lesson Study is not the mainstream in Japan. The student-centered Lesson Study is criticized that it tends to fall into superficial interactions of students' facts. Furthermore, a statistical study of 336 elementary

schools reports that teachers lose their faith in the effectiveness of Lesson Study as teachers' learning opportunity when they repeat post-lesson conferences focusing on students' fact (Sakamoto, 2013).

3 Classification and Function of student-centered Lesson Study

The student-centered Lesson Study is actually diverse. Through several previous studies (Kitada, 2011 etc.) and case studies by the author, the author has classified the student-centered Lesson Study through the discourses of post-lesson-conference (Nagashima, 2018). It visualizes some traps that ruin functions of the student-centered Lesson Study. Further, the author also will report how the teacher's discourse belonging to each category affects the body of a colleague listening to it (Nagashima et al. 2018).

4 Concept of "Lesson Study of Lesson Study"

The student-centered Lesson Study is the study that the teachers learn from the way students learn in Lesson. Similarly, the study that principals and researchers learn from the way teachers learn in Lesson Study, has been named Lesson Study of Lesson Study (LSLS) (Nagashima et al. 2017). While previous studies of LSLS have several analyses of the discourses of the post-lesson conference (Akita 2008 etc.), the body of the teacher under observing students and the body of the teacher during the conference is not comprehensively studied yet. Training of teachers so far often presented aspects of gifted education for some competent teachers. Teachers not trying to learn in teacher training tended to be left helpless as their own risk. However, to guarantee every student to learn with high quality, it should be guaranteed that every teacher learns with high quality inside school in working time. Hence, for designing professional learning community inside school further accumulation of LSLS is necessary.

Teacher and Students' Interconversion

Ryo Suzuki, Indonesia

(1) The community where Lesson Study in Indonesia has changed with quality

Ever since its introduction to Indonesia more than 10 years ago, the socialization of Lesson Study has progressed significantly. However, its implementation still faces a lot of issues on the field e.g., the teachers' feeling of being forced to implement it and the conventional ways of conducting lessons that result in passive learners. These, therefore, have turned LS into boring and monotonous set of activities.

To avoid this situation, we redefined the meaning of doing Lesson Study and shared 4 points of teacher's mission for the children:

- establishing an environment where students learn safely,
- designing lessons in which students learn from each other,
- becoming a model of a good learner, and
- clarifying the lesson goal.

(2) Progress of Lesson Study based on the change of students and teachers

Students who got their objective of the lesson started learning by themselves with strong desire for “wanting to know” and tenacity to pursue learning.

This learning situation surprised the teachers. It shook their mind and made them consider of what they should do and what it is to change.

They realized that they had been making effort to teach well yet the students were passive nonetheless. We are aiming at designing lessons in which students learn actively and teachers act as facilitators that support them constantly. This consideration has resulted in deeper students’ learning.

These series of experiences stimulated and gradually improved the lesson quality.

Building Sense of Community through Teachers Collaboration within and among Schools

Athapol Anunthavorasakul, Thailand

Professional Development of Teacher is a key factor to create a better quality of education. In Thailand, education is trapped in the neoliberalism reform, teachers confront with high competition education, standard-based control, test-based accountability and many top-down policies. All impacts on teacher’s confidence, belief in education, academic autonomy and well-being in schools for years. At that time, a significance transition of teacher recruitment has been started since 2008 when the first generation of 5 years program, a new program of pre-service teacher graduated and started to enter school nationwide. Until now, new teachers have been recruited and make a big change in ratio of teachers’ age. Support system and mechanism to help novice teachers adjust themselves to a real world of work as a full-time teacher is seriously discussed in public and building sense of community of teacher as actants of change is a priority in strategy. At the school level, an empowering program of PLC, pairing teacher work as a buddy and grouping work collaboratively between and within generations have been introduced in Buddhajak Wittaya School where 400 students and 40 teachers living together. For 18 months, a work-in-school supported by team of teacher educator make positive sign of change through

teachers' narratives and reflections. At the network level, Thai Civic Education, a network among professors and teachers from different schools, universities and regions is a selected case for study. It started informally with the idea as core team mentioned that "We need to do teacher development with empowering collaboration horizontally." For three years, hundreds of teachers have been engaged to many entry- points as a member of 'Community of Change Maker' such thematic training program, innovation development at the classroom level, whole school approach for Democratic Citizenship Education and student camps with teachers as leaders. Numbers of activities have strengthened young teachers work together along the process of identify problems, search and research through learning journey, implementation in real different contexts, and self-reflection and sharing. This presentation aims to share lesson learnt and narrative evidences from both level of change.

