

The 11th International Conference of School as Learning Community

**Further Inquiry and More Collaboration:
Reimagining Learning Innovation in School as Learning
Communities**

- ABSTRACTS -

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Gakushuin University

The conference will be held face to face and online.

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Abstracts

Keynote Speeches

Keynote 1 Manabu Sato

Further Inquiry and More Collaboration: Reimagining Learning Innovation in School as Learning Communities

Children were the biggest victims of the COVID-19 .The pandemic has also accelerated the pace of the fourth industrial revolution, widening the gap between rich and poor and the exploding education market has put public education at risk. In addition, the Russian military invasion to Ukraine, Israel's invasion of the Gaza Strip and the ongoing global economic crisis have threatened world peace and cast a shadow over children's present and future well-being. In response to the multi-layered crisis described, how can SLC (School as Learning Community) school reform defend democratic education and promote innovation in learning for children who will be the protagonists in this new phase of society? This keynote will compare the responses to these crises in Japanese SLC schools and those of other countries and explore some characteristic features of further innovation in learning and the structure of the dilemma facing teachers. It would also consider the roles SLC leaders should play in school reforms that would promote educational resilience and sustainability? The following issues would be discussed: (i) the priority of sharing a vision in reform, for constructing learning and caring community, (ii) integration of two strategies of disruptive innovation and sustainable innovation, and (iii) significance of democratic autonomy and professional learning community in public schools.

Keynote 2 Peter Dudley

21st century skills', Life-competencies', 'Cross-curricular pathways' and many others: how can these enhance learning in our community and not just 'add-to' an already crowded school curriculum?

Across the world schools, districts, governments and pan-national organisations like UNESCO, and the World Bank are industriously devising set upon set of cross-cutting skills, qualities and dispositions that they believe new generations will need in a world where no job is for life and where flexibility, creativity, resilience, adaptability and communication are all-important for survival and success.

This talk will examine practical ways of determining which of these many skills are most foundational for our learners and how schools can use lesson study as a powerful tool for development of these skills and attributes in ways that:- enhance what we do well now; do not result in simply adding-to or replacing successful practices; and which harness the agency of teachers, students, parents and community in the process.

Keynote 3 Christine Kim-Eng Lee

Listening Pedagogy & Collaborative Learning in SLC schools: Two Peas in a Pod

The global education landscape has been profoundly shaken by the COVID-19 pandemic and confronts a dramatic triple crisis: a crisis of equity and inclusion, as millions are out of school; a crisis of quality, as many of those who are in school are not even learning the basics; and a crisis of relevance, as many educational systems are not equipping the new generations with the values, knowledge, and skills they need to thrive in today's complex world (UNESCO, 2022). There is an urgent need to reflect on how we understand education and how schools are to be transformed into caring and inclusive spaces that support holistic learning and flourishing of all its community members. The vision of Schools as Learning Communities (SLC) promises to transform schools through its philosophy, design and practices with a focus on "active, collaborative and reflective learning, listening relationships, learning-centered lesson study, professional collegiality, school autonomy and democratization of school policies" (Sato, 2023). This presentation will focus on one aspect of this vision which is the relationship between listening pedagogy and collaborative learning. Both dimensions are like two peas in a pod and must co-exist together. The dialogic nature of collaborative learning requires verbal contributions from students. Are we privileging speaking over listening in collaborative learning acts? Does this imbalance lead to subsequent loss of attention to the role of listening in collaborative learning? How can we scaffold for students learning to listen and listening to learn in collaborative learning? How can we design collaborative group tasks to promote inquiry, exploratory talk and listening to each other? These questions will be addressed in this keynote with some examples from Singapore classrooms.

Keynote 4 Kiyomi Akita

Slow Pedagogy for Deep Learning

Children growing up in a globalized, rapidly developing information society with generative AI, etc., and their teachers are being asked how to form communities in which they can engage in meaningful dialogue and learn from each other in depth. Akita (2022, 2023) has also addressed the quality of time in learning using Arison Clark's (2022) concept of Slope Pedagogy. In the classroom, children learn at different rates from person to person. What is important, however, is "Slow looking carefully" at the object of learning for both teachers and children. In this presentation, I focus on slow learners in particular, because by taking a careful look at what they are learning and how they are learning, and why, we can ensure that deep learning is not only a cognitive activity, but also that students learn the complexity and depth of the subject matter and world they are learning about, and build connections. Through the cases I have encountered in the lesson studies, I would like to consider that ensuring deep learning for all children is not only a cognitive activity, but also allows students to learn the complexity and depth of the object of learning, to build connections, and to promote the formation of empathy each other and the identity as a learner in the learning communities. Through teachers and peers' scaffolding and fading, children will develop the habit of learning. In those time, children tend to watch and think carefully, to observe with enjoyment, to look their own purpose, looking without overlooking details, to relate to what they have already seen and to their own experiences, and to connect seemingly unrelated objects in connection with each other.

Keynote 5 Zhu Xudong

Teachers as Learning Experts: Values, Connotation, and Practice Approaches

The statement of teachers as learning experts has been put forward based on the connotation of teacher

professionalism and the new challenges faced by students nowadays for learning and development. Teachers as learning experts can empower teachers to promote professional development, benefit students to enhance the quality of learning and empower educational reform to serve the goal of Education Power in China. From the professional development perspective, teachers need to be the pre-experiential subject, experiential subject, cognitive subject, value subject, and aesthetic subject in becoming learning experts. To make teachers learning experts, firstly, attention should be paid to the active role of teachers as professional development subjects to cultivate teachers' autonomous consciousness as learning experts. Secondly, emphasis should be placed on the role of teacher educators and curriculum teaching in supporting teachers' professional development and providing high-quality resources for teachers as learning experts. Finally, the role of constructing an educational environment should be highly regarded, which can nurture the atmosphere of teachers' professional development, strengthening the construction of the environment for teachers as learning experts.

Keynote 6 Sumar Hendayana

School as Learning Community: Prospects and its challenges

The ministry of Education of the Republic of Indonesia has been trying out the *Merdeka* curriculum since 2021. The characteristics of the *Merdeka* curriculum compared to the previous curriculum include placing more emphasis on soft skills such as critical thinking, creativity, and collaborative skills. To measure learning outcomes, the National examination has been replaced with national assessments in literacy and numeracy aspects. For the successful implementation of the *Merdeka* curriculum, the Ministry of Education promotes learning communities in schools. In general, schools experience problems implementing learning community activities, except for schools that are used to implementing lesson study for learning communities. This is because the Ministry of Education defines the learning community as limited to teachers learning through digital platforms in the form of modules and example good learning videos provided by the Ministry of Education. This study aims to obtain information about the implementation of learning communities in schools to facilitate teachers in implementing learning innovation through collaborative work in school as learning community. Researchers provides intervention in the form of technical assistance related to the implementation of learning communities to school principals and teachers. Data was collected from 6 schools representing urban and remote areas through learning observations and interviews with school principals and teachers. It was found that school principals and teachers in target schools have confident in implementing the *Merdeka* curriculum because the practice of learning communities through open classes gives teachers the opportunity to collaborate to design, implement, reflect on innovative learning. The teachers tried to facilitate students with inquiry learning. However, several challenges were found, including the new principal who did not understand the concept of learning communities, causing the practice of learning communities to stop. Also, teachers who have been trained through learning communities retire or move to schools in other cities.

Keynote 7 Siripaarn Suwanmonkha

Awakening the Wisdom of Gratitude for Self-Sufficiency: Internal Growth as the Flow of Thai Journey

The School as Learning Community (SLC) has been established in Thailand for nearly ten years. Thai teachers, principals, and educators have been nurtured by SLC visions, philosophies, and activity systems. These changes have had a massive impact on our students' learning. In 2023, we presented "Awakening Wisdom of Self-Reliance and Collaborative Inquiry for Blooming Along Together: A Thai Journey" by sharing our learning recovery journey and our five learning innovations: 1) the guideline for listening competency practices; 2) the self-action research as a self-directed learning tool for Self-Reliance

strengthening; 3) the school's morning ceremony for nurturing social discipline habits; 4) the host team missions for active citizen development; and 5) the real-life problem-based collaborative learning projects. These innovations have been developed through practices of the SLC harmonizing with the Sufficiency Economy Philosophy (SEP) to nourish the core competencies and cultivate self-reliance and collaborative inquiry in our students.

Through the continuation of our Thai learning journey this year, our collective wisdom has been awakened by the key concept of "Gratitude," which should be integrated in Thai schools as learning community innovations. Importantly, we identify some key questions inspiring the internal growth of the gratitude mind and the practices of our teachers, students, and parents.

As flowing together with the Thai education reform journey, our learning innovations in SLC should be connected to the "SEP" and "Gratitude" conscious. We expand the practices through the collaborative services of Thailand Principal Forum (TPF) in developing professional development programs for the Office of Basic Education Commission (OBEC), the Teachers' Council of Thailand, and EDUCA 2023.

Deeper learning about SLC visions, philosophies, and activity systems, while more understanding our Thai wisdom of SEP and Gratitude, will inspire our principals, teachers, and educators to reimagine the learning innovations which create more collaboration and further inquiry. Finally, it is to create our unique classroom practices, which have pursued both quality and equality in our own and everyone's learning.

Keynote 8 Woojung Son

Reconstruction of SLC in Korea by Recovering the Learning Community of Teachers

At this conference, the presentation was prepared with a focus on how to recover the 'learning community of teachers' (PLC) to recover the function of SLC in Korea.

Currently, SLC's school innovation in Korea is a crisis situation, going one step further from the standstill. SLC was introduced to Korea about 25 years ago and has been spread nationwide since 2010, SLC was used as a synonym for school innovation and lesson innovation in Korea. Korea's SLC, which used to be the case, is not functioning properly in schools and has been almost stopped.

There are two main reasons for this. The first is the impact of the COVID-19 pandemic. Most countries talk about children's loss of learning and poor educational background due to the impact of the COVID-19 pandemic. However, in Korea, there is a more serious problem hidden along with these problems. It is the collapse of the 'learning community of teachers' and the spread of individualistic teacher culture. Teachers' learning communities have been the most important system in schools, lessons and learning innovation processes

The second is the election. That is the result of the 2021 presidential election and the election of 17 city and provincial superintendents in 2022. Progressive figures who led the innovation disappeared, and conservative figures became policy makers again. With the slogan of 'Future Education', they are trying to return the language and system of education to the 20th century. The word "learning innovation" disappears, "digital innovation" is emerging, and teachers' lesson design is being replaced by "EdTech"

As described above, the COVID-19 pandemic and election results brought about a major change in Korean school culture and teacher culture. In this presentation, I would like to examine the changes and seek ways to rebuild the school into a 'learning community of teachers'.

Keynote 9 Luz María Moreno Medrano

Mexican Schools as Communities for Learning: Critical Interculturality and Inclusion in Action

The learning gap is generally made visible through the results of international standardized tests such as the Program for International Student Assessment of the Organization for Economic Cooperation and Development (OECD), known as PISA. However, this level of analysis does not allow us to account for the dynamics of inclusion/exclusion that occur within the classroom and that can provide valuable information for teachers to develop more relevant strategies for their students, especially from an approach that allows us to identify differences in class, ethnicity, gender and disability. The network of Schools as Learning Communities founded by Professor Sato is an opportunity to analyze these dynamics of inclusion/exclusion more closely. In this session, I will present the first steps of the Schools as Learning Communities in two states in Mexico: Tlaxcala and Villahermosa, where the challenges and possibilities are deeply different, but the willingness and conviction of teachers is very profound.

Despite efforts to promote interculturality and inclusion in education in Mexico, significant challenges remain. Interculturality and inclusion have historically been approached from assimilationist to integrationist perspectives, and now a critical and decolonial approach is being proposed. However, transcending discourse and good intentions remains a challenge. A deep and close approach to learning tasks is necessary, observing and attending to the dynamics of inclusion/exclusion in the classroom, so that mechanisms can be named individually to see at the same time, understand and combat racism, classism and sexism at a structural level, to challenge dominant narratives and promote equity and social justice. Learning communities are a concrete way to make these ideals possible, in a way that fosters an environment where every teacher and every student has possibilities to collaborate, reflect and learn together, challenging also the individualistic and meritocratic ideas that have accompanied traditional educational systems.

Plenary Symposiums

Plenary A

Yoshiko Kitada

Teacher Agency in School as Learning Community

Teacher agency is critical to the pursuit of educational practices based on the philosophy of School as Learning Community. Although there is a growing interest in teacher agency, research on this topic is still limited and even gives a misleading impression of teacher agency. This presentation focuses on “the ecological approach to teacher agency” proposed by Priestley and his colleagues (Priestley et al., 2016). They argued that teacher agency is often misleadingly defined as an individual capacity that people possess, but it should be defined as the interaction between individual capacities and environmental conditions. It is quite possible that the cultural and structural conditions of the school inhibit teachers' agentic practice, even if individual teachers have sufficient knowledge, skills, and aspirations to pursue the SLC approach. Priestley and his colleagues emphasize, "To promote teacher agency is therefore not only a matter of teacher education and professional development in order to increase teachers' capacity and capability but also requires attention to cultures and structures" (2016, p.35). Their “ecological approach” provides important analytical framework for my research.

In this presentation, I will focus on the case of a teacher who studied the SLC approach when she was a university student and started working in one of the SLC schools in Japan. She learned about SLC mostly from books and lectures at a university and developed a longing to try it herself; however, she was soon confronted with the reality that it is very difficult to actually implement SLC-based practices. In particular, I focus on how the culture and structure of her SLC school supported and encouraged her to achieve her agency as an SLC teacher.

Yu Lili

Promoting Teachers Professional Development through Lesson Study

This report explores how BNU-SLC schools compensate for losses caused by school closures, how teachers learn in schools as learning communities, and what are the positive or negative influencing factors that promote teachers' professional development in Chinese hierarchical school context. Drawing on data from interviews, field observations, and documentary analysis, we found that effective teacher learning relies on a shared vision, focusing on children's learning, in-depth collaboration and reflection, a facilitative structure, and a collaborative and innovative culture. Also found Convergence rooted in the traditional Chinese culture of collectivism may lead to conservatism, which in turn affects teachers' professional development

Athapol Anunthavorasakul

Facilitating and building mechanisms for change between and within Schools with SLC

For decade of SLC journey in Thailand, two frontline schools including Wat Hualampong and Buddhajak Wittaya are now considered as a good model and entry points to connect with other schools for mainstreaming SLC. Since 2022, after COVID-19, 13 schools under Bangkok Metropolitan Administration (BMA) in 5 districts; Bangrak, Sathorn, Pomprab, Pranakorn and Bangkorlaem have collaboratively worked on SLC for school change in the name of 'Learning School with SLC'. At the same period, 3 schools under Education Service Area 2 of Bangkok as a small network have implemented SLC activities to create a new culture of teacher learning together. To facilitate and build mechanisms for school transformation, our team have developed a set of activities including online meeting with school principal, pairing schools as a co-learner, school walks, a one day workshop to introduce concepts and practices of SLC to new schools, embedding Lesson Study system to school, public open class and reflection, policy engagement, training of educational supervisor on SLC and building a team within Chulalongkorn University professor and among universities in Bangkok to support school change. This presentation will elaborate our lesson learnts to implement all mechanisms to scale up and create change within and between school including feedbacks and voices from teachers and principals who observe change in their own context.

Yuta Suzuki

Organizational Learning of Lesson Study: School Reform for School as Learning Community in Japan

This study aims to characterize organizational learning of lesson study based on a case study of a pilot school of school reform for School as Learning Community (SLC) in Japan. The central task of school reform for SLC is to reform lesson study (Sato, 1992; 1996; 2007; 2008; 2018; Ose, 2000; Ose and Sato, 2000; Suzuki, 2022).

Interestingly, the lesson study reform was clearly recognized theoretically and practically in the establishment of Hamanogo Elementary School (HGE), the first pilot school of school reform for SLC, April 1998. This is because the growth of global understanding and dissemination of Japanese lesson study was particularly active from the 2000s (Stigler and Hiebert, 1999; Lewis, 2002; Lewis, Perry, & Murata, 2006; Sato, 2008) to the 2010s (Lewis, Akita, & Sato, 2010; Lewis, 2015; Saito, Murase, Tsukui, and Yeo, 2015; Lewis & Lee, 2018; Tsukui & Murase, 2018; Ko, 2018; Lee & Lim-Ratnam, 2018). In the development of more than 100 years of lesson study since the Meiji period [1868–1912], Japanese lesson study have developed with a wide variety of purposes and styles. After the turning point of the century, it can be said that, in parallel with the 20 years in which understanding and popularization of lesson study in its most orthodox purpose and style developed globally, the lesson study reform that promoted a progressive purpose and style was growing. Therefore, the goal of this study is to clarify the details of the experiment of HGE at the time of its establishment and the experiences of teachers at the school.

This study adopts “theory-of-action approach” led by Donald A. Schön and Joseph P. McDonald, who are action researchers in school reform (Schön & McDonald, 1998; McDonald et al., 2014). In particular, this study focuses on the three facets of theory of action in school reform: “espoused theory”, “design theory”, and “theory in use” and examines the complex and dynamic process in which “organizational learning” of lesson study takes place in the pilot school (Argyris & Schön, 1996).

Plenary B

Tomoyuki Morita

Teachers Learning in SLC network- Focusing on a Teachers Experience since His first Transfer

School as learning community is not a “movement” but a “network” (Sato 2023). Besides, “networking” is the most powerful vehicle for reforming schools(Sato2023). “Networking” is autonomous activities, and a rhizome-type organization (Kurihara1999). In addition, its organizational principles are not the matter of “opposition” and “enlightenment”, but the matter of forming “ideas”, “policies”, “practices”, and “habitus” (Kurihara1999).

The purpose of this presentation is describing a sustaining process of SLC as networking process focusing on a teacher’s experience since his first transfer to a school which building and straggling for SLC. Mr. Ueno, the case study in this report, transferred to Yamagata City Dewa Elementary School two years ago. He was passionate about improving his Japanese language lessons at his previous school. He was skeptical about Dewa Elementary School’s practical research on learning communities. He refused to join the research with their colleagues. One day he was recommended to visit Hamanogo Elementary School, one of the learning community’s pilot schools by his colleague. He decided to visit the school. This visit was the turning point for him. He said that after visiting Hamanogo Elementary School, he began to understand what the teachers at Dewa Elementary School have challenged, although he couldn’t express it clearly. Since then, he has restructured his practice gradually. At that time, he thought “I don’t want to do it exactly the way it is”, and “I want to challenge only what make sense to me”. What did he observe at Hamanogo Elementary School? What did he reflect at that time?