A Study on the Validation of Collaborative Learning in Foreign Language Class

Hea-young Maeng, South Korea

In Korea, students take 2 hours of English class a week for 4 years of elementary school, till graduation of high school they have to take 3~4 hours of English a week for another 6 years. For 4 years of elementary school, they could take almost 272 hours in total, which is more hours than A2 level requires in CEFR (Common European Framework of references for languages). According to CEFR, if you are in A2 level, you can take part in simple exchanges on familiar topics. You can understand and communicate routine information. But in reality of Korea, even though you graduate University, most of you step back automatically from the situation when you meet foreigners. This is the failure in our English education.

To solve this problem, many reforms were attempted to transit the traditional approach to communicative approach. In communicative approach, jigsaw model was one of the popular models in English lesson. Jigsaw model has a limit that is too specialized not collaborative.

As practicing SLC in my English lesson, students with very different levels still can get involved in collaborative learning in group with no problem. I want to share the case that I tried to overcome the level differences in English lessons with collaborative learning of SLC approach.

The Change Process of My Lessons and My Students

Hyeonggyu Kim, South Korea

I am a middle school math teacher.

I learned SLC from Professor Son Woo-jung's lecture in 2010, and have been practicing SLC since 2011. From 2010 to 2014, I worked at Byeolyang middle School, and have been working at Nokdong Middle School since 2015.

I will show the change process of my lessons and my students in Byeolyang Middle School for 4 years by photographs and videos, and I would like to show the change process for three years in Nokdong middle school.

The class in 2011 at Byeolyang Middle School was kind of a shame to me. Teacher's expression and attitude toward students are not desirable. In the class of 2012, there is a slight change in the appearance of teacher and collaborative learning of students. In 2013 and 2014, teacher and students changed a lot. There was a change of calm voice, small amount of words, and learning activities to enable collaboration. Students' active, collaborative, and expressive learning took place in the classroom. Teachers of Byeolyang Middle School have tried to practice SLC from 2011. Grade 3 in 2013 and 2014, students learned by SLC from the first grade. The result was amazing. The change of students was great, thanks to the practice of SLC.

Since 2015, I have been working at Nokdong Middle School. In 2015, students did not learn collaboratively. Students were accustomed to the teacher's delivery, not the learning they make themselves. It was very difficult for students to learn collaboratively. In 2016 they had changed but were not a big change. But the third grade students of 2017 had changed amazingly. I think this change is also due to the practice of SLC. In the practice of SLC, students can change as much as they can. I found it in books, as well as with experience.

I love SLC. I am deeply grateful to Professor Son-woo Jeong and Professor Manabu Sato who helped me to meet SLC.

Challenge for Collaborative Learning among Teachers and Students:

A Case of a Secondary School in Hong Kong

Yoko Takimoto, Japan

In an ordinary secondary school in Hong Kong, near the border to China mainland, a challenge of a principal and teachers is being implemented to foster professional growth through

reflection on the lessons observed, to improve learning and teaching together, and to refine their self-regulated-learning (SRL) lessons through the collective wisdom of participants. The school has unique policies on education. Although secondary schools' classes in Hong Kong are usually divided by students' academic achievement, based on a motto of taking care of "every child", they treat students equally. Their lessons are designed collaboratively among teachers and one lesson plan belongs to the subject panel teachers. They continue revising the lesson design according to the lessons learned from the previous one, thus try to focus on what the most important points to be learned by their students are. The principal tells teachers not to worry about achievement results, but focus on improving the classroom atmosphere. Thus, open class is conducted without growing teachers' stress. All of teachers including the principal believe that if they change the process, the results automatically change. Actually, they have achieved not only academic improvements in the competitive academic society in Hong Kong but also students' collaborative learning and enthusiastic participation to lessons.

The presenter will present an overview of education in Hong Kong, the aspects of the school, their unique school management policies, the procedures to conduct their lesson study (open class), and key aspects of their actual lesson. The presenter thus tries to share a successful experiences of collaborative learning school in Hong Kong with audiences.