In this presentation, I’d like to describe his struggling process of restructuring his practice.

Khong Thi Diem Hang

Levelling the playing field through equitable pedagogies

Educational equity is considered among key national priorities in many countries worldwide. Yet, the concept itself is open to various interpretations and traditions, covering multiple aspects of equity. Pedagogy-wise, equity has been promoted through critical pedagogy, culturally relevant teaching, and teaching for social justice. This paper aims to discuss educational equity through a pedagogical lens, i.e., what teachers can

enact within the classroom to create quality learning for all students. It conceptualises equity as focusing on fairness based on needs, giving each student what they need to be successful and access to the same opportunities.

In particular, the study will explore equitable pedagogies in terms of task design and student participation in groups. For that purpose, a number of guiding questions are developed to help teachers in the lesson design and implementation processes to determine the level of equity that a lesson targets to promote and work toward improvement. It is argued that while teachers have limited control over broader policies such as funding, staff assignment, and tracking, they can level the playing field to promote equity within their own classrooms by pedagogical means. Given that teachers have the largest impact on students' learning outcomes after their families, equitable pedagogies can be the most effective way to achieve educational equity. This has important implications for both pre-service and in-service teacher training.

Chun-Yi Lin

Schools as better learning communities for all, including slow learners: Teachers' strategies and practices

Schools are considered one of the most important places that offer experiences and activities to help youth develop key competencies for future challenges. Due to international and national assessments becoming routines, most schools attend to learning outcomes to ensure competitiveness. Compared to the past, recent local results show that while high-performing groups further increased their scores, low-performing groups did not improve. According to teachers, low-achieving students' academic interests and progress are often short-lived, and their willingness to learn can quickly disappear when they encounter difficulties. Meanwhile, this can be a setback for teachers who want to spend more effort and time teaching when they feel there is a lack of effective strategy.

This ongoing project aims to study expert teachers' strategies and practices regarding turning schools into better learning communities for all, including for slow learners, through changes in daily practices. And how these strategies and practices may become shared knowledge for other school teachers, considering contexts, cultures, schedules, and affordances to adopt new ideas. The researcher interviewed 25 expert teachers (including principals) from different cities and towns and transcribed data for analysis. The current qualitative analysis produced five major themes according to solutions. Each solution is associated with a common problem or situation when working with slow learners. The five themes include (1) learning ecosystems, (2) relationships, (3) task design, (4) climate, and (5) small groups. During this presentation, I will present a few examples of solutions and the plan for future teacher workshops for feedback.

Arif Hidayat

Empowering Learning Community for STEM Learning Leadership

As the Fourth Industrial Revolution trends and rapid advances in technology lead us to reevaluate our approach in education as well as in school learning. One of the points is shift of the Science, Technology, Engineering, and Mathematics from silos segregated subjects by specific discipline knowledge, skills, and belief into a multidiscipline, interdisciplinary and event meta disciplinary subjects. Big challenges raise as schoolteachers have no knowledge, experiences, and earlier practices on how to conduct STEM lessons into a new transdisciplinary situation. The paper discusses a case study of Indonesia on national initiative to introduce STEM lesson in classroom levels along with new curriculum framework. The paper discusses two approaches on how STEM learning theoretically and practically implemented, and much better one through combination inquiry and collaboration with a small learning community approach where teachers from S, T, E, M, and even other subjects such as Arts or Language become part of the team. A case of national study on 20 lesson packages are also presented

SESSIONS

Session 1: Face to Face

Avijit Sarkar (India)

Creation and Development of a Digital Game for Use of Gamification as a Teaching-Learning Approach in Mathematics.

Content gamification is a relatively recent method for increasing learner motivation and engagement. Individual online learning can also benefit from gamification strategies. The researchers created Fire-Alarm, a digital game to help x number of standard students better understand the concept of the chapter "Height and Distance." The design and development of the game are discussed in detail in this article. The many gamification theories examined before its creation are also mentioned. Finally, an achievement test was administered as a pilot project to determine the effectiveness of the gamified module.

Sirirat Chengseng, Wilasinee Saenwang, Karanphon Wiwanthamongkon,

Patee Kesthanakorn (Thailand)

Developing Innovative Board Games for Social Engineers Using the Phenomenon as a Base for Youth.

The objectives of this research are to 1) analyze the characteristics of social engineers; Using phenomena as a basis for youth. 2) Examine the consistency of the structural equation model of social engineering characteristics using phenomena as a basis for youth. 3) Develop innovative social engineering board games. using phenomena as a base for youth and 4) studying the results of using board game innovation using phenomena as a base for youth. The population includes 450 youth aged 15-24 years. The tools used are interviews and questionnaires. Statistics used include distribution. Frequency, percentage, mean, Pearson correlation coefficient. and standard deviation

The research results found that

- 1) The results of the analysis of the characteristics of social engineers using phenomena as a basis for youth, consisting of 3 components, 23 variables.
- 2) Results of the consistency test of the structural equation model of social innovator characteristics. Using phenomena as a basis for youth, it was found that the structural equation model of social innovators using phenomena as a basis for youth was consistent with empirical data.
- 3) Results of the development of social engineering board game innovations Using the phenomenon as a base for youth, it was found that board games were measured and evaluated according to 4 areas of social engineering skills. There were results for evaluating social engineer board game innovations. The overall picture is at a high level

(\bar{x} = 4.49).

4) Results of using innovative social engineering board games Using the phenomenon as a base for youth The overall picture is at the highest level (\bar{x} = 4.53) and the results of the social engineering skills assessment After using innovative board games Using the phenomenon as a base for youth is at the highest level with an average (\bar{x} = 4.51).

Noel Jimbai Balang, Dancy Agan, Catherine Singgal Nawoh, Mickey Peter Langan (Malaysia)

Integration of History, Malay Language and Physical & Health Education

Subjects In Strengthening Higher Order Thinking Skills Through Lesson Study

One of the problems of Form 5 Brilliant students that I taught is that they cannot master the correct techniques in answering Higher Order Thinking Skills (HOTS) questions. This situation has an impact on their scores in the assessment. Therefore, Lesson Study was conducted to resolve the issue by combining subject of History, Physical & Health Education (PHE) and Malay Language. The integration between these three subjects can improve the problems faced by the students for the topic of 'Malaysia's involvement in the Commonwealth. A total of two Lesson Study cycles were implemented to help resolve the issues encountered. Findings based on reflections in cycle 1 on 27 April 2023 show that students feel happy when several teachers teach this teaching topic at the same time. However, in Cycle 1 this issue is still not successfully resolved. Cycle 2 was implemented on 13 May 2023 by making improvements to the teachers' lesson plan. Findings from Cycle 2 found that the used of Formula AS3KNP and URT Technique has helped Form 5 Brilliant students in answering HOTS questions using grammatical sentences. A focused follow-up study related to Lesson Study is proposed to be implemented in order to solve the learning problems of other students for History ,Malay Language and PJKP subjects.

Pitchayada Bunnag, Somrutai Plangsri (Thailand)

BCG Project – Based Learning through the GPAS 5 Steps process for Sustainability in Rajinibon, Thailand

In 2022, Rajinibon School Project-based learning has been organized according to the BCG concept at every level. Teachers will plan to PLC at both the subject group and grade level to follow up and check for appropriate formats according to the age and development of the learners. Learning through projects based on the BCG concept at Rajinibon School has a goal to campaign for students to see the importance of increasing green space within the school. Know how to cherish and use the products obtained from increasing green space. Let's circulate to add value and create green innovations through the GPAS 5 STEPS project-based learning process that emphasizes teaching and learning. Interaction style between students and the environment around them to see and understand the problem and perform their role as a member of this world well and appropriately. The learning outcomes that occur are aimed at promoting sustainability.

In the following issues

1. Balance of social, economic, environmental and cultural development. By considering the content of the student's work. Each dimension must have a relationship, that is, students can stimulate learning and promote skills and abilities.

These include critical thinking and systems thinking, participatory decision making and have the responsibility for both present and future generations. The students are able to realize and see the problem and would like to develop or fix, evaluate and choose a good and appropriate solution as well as solving problems together to develop better than before through the BCG project.

2. Conservation of natural resources for future generations. It measures students' attitudes in being aware of current environmental problems through activities that are a daily routine for students.

Session 2: Face to Face

Punyanuch Thongsree, Wassana lamjing (Thailand)

A Study of Factors Affecting the Competency of English Teaching to Develop a Training Curriculum for Teachers in Schools under the Kanchanaburi Primary Educational Service Area Office 1.

The purposes of this study were 1) to study the level of factors and teaching competencies of English teachers in schools under the Kanchanaburi Primary Educational Service Area Office 1. 2) to study the factors affecting English teaching competencies to develop training curricula for teachers in schools under the Kanchanaburi Primary Educational Service Area Office 1 and 3) to propose guidelines for developing a training curriculum to enhance teachers' English teaching abilities in schools under the Kanchanaburi Primary Educational Service Area Office 1.

The sample consists of 200 English teachers in schools under the Kanchanaburi Primary Educational Service Area Office 1 in the academic year 2023, obtained by using two-step sampling, the stratified random sampling in proportion to the school size and then simple random sampling. The research instrument was semi-structured interview a 5-level rating scale questionnaire. Statistics used in data analysis were percentage, mean, standard deviation, Pearson's correlation coefficient analysis and multiple regression analysis and using the method of bringing all variables into the equation.

The results were as follows:

1) Educational management factors, teacher readiness factors, organizing teaching activities factors, media and teaching support factors, and measurement and evaluation factors. The overall average was at a high level.

2) All 5 factors that affect teachers' English teaching competence had a positive relationship with teachers' English teaching competence. Statistically significant at the .01 level, both overall and in every aspect.

3) There were 3 factors for the regression coefficient in the form of standard scores: media and teaching support, measurement and evaluation and the readiness of teachers. Therefore, it was used to create guidelines for English training curriculum to enhance teachers' English teaching abilities.

Kenta AOKI, Nanako SUDO, Manami Goto (Cambodia)

Report on Collaborative Learning and Teacher Education Practice in Cambodia
Based on the Idea of Learning Community

This study aims to find implications for improving the quality of education and the professional development of in-service teachers in Cambodia through a reflection on

the collaborative learning attempts and lesson study practices based on the School as a Learning Community concept at Salasusu's laboratory School based in Cambodia.

With the vision of Enjoy Your Life Journey, SALASUSU has been operating a workshop for rural women since 2008 with the aim of preventing human trafficking through vocational training. In the process, SALASUSU has naturally developed the important beliefs that all people have the right and potential to learn, that the psychological safety of the place is more than important, and that continuously learning from each other. Because this philosophy has been very compatible with the idea of a school as a learning community, therefore, the workshop started to attempt to deliver a collaborative learning curriculum to youth and conduct lessons studies among Cambodian teachers, with the vision to create the classroom where no one left.

One of the challenges of this attempt was the extreme lack of authentic learning experiences among Cambodian teachers. As previous studies have pointed out, its importance in learning, both in teacher development and in learning, is organized according to the view of technique as a means of transmitting knowledge, known as Paccakteeh. During class, the main focus tends to be on whether the students can answer the teacher's questions correctly. It caused very large gaps in teacher's understanding of the subject matter as experts in learning. This looms as the reality of the 90% learning poverty rate in many reports. In addition, the introduction of lesson study, in which students learn from students, was too indirect for teachers seeking specific instructional methods, and was a challenge to the view of teacher education that viewed teachers as reflective practitioners.

Despite the various challenges, after more than six months of lesson development and regular lesson study, the main focus of the teachers' reflections has changed. There is a growing dialogue that continues to reflect incessantly on how we can make the classroom a place where everyone can learn. These changes can be attributed to the culture and philosophy within the SALASUSU organization and the active creation of opportunities to learn about Japanese practices such as observing a video of a teacher's class at Hamanogo Elementary School, and so on. By continuing to reflect how this change has occurred through continued practice, it will be an outgrowth of the improvement in the quality of education in Cambodia.

Banpot Pongrod, Nontwarit Kiatsarutsakuln, Karanphon

Wiwanthamongkon and Patee Kesthanakorn (Thailand)

A Study of Factors Affecting the Organization of Project Approach Learning Experiences According to STEM Education for the Design of Learning Activities to Develop Early Childhood Teachers in Schools under the Phetchaburi Primary Educational Service Area Office, District 1.

The objectives of this study were: 1. To study the factors affecting the organization of Project Approach learning experiences according to STEM education. 2. To study the relationship between factors affecting the organization of learning experiences. 3. To design learning activities. 4. To study the results of developing the design of learning activities in the Project Approach model according to STEM education.

The population includes 269 early childhood teachers. The researcher's tools have been examined and tested for quality. The reliability value for the entire document was 0.92. Data were collected using questionnaires and interviews. Statistics used included frequency distribution, percentage, average, and Pearson correlation coefficient. The research results found that

1) Results of analysis of factors affecting the organization of Project Approach learning experiences

according to STEM education. It was found that the overall level was at a high level ($\bar{x} = 4.49$). Respondents gave the most importance to: In terms of evaluating the development of children in the classroom, the level was high ($\bar{x} = 4.52$).

2) The results of the study of the relationship between factors affecting the organization of Project Approach learning experiences according to STEM education found that the aspect of organizing extra-curricular activities was related to the aspect of organizing experiences that focused on children at the level. Very much ($\bar{x} = 4.50$) The aspect of developing school curriculum is related to the aspect of developing media and environment for learning. is at a high level ($\bar{x} = 4.49$)

3) Results of the Project Approach learning activity design based on STEM education for early childhood teacher development. It was found that the overall level was at a high level ($\bar{x} = 4.49$).

4) Results of the development of the Project Approach learning activity design according to STEM education. The overall picture is at the highest level ($\bar{x} = 4.6$)

PEI Miao, WANG Hongyao (China)

Learning Community in Embodied Teachers' Moral Learning Activities: Characteristics, Elements and Formation Mechanism

Embodied teachers' moral learning refers to the development of teachers' moral concept, teachers' moral emotion, teachers' moral will and teachers' moral behavior through the interaction between teachers' body and situation, and finally the formation of teachers' virtue. In the <*Embodied Teacher's Ethics Learning Course*>, learners gain interesting embodied experience in the teacher's ethics learning activities; experience the case situation in the collective dialogue, share feelings with each other, and carry out reflection under the guidance of teachers, and get inspiration from the experience of others; in the process of meaning construction, the learner's pre-embodied experience of the concept of teacher's morality will be reactivated in the case situation, and then the abstract concept of teacher's morality will be connected and its cognition of teacher's morality will be strengthened. A new learning community has been formed in the learning activities of embodied teachers' ethics. The community has the following characteristics: it transcends the current state of existence of the learner subject, creates a situational space for the concept of teacher ethics, and dissolves the binary opposition between the self and the other. The construction of the community requires some elements: the common goal is to promote the development of learners' ethics, the members develop the identity of teachers, and the members have a sense of belonging to the embodied ethics learning environment. The formation mechanism of the learning community is as follows: in the micro-situation constructed by inter-body,

embodied learning, as an interactive ritual, generates physical and emotional connections, and then forms an instantaneous public reality, coupled with guided dialogue and conversation, so as to obtain the sense of membership and emotional field associated with cognitive symbols, that is, the existence elements of the community ; and the understanding and perception of professional concepts and beliefs, that is, the professional learning vision of the community.

Session 3: Face to Face

Joël Laurier (Japan)

Cooperative Learning trends: Japan vs the Rest of Asia

The COVID pandemic brought economies worldwide to a screeching stop. It also brought about the need for education systems everywhere to reflect on the unprecedented challenge it presented. Reflection and re-evaluation were in order. Japan's ever reforming education system is no exception.

This presentation reports on a 2023 research by the author on the use of cooperative learning in Japan in comparison to other countries in neighbouring Asian countries. This first of its kind analysis surveyed 1,082 published works on cooperative learning/collaborative learning (CL) that appeared in the now disbanded IASCE (International Association of Study of Cooperative Education) journals between 1998 and 2019. Looking into studies on CL in Asia to gain insight into how researchers and practitioners were investigating and employing these pedagogical approaches, it compares Japan's acceptance of CL with that of its Asian neighbours' by using two metrics. The first comparison investigated what teaching contexts the sampled countries researched CL to improve classroom practices. The second comparison looked into which teaching contexts were most researching CL. The study found a pattern of interest. Researchers identifying themselves as from STEM contexts and those from the humanities and social sciences demonstrated a noticeable contrast. The findings show great insight into Asian reform trends that could lead to many interpretations into the meaning of reform.

The presentation will share the findings of the survey and offer solutions that will be of interest to practitioners and researchers of CL. It will be of particular interest for researchers of CL in Japan as it will give insights into trends on recent developments in teaching pedagogies.

Looking into Japan's global positioning and the policy infrastructure that supports it, the presentation will offer evidence that will help the audience understand Japan's comparative hesitation to adapt CL structures on a large scale. This, in marked contrast to its Asian neighbours.

Aini Haziha Amirullah (Malaysia)

Exploring the Role of Peers and Strategies Implemented in a Lesson among Native Speakers in a Mathematics Lesson

Language barriers in the classroom can significantly impact students' academic performance and overall experience. When students' first language is not the language of instruction, they may face challenges in actively participating, socializing with peers, and achieving their full potential. Thus, this study aims to identify the approaches used by the students to understand mathematical concepts and various strategies used by mathematics teachers in teaching and

learning Mathematical concept to native students who speak in Tamil as their mother-tongue. The case study was conducted in a secondary school in Rantau, Negeri Sembilan, Malaysia. Research participants were 20 students in a class of 12 Indian and 8 Chinese. Data was collected through observation by the coaches as subject matter expert and expert in pedagogical content knowledge. The teacher implemented peer collaboration that encourage peer interactions. Pair students with different language backgrounds to learn from each other and practice language skills. Instead of correcting mistakes, positively reinforce students for communicating. Scaffolded instructions that break down complex concepts into smaller, manageable steps. Using visual cues, gestures, and simplified language to support comprehension. The strategies used by the teacher in this context was using coloured number flashcards. reduce sentences into words so it can be repeated and identified by the students as the main terms used to the concept of the topics. The school is required to carry out various activities to provide opportunities for students to use the Malay language as the language is used as an instructional language for teaching and learning. This study implies that teachers should find suitable strategies for native students who do not understand the instructional language used in the process of teaching and learning. Inclusive teaching practices benefit all students, regardless of their language background.