Policy Implementation on Educational Reform: School as Learning Community (SLC) to Develop Heads of Educational Institutions, Teachers, and Students

Chayapim Usaho, Thailand

According to the policy to raise the quality of basic education system, the office of the Higher Education Commission recognized the need to reform basic education in all areas of Thailand in order to prepare students to be ready to pursue their goal and educational quality. The office of the Higher Education Commission joined hands with the faculties of Education nationwide to launch "The teacher development project by creating the coaching and mentoring system". This project applied the concept of School as Learning Community (SLC) in order to improve the quality of education. SLC was the integration of several theories. Educational reform in classrooms and schools were parts of social and cultural reform. However, the concept of SLC in this project did not focus on developing technique but rather integrating 3 key components; vision, philosophy,

and activity system. SLC was the integration of 3 components which are Public Philosophy, Democratic Philosophy, and Philosophy of Excellence.

The concept of SLC could lead to educational quality development. To make the concept more concrete, a policy was made to help applying SLC to the research methodology, which caused some organizations to involve. Higher Education Institutions were encouraged to take responsibilities for developing education, improving local areas, and providing professional skills for students. Faculty of Education, Chulalongkorn University, as the head of Upper Central Higher Education Development Network, started a project aimed at developing student's professional skills through lesson study, and using coaching and mentoring to build SLC.

The project took place in Nakhon Nayok province. The objectives of the project were 1) To increase professional skills, entrepreneurial skills, and innovation skills, 2) To strengthen schools to be able to fulfill the needs of the community and educational reform, 3) To develop heads of educational institutions, teachers and educational supervisors to be able to coach and mentor.

Participants in the project were the faculties, principals and teachers from schools in Nakhon Nayok province. The teacher coaching and mentoring programs have been developed through the processes below:

- 1) Formed a team and network to consult with heads of educational institutions and made an operation plan in response to the need of schools to develop professional skills for students.
- 2) Conducted a career needs assessment survey by the end of academic year 2017 and before conducting the workshop.
- 3) Monitored and supported teaching and learning by coaching and mentoring programs. The faculties and schools had collaboratively made an operation plan once in May, coached and monitored twice in June, and monitored the classrooms in July.
- 4) Organized feedback reflection dialogues activities with teachers and students focusing on plans of developing professional skills through coaching and mentoring system within 3-cycles of Lesson Study of teachers in school (Recording and reflecting the results of the students and teachers directly, After Action Review : AAR)
- 5) Regulated teaching and learning schedule to help students develop professional skills.
- 6) Collaboratively conducted symposium by school principals, student's parent, community representative, alumni who owns the establishment and the faculties to exchange their experiences and lesson learned.

The result of the project showed that the student's professional skills, through lesson study and coaching and mentoring to build a professional learning community, were organized systematically, developed, and well-facilitated collaboration. Therefore, there was an increased instructional learning community leadership. The detailed findings are listed below:

- 1) After workshop, the results were well analyzed for teachers to be able to plan their teaching strategies in response to student's background and interest.
- 2) The workshop has resulted in developing characteristics and skills needed for the careers. Students were more awareness of professional skills and careers that would be beneficial in the future.
- 3) Both school principals and teachers learned how to build professional learning community by using SLC as a tool to operate.
- 4) Each leading coaching team from university shared lesson learnt together.

In conclusion, SLC was action integration to encourage active, collaborative, and reflective learning together through lesson study and learning centered approach. Teachers shared the same professional experiences. Schools had independent and democratic policy. Schools also informed everyone about student's right to education which was the basis for teacher professional development. Besides, schools had to promote listening relationship and listening other's voice.

Each process in the project urged participants to have reflective thinking together to cause educational quality development based on the concept of SLC. Moreover, student's benefit was being able to continue their ambition and develop learning culture of their own, so that they could grow up into great adults and bring great future for our nation. Furthermore, the faculties also got valued knowledge and experiences which can be used to develop their curriculums in response to the needs of students in the future.

Practising the Philosophy of Excellence:

A High School Teacher's Reflection

Hoang Lan Anh, Khong Thi Diem Hang, Vietnam

The philosophy of excellence is the most challenging among the three crucial philosophies of Lesson Study for Learning Community (LSLC) to achieve the best quality in education. As a Vietnamese high school teacher working in a traditional educational context, my process of practising this philosophy has faced with many obstacles. This presentation is a reflection on my own struggles, transformation, tensions, and future plan in materialising the philosophy in Bac Giang province over thirteen years.

My challenges include traditional views of teaching and learning commonly held by key stakeholders, examination culture, and even my misconception about excellent lessons with too much slant in teachers' viewpoint at the beginning. Eventually, encountering with LSLC and other

innovative perspectives in self-studying process, I have started to change my perspectives about the goal of teaching as well as pedagogical approaches to achieve excellent lessons.

Taking lessons from students' viewpoint, I focus on encouraging them to develop their individual humans to prepare for real life. I have been designing and organising lessons to help my students implement tasks to have cognitive, social and emotional impacts. In other words, I target to develop tasks for students to appreciate their lives with strengthening and applying academic knowledge in various aspects.

However, I now face with the tensions between my new approach as well as new belief about teaching and learning and classroom reality. On the one hand I have to negotiate with my colleagues, parents as well as some of my students who hold traditional educational perspectives, trying to balance between getting students ready for examinations and preparing them for life. On the other hand, I also encounter an unsolved dilemma as I challenge students with questions revealing the complexity of life. Therefore, beside continuously developing my knowledge and skills to pursuing my new pedagogical approach, I intend to tinker with various attempts within a small group of teachers who are in different subject departments but teaching the same class.

The Effects of School as Learning Community on Teachers' Sense of Efficacy: A Case Study of Pathumratchwongsa School in Thailand

Jarintorn Wintachai ,Thailand

The biggest challenge in Thai schools today is enhancing student's achievement and teachers' development. To enhance the quality of education, since 2017, the Ministry of Education had encouraged schools across the country to begin to function as School as Learning Community (SLC). Besides building SLC, another significant psychological factor is the teachers' sense of efficacy. Pathumratchwongsa school is a large-sized secondary school in Amnat Charoen province which has adopted the SLC model. Data collection was carried out by studying documentary sources, observation, group discussion, Teacher Efficacy scales and questionnaire. The results of study were as follows: 1) the Teacher Efficacy posttest average score was higher (Mean = 6.07, SD = 1.42) than pretest scores (Mean = 4.26, SD = 1.23) at significant level .01 ($t = 10.08$, $df = 48$, Effect size = 1.44), 2) the Collective Teacher Efficacy posttest average score was higher (Mean = 3.76, SD = .26) than pretest scores (Mean = 3.32, SD = .32) at significant level .01 ($t = 13.23$, $df = 48$, Effect size = 1.89), 3) the teachers become aware of their strength and weakness, paid more attention to lower ability students, and would seek and apply new strategies and

methods to improve their performances, 4) the teachers gained more confidence in classroom teaching and expressing their academic opinions, 5) they also revealed that the relationship between teachers had changed to be more positive, 6) they enjoined academic discussion and realized the importance of team collaboration.

Exploration of Teaching Reform in Pre-service Teacher Education in Vision of Learning Community

Sun Manli, China

“Learning Community” is a new kind of teaching mode based on the constructivism. With the development of the reform in teacher education in China, we have proposed and implemented the “learning community” oriented teaching reform in teacher education curriculum. The measures we have adopted include as follows: pre-class reading guidance, with task situation; student autonomous learning with group cooperation; communication and learning between teachers and students; blended learning combining online study and face-to-face study.

Toward Sustainable Professional Learning: Learning Community Initiatives in Indonesia

Kanakan N. Kusanagi, Japan

Since the early 1990s, Japan International Cooperation Agency (JICA) has been “exporting” lesson study in “developing countries” through its projects in more than 27 countries in Asia, Latin America, and Africa. These projects were implemented in the form of teacher training to improve the quality of classroom teaching and learning especially in transforming teacher-centered pedagogy to student-centered pedagogy. While lesson study provided learning opportunities for teachers to experiment with new pedagogy and to exchange issues in classrooms, there were challenges in actually transforming teachers’ classroom practice and sustaining these changes. In fact, the majority of lesson study did not sustain after the project completion. However, the case of Indonesia was different. Five years after the completion of JICA projects, it is still flourishing.

This presentation explores the key factors that have contributed to the sustainability of lesson study in Indonesia. After a decade of implementing lesson study, there were emerging initiatives both at the top and bottom levels. The new initiatives aimed to improve the quality of lesson study

by challenging the existing mindsets and the existing belief about teaching and professional expertise. I will explore what has contributed to the transformation of lesson study in Indonesia at the school and classroom-level. Firstly, in transforming lesson study, there was reconceptualization in the role of teachers from curriculum implementer to designers/facilitators of learning. Secondly, the aim of collaborative learning has shifted from planning and implementing a perfect lesson to reflecting and interpreting cases for own learning. Thirdly, teachers changed their understanding about students as well as what does it mean to learn from students.