Piroon Sirisakdi (Thailand)

The Development of BCG New Normal Competency for Sustainability through New Normal Learning Community in Rajinibon School, Thailand

New Normal competency has been set as Rajinibon School's vision since the pandemic. The vision consisted of 3 sub-competencies namely health, digital, and innovation. In post COVID19, the school turned around to the sustainability concept, so BCG; *economic model which gave precedence on the relationship among Bio, Circular, and Green development*; was integrated into new normal competency, and brought about BCG new normal competency for sustainability which consisted of 9 sub-competencies; *Bio-Innovation (BI), Circular-Innovation (CI), Green-Innovation (GI), Bio-Digital (BD), Circular-Digital (CD), Green-Digital (GD), Bio-Health (BH), Circular-Health CH), and Green-Health (GH)*; were set as learning objectives. The school constructed 5 green learning areas under the relevance to curriculum content's levels; *salad vegetable plots for kindergarten, vertical backyard garden for G. 1-3, herb plots for G.4-6, rooftop plant plots for G.7-9, and smart plant plots for G.10-12*; which the teachers were used as learning resources for planning the lessons by using innovation-based learning process consisted of 6 steps; *problem analyzing, innovation designing, planning, constructing and testing, presentation, and reflection*; and assessed by using scoring rubrics and innovation checklists. During implementation, the school used new normal learning community as the professional development activity. Each lesson study group of every level were composed of science teachers, other subject teachers, school administrators, heads of subject areas, and specialists. The model teacher was invited to online reflection via Zoom which live streaming on Facebook group "RB Teachers". After the 1st semester of 2023, 68 students' initial projects were assessed and classified into 9 sub-competencies; *41.18% were BI, 22.06% were CI, 0% were GI, 36.76% were BD, 0%*

were CD, 0% were GD, 63.24% were BH, 22.06% were CH, and 22.06% were GH; which were likely oriented towards investigation in kindergarten, creation in primary, and business products in secondary.

Fitriati Fitriati, Roslinda Rosli, Arif Hidayat (Indonesia)

A Case Study of Challenges in Teaching with Realistic Mathematics Education Approach: A School-University Partnership Mediated by Lesson Study' Perspective

Mathematics teaching students express dissatisfaction with academic content's inapplicability. Teacher universities need to prepare them to teach at school under the present circumstances. School closure during the COVID-19 pandemic has led to significant learning losses among students in mathematics learning, hence contributing to the emergence of learning poverty and fake learning. Realistic Mathematics Education (RME) is the pedagogical approach proposed to promote student's understanding and interest in learning mathematics. However, implementing RME in daily mathematics is challenging. This study aims to reveal the difficulties experienced by educators in teaching with the RME approach in undergraduate mathematics education departments. The challenges will be examined through the viewpoints of faculty members and school teachers. Within the scope of the study, ten teacher educators and ten school teachers from several education institutions were interviewed. Documents, including their department's curriculum book and lesson plans, were collected and analyzed using constant comparison analysis to produce themes that represented the challenges. The findings of this study emphasize five significant issues, including teacher training and facility-related challenges, educator-related challenges, learner-related challenges, practical challenges, and institutional-related challenges. This study proposes utilizing the school-university partnership mediated lesson study (SUPER-LS) program as a potential strategy for addressing the challenges. This novel TPD program supports the professional development of pre-service at the university and in-service teachers at the school through two distinct approaches: prioritizing PD activities on student learning and facilitating these activities through the collaborative learning communities of lesson study groups.

Session 4: Face to Face

Kogila Ramakrishnan, Aiza binti Zainudin (Malaysia)

The Power of Teaching and Learning Beyond the Classroom Walls.

Teaching and learning beyond the confines of traditional classrooms embodies a transformative power that transcends boundaries, fostering enriched educational experiences and holistic growth. This paradigm shift expands the horizons of education, leveraging diverse environments, resources, and interactions to cultivate knowledge and skills. These unbounded learning environments enable educators and students to discover beyond textbooks, encouraging curiosity-driven exploration. Exposure to varied perspectives cultivates empathy, cultural understanding, and adaptability, crucial in a rapidly evolving world. This study aims to explore the situation of learning communities in schools and emphasizes the significance of language acquisition, particularly a holistic approach in empowering the educators and students and creating suitable activities to immerse them in lifelong learning. This is carried out in 20 schools in the district of Kulim Bandar Baharu, Kedah, Malaysia. Creating an inclusive environment beyond classroom walls that encourages active participation is crucial. Hence, we collaborated with our affiliated partners University Science of Malaysia (USM), Ascendance, SIRIM, Intel, and Kulim Central to carry out varied teaching and learning activities, exclusively. These programmes - Eloquent Expressions, HIP Carnival, Speak to Lead, Essence of Listening, Write on Track, to name a few, supported by USM educators, NGO and local communities foster meaningful interactions and insightful learning experiences among educators and students, enhancing their language proficiency and worldly knowledge. This collaborative effort extends beyond the classroom walls, allowing educators and students to practice language skills authentically and thus enabling a comprehensive lifelong learning journey. Qualitative research design using the explanatory approach was employed. Data from interviews, observation and document analysis were triangulated to probe the impact of learning communities on teacher professional development and student learning. The study revealed that there were insufficient training programs for teachers, teacher leaders and headmaster/principals on how to run these communities. Furthermore, the lack of opportunity for educators to diversify the activities in the entire teaching-learning process is an obstacle as the culture here is more exam oriented. Nevertheless, this study proves that educators and students have experienced positive outcome and this offers a great opportunity for personal and professional growth.

Poranat Kitroongrueng, Wilaphan Urabunnualchat (Thailand)

Development of the Ability to Deliver Active Learning Instruction of Elementary School Student Teachers Through Coaching

This research aimed to 1) develop elementary school student teachers' ability to deliver active learning instruction, 2) explore the elementary school student teachers' satisfaction with coaching, and 3) explore elementary school students' satisfaction with the instruction delivered by the elementary school student teachers. The research design was quasi experimental research. Data was collected from target populations, consisting of 1) twenty 5th-year elementary school student teachers undergoing teacher

profession training in the second semester of the academic year 2022, who were voluntarily sampled, 2) three university supervisors, who were purposively sampled with some criteria, as follows: having at least 10 years of knowledge and experience in elementary education, teaching, supervising, and volunteering to be involved in the development; and 3) students under the responsibility of the elementary school student teachers, whereby the lots of names of the students were drawn, with five students per class. The research instruments as are follows: a coaching plan, a satisfaction survey for the elementary school student teachers to evaluate their satisfaction with the coaching process, and a satisfaction survey for the elementary school students to evaluate their satisfaction with the student teachers' instruction. The data analysis was conducted using mean (\bar{x}), standard deviation (S.D.), t-test for dependent, and content analysis. The findings are as follows: 1) the post-coaching elementary school student teachers' ability to deliver active-learning instruction ($\bar{x}=3.91$, S.D. = 0.10) was higher than their pre-coaching ability ($\bar{x}=3.31$, S.D.=0.57). The improvement was at a statistically significant level of 0.1, which was in accordance with the research hypothesis; 2) the elementary school student teachers' satisfaction with the coaching process was at a high level ($\bar{x}=4.31$, S.D.= 0.46); and 3) the elementary school students' satisfaction with the instruction delivered by the student teachers was at a high level ($\bar{x}=2.78$, S.D.=0.20), with all evaluation items obtaining high evaluation scores.

Praphat Wiwathamongkon, Kriangwut Nilacupt (Thailand)

Development of Information Systems for Managing the Teacher Rakthin Project
Muban Chom Bueng Rajabhat University

This research aims to 1) develop an information system for managing the Teacher Rak Thin project, and 2) control the evaluation and notification of the information system for managing the Teacher Rak Thin project as a continuation of the research. Group 1 is studying data to develop a new system with 15 people. Group 2 surveyed the system with 25 students from the Teacher Rak Thin project. Most of the research consisted of: 1) an expert seminar form, 2) an observer group discussion form, 3) Information system information for the management of the Teacher Rak Thin Project, 4) an Information system evaluation form, and 5) a report on inspection of the remaining parts of the system. Statistics were collected, including content analysis and standard hardware information.

The research results found that

1. Analysis results Information system design and development consists of 8 parts as follows: 1) information about personal history 2) information about curriculum activities and academic skills 3) information about teacher characteristics and professional skills 4) information about training experiences Profession 5) Information on community research skills and community development skills 6) Information on the support system and student dormitories 7) Information on student expenses 8) Information on the summary of the Teacher Rak Thin Project

2. The results of the evaluation of the efficiency of the information system for managing the Teacher Rak Thin Project in all 6 areas were overall effective at a high level ($\bar{X}=4.39$) and (S.D. = 0.50). The results of the evaluation of the satisfaction of the

information system of those Using the system found that the information system for managing the Teacher Rak Thin Project was overall in all 5 areas. Satisfaction was at the highest level (\bar{X} = 4.60) and (S.D. = 0.51)

Zhang Huajun (China)

Teacher Professional Development Toward the Growth of Life

A common model for teacher professional development is often lecture-based and expert-centered. This model assumes that teachers are lack of some core knowledge and theories which are produced by experts. However, the problem of this model is that it confirms teachers' impotency and disempowers teachers. Lack supports from the professional development programs also leads to teachers' dropout.

To better support teacher development, this study introduces a life-centered idea of teacher development. It is toward the well-being of teachers and students in the activities of teaching and learning in school environment. It assumes that teachers are not only subjects of the teaching profession, but firstly they are unique individuals. That means, teachers need to be understood and respected as unique persons. They share the complexity, vulnerability and even conflicts of human nature embedded in the detailed social contexts as common persons. The life-centered teacher development is to understand teachers as common persons as the first step.

It also means that there are no experts in understanding teachers' own life stories. Teachers need to understand and narrate their unique individuality by themselves. Alternatively, the role of teacher educators is not experts but partners to initiate dialogues, to company the journey of self-exploration of teachers, or to be critical friends of teachers. From a new teacher to an experienced teacher, the teacher would experience lots of difficulties, uncertainties, confusion and different kinds of challenges before they successfully set up professional identities and commitments as teachers. They would feel their lives are stuck and entangled in the complex teaching contexts, which are often full of accountabilities and standards.

By facing the well-being of teachers' lives by themselves, they learn to understand the inner landscape of their life. It also helps teachers to understand the inner landscape of students' life. This mutual understanding would help teachers to build spiritual relationship with students. The strong and positive relationship with students indicates that teaching is an emotional profession and teachers receives emotional benefits and well-being in the relationship.

This life-centered idea of teacher development reminds that story-telling and dialogues to understand teachers' experience is a valuable and promising way to support teachers' development.

Session 5: Face to Face

Nguyen Thi-Cam-Huong, Aoki Sho (Vietnam and Japan)

Combining Individual Support with Whole-class Instruction - A case Study in the Classroom for Students with Special Needs

While teaching, teachers use many types of instruction such as individual instruction, group instruction and whole-class instruction. In classrooms with students with special needs, individual instruction is important. It is support for each individual student to meet their special needs.

A special class has been established for children with special needs in the inclusive school. This class aims to support each individual's special needs more effectively, and at the same time, help to develop inclusive learning abilities such as concentration, the ability to work and complete tasks independently, to follow instructions and engage with peers. In every lesson, the main teacher and support teacher work together. Students both learn together and receive individual support from teachers.

How do individualized supports becomes whole-class instruction and work to guide for other students in the class? In this study, the teacher adjusted their responses in individual support. That is the adjustment of voice, the content of feedback, the way of praising each individual in front of the whole class. We find this adjustment make individual support have positive effects for other students in the class. When other students hear feedback from the teacher about someone in class, they tend to self-regulate their behavior and work more independently, follow the rules, perform tasks better.

Wanwisa Suebnusorn Klaijumlang (Thailand)

Creating a Learning School for Young Innovators in Disruptive Era:
Recommendations for School Principals

Creating a learning school for young innovators is a key to school reform toward excellence in today's disruptive world. Taking schools under the Bangkok Metropolitan Administration (BMA) as an example, this paper presents the voices of school administrators and teachers through multi-level analysis of data gathered during professional training workshops of 151 school principals from various schools under the BMA and 135 teachers in a school under the BMA. Using design thinking tools; empathy map and blue ocean grid (Eliminate, Reduce, Raise, Create: ERRC), their voices provided in-depth insights on current situations within schools under BMA by walking in the shoes of themselves, students, and stakeholders, and suggested how to create a learning school for young innovators who can embrace changes. Key emerging themes

of recommendations revolved around reducing teachers' workload, enhancing the instructional capacity of teachers, providing more relevant professional development opportunities, fostering productive organizational cultures, promoting knowledge sharing among teachers and students, equipping students with essential skills, building external networks, and improving innovative learning infrastructure and environment, etc. Through the lenses of the blue ocean strategy and the fifth discipline for "schools that learn" of Peter Senge, this paper sheds light on what to eliminate, reduce, raise, and create within and beyond schools to strengthen personal mastery, shared vision, systems thinking, mental models, and team learning of those involved. It also emphasizes that creating a learning school for young innovators should start in the classroom and expand throughout the school, community, and the world beyond.

Yossiri Yossatorn (Thailand)

Intercultural Sensitivity and Interaction of Thai Students at an Internationally Institutional Campus: The Influence of Religious Beliefs

The increase of internalization among institutional campuses has made intercultural competency more important to students in the current globalized era. Being interculturally sensitive and competent can facilitate students' integration and success in communities with diverse culture and religions. Religious beliefs are one of the crucial factors influencing how people perceive and interact with others within and across societies. A lack of understandings of these fundamental concepts may be detrimental to communication which has long been recognized considerably problematic in many international colleges in Thailand. This study therefore examined the intercultural sensitivity and intercultural interaction of Thai Buddhist students at an international college in Thailand. The results manifested that the students who frequently interacted with and had more diversely cultural and religious friends in campus exhibited a higher intercultural sensitivity than their counterparts. The findings yielded implications for Thai educational institutions in fostering students' interactions and a continuation of such practices in different contexts.

Suzalin binti Zaini Sooria, Ruzihan binti Abdullah, Norazidah binti Ali (Malaysia)

Lesson Study Implementation in School: Looking into Teachers Self-leadership and Leaders Leadership

Education is developing dynamically anywhere in the world and this situation demands teachers to change along with current needs. In this regard, the continuous development is vital for every teacher to align with rapid changes that is happening around them. Lesson study (LS) is seen as one of the most useful tools to encourage teachers to collaboratively learn to improve teaching and learning in their efforts to cope

in the fast-moving world. The success of the implementation of LS relies heavily on leadership, whether it is self-leadership of the teachers or the leadership of school administrators. This study aims to look into teachers self-leadership and leadership among leaders or school administrators in one particular school that implement LS. A survey was conducted to investigate leadership practices in a secondary school involving 46 teachers consists of the school principal, 3 Senior Assisstants, 19 Middle Leaders and 24 teachers. Semi-structured interviews were also conducted. We also analysed school policy documents on LS along with the reports on LS implementation by teachers. Data were analysed quantitatively. The analysis indicates that the school carried out various leadership practices to ensure continuous implementation of LS. For this school that aimed continuous implementation of LS, leadership among school administrators seems vital to determine the LS implementation policy, to set direction of the LS implementation, to manage LS cycle and to provide support to all teachers. As for self-leadership, we identified that Middle Leaders and teachers did not show a robust self-leadership in implementing continuous LS. Many teachers are still waiting for administrators to provide instructions and LS schedule so that they can start doing LS. The findings of this study give broad overview to school leaders in taking steps in ensuring LS being implemented continuously in school.

Session 6: Face to Face

Chen Jingjing (China)

How to Promote Chinese Language Teachers' SLC Reform by Establishing Teacher-Researcher Cooperation

Our research reveals that Chinese teachers perceive several challenges in preparing Chinese language lessons, often resulting in reluctance to engage in SLC reform. However, when confronted with the limitations of traditional teaching methods, particularly evidenced by student learning outcomes, teachers become more inclined to collaborate with researchers to modify their practices. Our findings suggest an even more effective approach: allowing teachers to observe the actual learning process in classrooms. This direct observation of student challenges prompts deeper teacher self-reflection and a sustained commitment to SLC reform.

Lesson study emerges as a crucial mechanism to reinforce collaboration between Chinese teachers and researchers, fostering a grassroots approach to educational reform. The genuine classroom environment, being the primary workplace for teachers, presents an ideal setting for joint exploration by teachers and researchers. Sustained collaboration in areas such as classroom environment modification, redefining teacher-student relationships, and learning task design fosters a unified vision for SLC reform. This partnership not only acquaints researchers with practical teaching scenarios but also equips teachers with research skills, gradually shaping their identity as both educators and reform advocates. Together, they address and resolve various challenges in classroom reform, deepening their engagement in the reformative process.

Pannaphat Aphinatkhunakorn, Karanphon Wiwanthamongkon, Phatsakorn Wiwanthamongkon (Thailand)

Needs Analysis for Kanchanaburi Province's Area-Based Teacher Development

This research the initial objective is to study the desired and existing conditions of teacher development using the region as a base. In the Kanchanaburi Province 2) To analyze the needs and requirements for teacher development using the region as a base. In the province of Kanchanaburi, the quantitative target group consists of 85 individuals. the instruments used are a data-collecting form, an interview form, and a questionnaire. Statistics are used with standard deviation, mean, and percentage. Average analysis of needs (PNImodified) The Teacher Production Institute determined two areas where the current condition of affairs is at an excessive level, according to the study's findings: Teacher growth model ($\bar{x}=3.54$, $SD=0.49$) 2) Within educational establishments, the current state of affairs is optimal, specifically with teacher development procedures ($\bar{x}=4.59$, $SD=0.13$), following the directives of the Education Council Secretariat's Office. To build sustainability in national growth, invest in teacher development and offer ongoing training to raise proficiency. The majority of these will be produced through study tours, classroom research, seminars, supervision, training,

mentoring systems, etc. 3) It was discovered that the current and ideal circumstances both emphasize student outcomes for teacher development, including project assignment-based learning, cooperation, and educational institutions' growth of teachers' Local community support for educational institutions and provincial group affiliation for educational institutions 4) The outcomes of the requirements analysis Educator development grounded in the concept of spatial networks Province of Kanchanaburi Regarding the paradigm of teacher development Mechanism for teacher development Model of teacher development an essential value exists. ($PNI_{modified}$) in the amounts of 0.20, 0.17, and 0.15. The study's findings indicate that supervision should be a part of teacher development programs. They brought educators to view work Training, seminars, and education in various online and offline modes.