A Case Study from One School Director's Challenge on School Reform: Leadership, Professionalism and Children's Learning

Rie Takahashi, Thailand

In Thailand, we call a principal as a school director. A school director does not teach in the classroom, and they concentrate on school management. There are pros and cons about this issue, but this presentation just accepts the current circumstances surrounding the educational environment in Thailand and tells you what is going on at one school.

In 2016, one school director Ajang.K (Ajang means Sensei or teacher to call a teacher with respect in Thailand) began to challenge school reform of school as learning community (SLC). The number of students at her school has been declining year by year, and her school was in the red on its management. I have observed and recorded the school director's activities, who has never managed a school before, since 2017. I observed how she became the school leader, what she struggled with, and how she overcame those problems every time.

In this presentation, I will introduce you Ajang.K's journey as a case study and will try to clarify how the leadership of the school director influences children's learning. At the beginning, only a couple of teachers agreed with the school director's decision for school reform in May 2016. However, the teacher who was an opposition faction also decided to open her class by her own decision in August 2018. Teachers changed, and the learning style of children has been changed. Students in some classroom are caring for friends and tried to learn together. Also, there are students who has grown up as building a listening relationship with their friends. The number of enrollees for the new semester of 2018 increased, which had been descending for more than 5 years. But the school director's challenge is not over. We are discussing and exchanging opinions about what to do next.

School Education Reform Theory Based on the Concept of "Community"

Zhang Rongwei, China

For the school education reform theory based on the concept of "community", it must be clarified for the popular terms, "community", "learning community" and "educational community", with which many people are not familiar, resulting in different views. On the basis of comprehensive investigation concerning the multiple meaning transformation of "community", this paper discusses the construction of pedagogy based on "community", summarizes and analyzes the path of basic school reform from the perspective of "community".

The Dilemma and Breakthrough of New Taipei City's Promoting the Learning Community

Lin Wenshang, Institute of Curriculum and Instruction, Tamkang University

Nowadays, the textbook structure is placed more emphasis on when implementing curriculum reform and the environment of the basic education has been changed in New Taipei City. Against the background, New Taipei City has created a promotion mechanism of three-in-one, which consists of "philosophy advocating", "relevant book reading" and "promotion by practice". Through participating in international forums, principals' reading club, the counseling and advisory system, and the inheritance of local experience, learning community schools in New Taipei City have been established and learning community in New Taipei City has been developed.

Although some effect has been taken in developing the learning community in New Taipei City, the job still faces many challenges. On this basis, we are introducing the perceptual phenomenology to reinterpret the classroom space and in other ways to constantly seek breakthrough strategies from the practice site, reflect on practice continuously, in order to promote the development of the learning community effectively.

Listen to the Sound of Happiness in the Classroom and Let the Learning Really Happen

Li Lei, Education Group of Beijing Fengtai No. 5 Primary School

Founded in 1951, Fengtai No. 5 Primary School in Fengtai District of Beijing is a high-quality group school with pioneering and innovative spirit. Over the years, Wu Xiao has always been adhering to the "happiness education" concept, boldly implementing classroom teaching reform and creating happy classrooms to achieve happy teachers and students. Beginning in 2010, the classroom reform of No.5 Primary School focused on the research and practice of autonomous classrooms. In 2016, we met "School as Learning Community" when faced with the bottleneck of curriculum reform. In the process of constructing the learning community, we constantly question the essence of learning, change the way of "learning" and "teaching", and change the way the school reforms, so that learning really happens to students, and the classroom is filled with happy voices.

Construction of the School as Learning Community

---- We Are Growing up in Ten Years' Exploration

Huang Honghui, Shanghai Zichang School

The medium- term and long-term vision of our school is to construct the school as learning community and conduct localization studies suitable for the school. We have summarized the four subsystems of the "School as Learning Community": the classroom learning community, the teacher learning community, the management community, and the home and school learning community. Our construction strategies involve the gradual development of various levels, exploration around projects, the classroom process of four links and two subjects, and creating supportive conditions. Constructing a learning community has brought many welcome changes to the school and the teachers and students.