Poranat Kitroongrueng, Sirodom Juypiam (Thailand)

Development of Critical Thinking Skills of Student's Teachers Using Case-based Learning through Professional Learning Community Process.

The purposes of this study were to 1) develop critical thinking skills of student teachers by using case-based learning through a professional learning community process, and 2) study student teacher satisfaction toward learning activities using case-based learning through the professional learning community process. The qualitative data were collected from experts in education and stakeholders in elementary teacher education. The quantitative data were collected from 19 university students at Silpakorn University majoring in elementary education. The research method is an experimental design. The research instruments consist of 1) interviews about elementary teacher education and critical thinking skills of university students through the professional learning community process, 2) a validity checklist on case studies used during the professional learning community process, 3) a critical thinking skills test for university students, and 4) a satisfaction assessment. The qualitative data were analyzed by content analysis, and the quantitative data were analyzed by frequency, standard deviation, and t-score.

After the experiment, the research findings were as follows: 1) mean scores in critical thinking skills of student teachers are higher than before at the 0.5 level of significance. In addition, critical thinking skills of student teachers in each aspect found that the highest score is evaluating and making decisions by reasoning ($M = 13.22$, $S.D. = 0.67$), and the lowest score is identifying teaching pedagogy ($M = 9.97$, $S.D. = 1.40$). 2) The satisfaction level of the student teachers is at a high level ($M = 4.32$, $S.D. = 0.71$). Apart from this, the highest mean score is learning from case study ($M = 4.44$, $S.D. = 0.66$), and the lowest mean score is the professional learning community process ($M = 4.24$, $S.D. = 0.74$).

Session 7: Online

**Karlygash Tulegenova, Viktoriya Buzmakova and Marat Telgoziev
(Kazakhstan)**

Improving Students' Problem Solving Skills Through Applying Scenarios in the English language Class

This lesson study is aimed to enhance teaching methods in improving students' problem solving skills through applying problem scenarios in the English language class. Problem solving scenarios is a critical part of a daily life as both individuals and communities.

This study involved 10th grade students within English Language lessons. The researchers of this Lesson Study were three high school English language teachers.

Analyzing students' performance in dealing with assignments, the problem that high school teachers identified was that students struggled to critically assess situations, analyze, find several solutions, and interpret knowledge in real life situations. Therefore, many learners have been still very passive and played only a minimal role in the involvement of classroom activities.

Our group worked in iterative cycles, which gave participants a framework for actively investigating how students' problem solving skills had improved during learning in the classrooms.

The teachers' team implemented four stages during each lesson study cycle: 1. Study and Plan; 2. Teach, Observe, and Debrief; 3. Revise and Reteach and 4. Reflect and Report.

Teachers identified goals for students: a) critically analyze the situation b) develop feasible solutions to a problem set using variety of vocabulary.

Teachers investigated curricula and picked the most suitable topics to apply problem scenarios based learning in practice. Participants collaboratively developed a detailed lesson plan that included problem scenario tasks, anticipated responses, instructor moves, and evaluation questions.

The next stage was about observing and recording evidence of students' learning progress and team members shared observation data, discussed evidence of students' learning outcomes, and explored whether students achieved the goals.

There were different recommendations and suggestion from the colleagues at this level to students who struggled. The usage of problem scenarios showed that learners improved their critical thinking and problem solving skills. Students have to go through the next cycle of teaching and learning process of English class in order to achieve the lesson objectives. The results and findings proved that problem scenario based learning is indeed an effective way for enhancing students' high order thinking skills.

This process helped teachers of our school to thoroughly analyse the benefits and apply the best practices of problem scenarios learning, which resulted in improvement of problems solving skills of students.

Phurithat Chaiwattanakun and Suwimon Wongwanich (Thailand)

Analysis of the Causes Affecting the Necessities for Positive Psychology Classroom

The positive psychology classroom is a concept implemented by schools to create an atmosphere that fosters a sense of safety, promotes quality learning, ensures students' well-being, and fosters positive relationships between students and teachers. The objective of this research is to: 1) analyze the necessary requirements for schools to develop positive psychology classrooms, and 2) analyze the causes leading to the necessity of developing positive psychology classrooms. The research sample includes 161 students from grades 1-6 in a network of schools as professional learning community. The research tool is a questionnaire measuring the positive psychology classroom environment, consisting of the five components of PREMA: 1) positive emotions, 2) secure attachment, 3) positive relationships with oneself, peers, and teachers, 4) sense of meaning, and 5) success experiences. The research tool is of high quality in content validity and internal consistency, with a Cronbach's alpha reliability coefficient of .99. The analysis of necessary requirements uses the Priority Need Index (PNI_{modified}) formula, and the analysis of causes leading to necessity employs Fault Tree Analysis by 10 qualified experts. The research findings reveal that schools have a moderate level of necessity to develop positive psychology classrooms. The top two components that require development are 1) creating a positive emotion in learning and 2) Cultivate positive relations with both peers and teachers. The main reasons for the need for development in the school's classroom environment stem from unclear guidelines in developing positive psychology classrooms.

Lalita Karship (India)

Transformative Practices for Inclusive Education in Indian Schools during COVID-19: Culture-Aware Collaborative Learning

During the COVID-19 pandemic, school dropouts in India tripled from 1.8 per cent in 2018 to 5.3 per cent in 2020, disproportionately affecting children from marginalised areas and intensifying already-existing inequalities. Only 27.5% of pupils were thought to have had access to digital devices. With limited access to digital media, effective communication and collaboration among students became crucial during COVID-19 as peer teaching was a big asset, especially in a culturally diverse country like India. The cultural differences of the individual learners affect their collaboration and lead to negative relationships characterized by hostility, rejection, stereotyping, and prejudice. Collaborative learning enhances critical thinking skills, retains information (Johnson and Johnson, 1986), improves student learning and satisfaction and is necessary for cultural development (Bruner, 1996; Tomasello, 1999). Culture-aware collaborative learning is the proposed solution, that promotes academic excellence with cultural understanding and sensitivity among students. There is the necessity of developing innovative

inclusive virtual spaces in which students from various cultural backgrounds may engage in collaborative learning, exchange viewpoints, and co-create knowledge, despite the limitations that distant learning settings provide.

This thematic paper investigates how Indian schools can use culture-aware collaborative learning approaches while taking into account students' cultural origins, values, and beliefs, even with COVID-19 restrictions. It examines the challenges and opportunities of implementing culture-aware collaborative learning in Indian schools during COVID-19. It emphasises innovative strategies for educators to incorporate cultural sensitivity into virtual collaborative learning activities, enhancing student engagement and fostering a deeper understanding of cultural diversity online. By embracing cultural diversity and fostering collaborative inquiry, Indian schools can provide inclusive and equitable learning experiences that empower students to thrive amidst the pandemic.

Deepti Kashyap (India)

Integrating Mindfulness Techniques for Inquiry and Collaboration in School Environments: A Theoretical Exploration

This abstract of theoretical research explores how mindfulness practices can operate as catalysts to promote inquiry-based learning and teamwork in educational settings and it also examines an empirical study that looked into how mindfulness affected students' reading anxiety, reading proficiency, and self-esteem. The results of the study offer empirical evidence in favor of incorporating mindfulness practices in schools to promote the overall development of students. Mindfulness therapies have the potential to foster a supportive learning environment that is useful for student success by mitigating reading anxiety and improving self-esteem. Also, the study emphasizes the beneficial effects of mindfulness on reading comprehension, highlighting that engaging in mindfulness practices can enhance cognitive function and academic achievement. The goal of this paper is to clarify the ways in which mindfulness practices can support inquiry and teamwork in educational settings by integrating previous research and theoretical frameworks.

This theoretical framework offers valuable insights into how mindfulness practices might enhance learning environments and encourage collaboration and inquiry. It is suggested that practicing mindfulness, which is characterized as present-centered awareness and nonjudgmental attention, can help develop cognitive abilities like sustained attention, cognitive flexibility, and metacognition. Mindfulness exercises can help individuals learn to notice their feelings, ideas, and bodily sensations with acceptance and curiosity. This can help students become better at critical thinking and in-depth questioning.

The incorporation of mindfulness practices into school curricula is a promising opportunity to tackle current issues in education, such as student disinterest, stress, and interpersonal conflicts. Teachers can establish a supportive learning environment that fosters social collaboration and cognitive inquiry by including mindfulness practices into everyday activities, classroom assignments, and group projects. This theoretical investigation highlights how mindfulness therapies promote students' overall growth and wellbeing.

Session 8: Online

Kuandykov Alibek, Sulekeshova Fatima and Maketaeva Aktoty (Kazakhstan)

Development of Students Functional Literacy

The purpose of the research work: To determine the effectiveness of the methodology in educational training sessions, to achieve the student creative thinking, the development of functional literacy.

1. Introduction

It is necessary to be able to effectively organize classes and training sessions in special education on LS. It is necessary to promote the practical application of the student's theoretical knowledge, to form skills in the development of functional literacy of students in the program of the updated content of Education, introduce PIZA tasks on special topics.

2. Methodology

For the student, the quality of education is the main indicator, we can highlight various methods and techniques used to improve the quality of Education. One such approach is the Japanese Lesson Study approach, which is widely known in the educational space. Lesson Study is one of the objects of classroom study. Lesson Study includes planning, teaching, supervision, analysis of teaching and learning, a team of teachers who jointly formulate and document their conclusions, working together to draw conclusions. The method-approach in the lessons and training sessions in special education was chosen in our lesson in a way that is convenient for the student, the methods of "Kinometaphra", "Venn diagram", "conceptual table".

3. Conclusions / results and discussion

The method of "mathematical dictation" is ineffective for students, because there is no opportunity to speak, play freely. In the "round-round" method, learners are limited only in one thought. And the "Kinometaphra", "conceptual table", methods and techniques that meet the needs of the student develop the field of thought, contribute to creative thinking of the individual, create a great opportunity to show the type of joint work in groups, pairs, individual work.

4. Conclusion

Lesson Study can be said to be an approach for every teacher at school that helps them improve their professional skills. Because through joint planning, joint supervision, joint analysis, we form a joint opinion about learning. In this case, we consider aspects of learning not only from the point of view of our position, but also through the eyes of our colleagues prepared by Lesson Study, as a result of which we compare a specific lesson observed during Lesson Study with our planned lesson, make adjustments, indicate the types of joint work, and make the method-approach in educational classes and training sessions convenient for the student. We develop and prepare everything

necessary for the student.

Arti Bhatnagar (India)

Integrating Lessons from the Past to Shape Future-ready Classrooms: School as Learning Communities: the Story of Ancient Indian Education

This research explores the integration of lessons from the past, specifically the Gurukul system of ancient Indian education, to shape future-ready classrooms as vibrant learning communities. The Gurukul system, deeply embedded in the cultural and philosophical fabric of ancient India, fostered holistic development, personalized learning, and community engagement. This paper aims to decipher the wisdom of ancient education system and its applicability in modern educational settings.

Through an in-depth analysis of ancient texts, historical accounts, and philosophical insights, the research identifies key principles from Gurukuls that reso

nate with contemporary educational aspirations. The Gurukul model, with its emphasis on individualized instruction, moral and ethical education, and a close-knit community of teachers and students, serves as a reservoir of inspiration for rethinking educational practices.

The study explores the potential impact of incorporating ancient Indian education principles into modern classrooms, focusing on pedagogical strategies, curriculum design, and the cultivation of values essential for navigating the challenges of the future. The objective is to create learning communities that transcend traditional boundaries, fostering adaptability, critical thinking, and a sense of social responsibility.

By drawing parallels between ancient and modern education, this research offers practical insights for educators, policymakers, and stakeholders seeking to enhance the effectiveness of educational systems. The paper advocates for a balanced synthesis of historical wisdom and contemporary needs, envisioning classrooms that not only transmit knowledge but also cultivate well-rounded individuals capable of thriving in a rapidly evolving global landscape.

The research underscores the importance of community-driven educational approaches, encouraging active participation of students, teachers, and the broader community in the learning process. Ultimately, the goal is to bridge the gap between past and present, leveraging the time-tested principles of Gurukuls to create future-ready classrooms that empower students to excel academically and contribute meaningfully to society.

Suharni Suharni, Suziyani Mohamed and Kamariah Abu Baka (Malaysia)

Exploring Early Childhood Educator Perception On Curriculum Merdeka Belajar

The COVID-19 pandemic has shocked countries around the world and caused a global disruption to learning. In order to control the pandemic, the Indonesian

government quickly switched from face-to-face teaching and learning to online learning. The purpose of this study is to examine how kindergarten teachers can investigate the curriculum Merdeka Belajar for early childhood education. This research uses a qualitative phenomenological study design, making it qualitative. Documentation and in-depth interviews with participating teachers served as the primary sources of data. a questionnaire-based data collection tool. Descriptive qualitative analysis is used in the data analysis technique. The study's five conclusions were derived from the teacher participants. As the learning material, the teachers should make their media so that teachers are required to be creative and innovative. Teachers will also draft lesson plans for their daily schedules and curriculum. Activities are arranged by the teacher according to learning modules. To enhance the learning process, educators need to be more skill in technology. Furthermore, parents must collaboration with teacher in learning in the class.

Tavin Wangkum (Thailand)

The Model of Professional Learning Communities to Improve the Competency of Learning Management of Teacher Who Promote the Critical Thinking Feature

This research aimed to 1) develop the model of professional learning community in order to improve the learning management competencies of teachers that promote critical thinking characteristics. 2) To find the effectiveness of using the model of professional learning community to improve the learning management competency of teachers that promote critical thinking characteristics. The research target group consisted of 17 teachers and 210 students of Ban Sam Yod School in Semester 1 academic year 2022. The research instruments consisted of 1) The model of professional learning community 2) Knowledge and understanding test 3) Teacher Learning Competency Assessment Form 4) Teacher Satisfaction Assessment Form 5) Student Learning Behavior Assessment Form and 6) Group discussion issues in order to ask students' opinions on teacher learning management. The data analysis was conducted using mean (\bar{x}), standard deviation (S.D.), percentage, content analysis and t-test. The findings are as follows: 1) The model of professional learning communities to improve the competency of learning management of teachers who promote the critical thinking feature consisting of 5 components which are 1.1) The principle is the development of teacher learning competency 1.2) Objectives 1.3) The steps consist of 5 steps, which are **Step1** set common goals, **Step2** Educating **Step3**, Planning together, **Step4** Implementation and **Step5** Evaluation. 1.4) Evaluation and 1.5) Conditions for the successful implementation of the model namely the knowledge and understanding of teachers about the professional learning community. And 2) Effectiveness of using the professional learning community model to develop competency in learning management of teachers that promote critical thinking characteristics consists of 6 points as follows 2.1) The knowledge and understanding of teachers after using the model was higher than before using the model a statistically significant level of 0.01 2.2) Competencies of teachers that promote critical thinking characteristics It was found that teachers were able to write the overall learning management plan at the level (\bar{x} = 2.67, S.D.= 0.54) and the overall learning management ability was at a high level (\bar{x} = 4.23, S.D.= 0.84).

2.3) Overall satisfaction of teachers towards the professional learning community model was at the highest level

(\bar{x} =4.79, S.D.= 0.41) 2.4) Critical thinking for students found that the students showed good learning behavior(73.33 %). and 2.5) Students'opinions on teacher learning management found that the teacher has a good learning management process. Give students the opportunity to work together and participate in all activities.

Online Information

The available access time is, 10:00-17:00 on March 1, 9:00-17:30 on March 2 and 9:00-16:00 on March 3, each Japan Time.

You need to complete “registration form” on the website, International Platform for School as Learning Community, school-ic.com. Then you can get the passcode of the Zoom.

Zoom URL: English

March 1: School Visit

<https://us02web.zoom.us/j/85242159845?pwd=MmQ2TGpCZ2ZJV1EyOHF1Q2RTWHpQdz09>

March 2: Opening Remarks and Keynote Speeches

<https://us02web.zoom.us/j/88213694833?pwd=RGpSQXkrTnZlSk5DSzF6T0JySVp3Zz09>

March 3: Plenary Symposia and Closing Remarks

<https://us02web.zoom.us/j/83326516655?pwd=MTIUUVRBTDg0c1FEN25DMkNKZzcrQT09>

March 3: Sessions : Face to face

Session 1:

<https://us02web.zoom.us/j/81339007593?pwd=S2c3Wjc0dXA2N0Q3N2x5MjhGQVd1UT09>

Session 2:

<https://us02web.zoom.us/j/81921857810?pwd=V1hhZlI5NmRtQWd6K1pWWTIRa2VNQT09>

Session 3:

<https://us02web.zoom.us/j/82113487129?pwd=ZS9YbG5RNjVNRjNxeDZvbTdrClIXdz09>

Session 4:

<https://us02web.zoom.us/j/86172021772?pwd=L0NqK2t5ZjZoQlJWdIRHZlo4ZEhSdz09>

Session 5:

<https://us02web.zoom.us/j/89431697572?pwd=ai85QzVXalhwNUt3dTITWkNUV2Nwdz09>

Session 6:

<https://us02web.zoom.us/j/83412117138?pwd=WVFiSFJvQ29Fdmhud0tUWGU2My9rZz09>

Sessions: Online

Session 7:

<https://us02web.zoom.us/j/89077477682?pwd=dzJKZEpBbG95REJ2SjJDeXZSMnJvQT09>

Session 8:

<https://us02web.zoom.us/j/86482109149?pwd=TVh2azJxUysyVldwcTBOY1hMWHI4dz09>

Zoom URL: Japanese

March 1: School Visit

<https://us02web.zoom.us/j/86714292660?pwd=TGVvb01OK2MzN3JEKzBuem1TUXFIQT09>

March 2: Opening Remarks and Keynote Speeches

<https://us02web.zoom.us/j/86450182164?pwd=MDloa2lzMFAYNXVTdk40Nj11RW5Xdz09>

March 3: Plenary Symposia

<https://us02web.zoom.us/j/81510098383?pwd=czNZNjB0ODVtVVRVktVSHdGS01xdz09>