Constructing a New Form of "Learning Community"

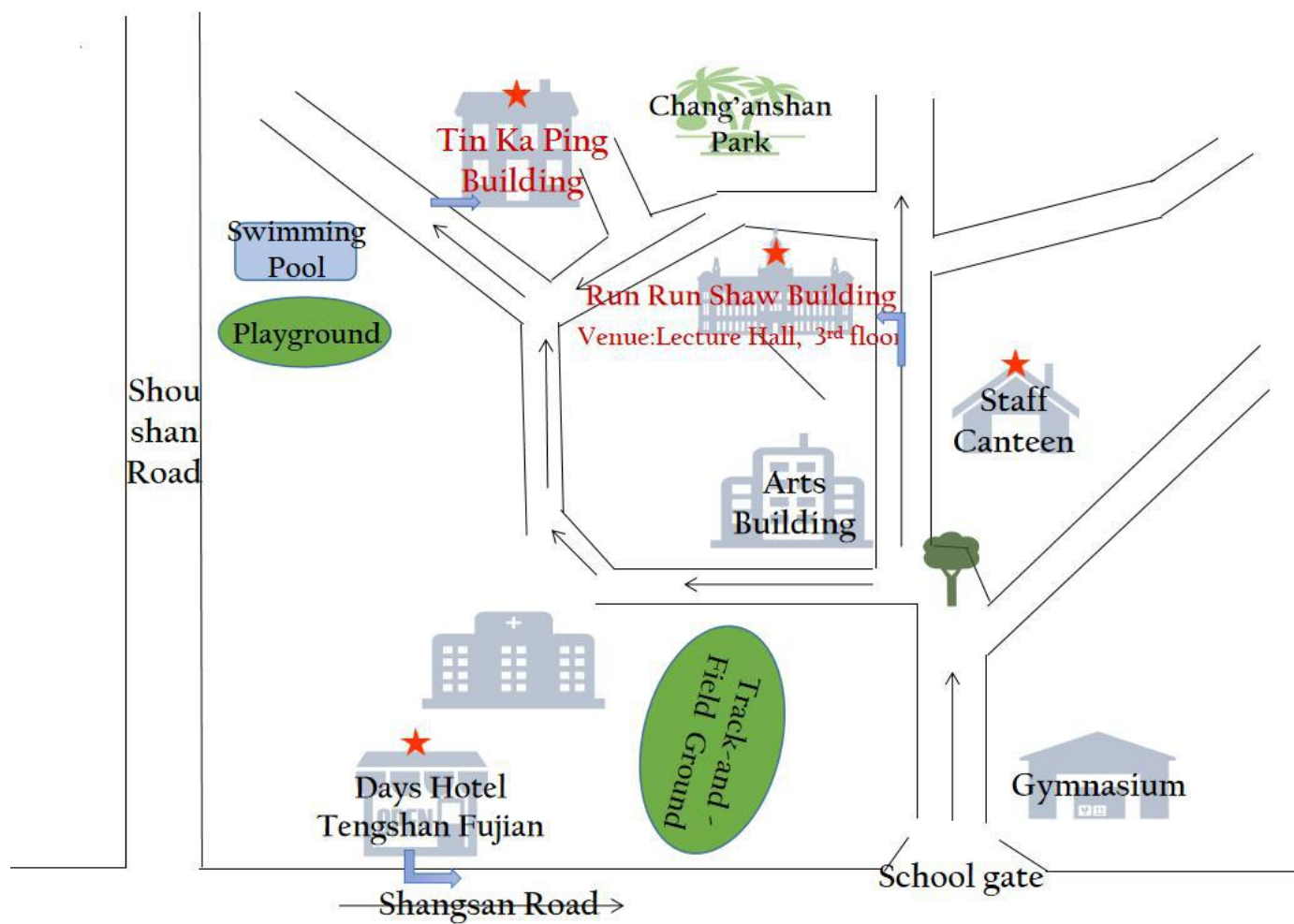
Classroom Teaching

Lin Xin, No.4 Primary School attached to Fuzhou Institute of Education

The establishment of learning community is an important symbol of teaching transformation, and it is an inevitable requirement for the development of education in the new era. The report explores the transformation of classroom teaching from multiple dimensions, constructs a new form of "learning community" classroom teaching, solves the problem of school teaching reform, assists the construction of learning community in all aspects, and conducts a comprehensive and in-depth exploration of the practice of learning community, aiming to promote "all-round development of people" and "development of all people."

Part IV

Guiding Maps



Part V The Organizing Committee

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