

The 13th International Conference of School as Learning Community

**How Teachers Learn from/with Children:
Theories in Practice of School as Learning Communities**

ABSTRACTS

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Gakushuin University, Tokyo, Japan

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Keynote Speeches

February 27

Keynote 1 Manabu Sato

How teachers learn from/with children: Theories in practice of School as Learning Community

One foundation in the success of School as Learning Community reform lies in introducing micropolitics into the reform process. Schools and classrooms are political spaces in themselves, where complex power relations generated and maintained by principal, teachers, children, educational administrators, parents and various local agencies operate. To deconstruct schools and classrooms as public spaces, spaces of democracy, and spaces of learning communities, we must reconstruct power relations both within and outside the school, positioning each individual as a protagonist in learning.

At the core of these power dynamics lies the relationship between teachers and children. This relationship is inherently asymmetrical in power. For children to thrive as protagonists of learning and form a learning community, we must transform the teacher-child relationship of “teaching-learning” and “control-subordination.” The key lies in “teachers learning from children” and “teachers and children co-creating lessons and learning together.” In this keynote address, I will present the professional image of the “teacher who learns from children”—the fundamental principle of the learning community—and reveal its “relationship between theory and practice” within pedagogy.

Keynote 2 Peter Dudley

How can the views and agency of students participating in lesson studies help to build learning communities?

As a student myself more half a century ago, I confess that I was generally suspicious of any attempts by my school to involve students in such innovations as the ‘school council’ on the basis that my contributions could only be tokenistic, cosmetic and of little consequence. I did however, strongly value opportunities I was given to support younger students in their learning and after-school club activities.

Later, as a teacher, I found myself more and more concerned to try to see my teaching through my students’ eyes to help me provide lessons more closely matched to their motivations and needs. My interest was strengthened when I discovered how lesson studies seemed to have the power to provide an honest and ‘safe-space’ for seeking, receiving and interacting with views and perspectives of students. After all, in every lesson study we are asking our students to help us to help them learn more successfully. It felt like a rare ‘win-win’.

Since the 1990s the ‘Students as Researchers’ and ‘Student Voice’ movements have revealed fascinating insights into the ways in which schools that successfully ‘get this right’ can be transformed into democratic learning spaces where everyone – teachers, students, leaders and wider school community, learn together for the betterment of all.

In this keynote I will share insights from my career, my experiences with SLC and from my recent involvement with a forthcoming WALS-Routledge book - Promoting Transformation through Student Voice and Agency in Lesson Study - to paint a picture of what people are learning from the views and agency of

students in lesson studies that are helping to build schools as learning communities in countries across the globe.

Keynote 3 Luz Maria Stella Moreno Medrano

Feminist Pedagogies in School Learning Communities: Cultivating Critical Gender Equality in Teacher Education

The development of School Learning Communities (SLC) in Mexico continues to demonstrate how collaborative pedagogies grounded in care, inclusion, and collective agency can transform teacher education. This keynote examines the incorporation of gender-equality and feminist perspectives in two teacher-training colleges (Escuelas Normales) located in Mexico City and the State of Mexico, where SLC practices are being adapted to foster critical reflection and collaborative inquiry among preservice teachers. Drawing on feminist pedagogical frameworks (Villafuerte 2025; hooks, 1984; Ahmed, 2017), the work argues that gendered power relations, everyday forms of inequality, and the normalization of care work must become explicit themes in teacher education if schools are to cultivate democratic, equitable, and socially just futures.

Within the SLC framework, collaborative dialogue and co-design become vehicles for questioning patriarchal norms embedded in classroom practices, curriculum, and institutional culture (Connell, 2014; Moraga & Anzaldúa, 1981). These practices position preservice teachers not merely as implementers of policy but as critical knowledge producers capable of transforming their own learning environments. Through structured reflection circles, lesson-study processes, and community projects, participants develop forms of agency that challenge hierarchical models of teaching and instead advance collegiality, solidarity, and intercultural understanding (Dudley, 2013; Sato, 2024).

Early findings from the two participating Normales suggest that integrating gender perspectives into collaborative learning infrastructures strengthens the ethical and political dimensions of teacher professionalism. It encourages preservice teachers to engage with intersectional inequalities, to articulate their own experiences within broader socio-historical structures, and to imagine alternative pedagogical possibilities (Lorde, 1984; Crenshaw, 1991). By embedding gender equality within the daily life of SLC implementation, this initiative highlights the centrality of feminist inquiry in shaping transformative, community-driven teacher education.

Together, these efforts demonstrate how SLC—when infused with feminist theory, intercultural dialogue, and a commitment to equality—can contribute to reconfiguring teacher education in Mexico toward more just and inclusive futures.

Keynote 4 Christine Kim Eng Lee

What are we missing?: Exploring Embodied Learning and Listening in Classrooms

This keynote explores embodiment as a unifying lens for understanding learning, teaching, and professional practice (Dewey, 1938). Drawing on theories of embodied cognition, it argues that thinking and knowing emerge through the dynamic interaction of mind, body, and environment, challenging views of learning as purely mental or representational (Merleau-Ponty (1962), Varela, Thompson & Rosch (1991), Lakoff & Johnson (1987). Building on this foundation, the keynote examines embodied learning as a pedagogical orientation in which understanding develops through movement, gesture, interaction, and affective engagement within classroom activity (Faella, 2025). The keynote further introduces embodied listening as a form of pedagogical and research attentiveness that foregrounds bodily presence, sensitivity

to non-verbal cues, and ethical responsiveness to learners (Gallagher et al. 2017; Hanrahan & Billo, 2023). These perspectives are connected to Lesson Study, which is presented as a powerful methodological bridge between theory and practice. Through its emphasis on task design, close observation of student learning, and collective reflection, Lesson Study makes embodied dimensions of learning visible and discussable. Together, these ideas offer a coherent framework for rethinking classrooms as sites of situated, relational, and enacted learning.

Keynote 5 Kiyomi Akita
Ensuring Time and Space for Children's Learning and Embracing Diversity: Teachers' Responsive Creativity

The author has previously discussed the necessity for children to exercise agency and engage deeply in learning, citing the philosophy and principles of slow pedagogy (Clark, 2023). In public education, schools are called upon to become Educational Commons—places and times where children engage with learning subjects at their own pace, shape their own voices and words, and learn together. This also points to the challenges of being rushed for cost performance and time performance due to the proliferation of generative AI.

Inclusive education for diversity is an extremely important challenge in public education today. However, much discourse on diversity in school education tends to frame children's individual characteristics and social backgrounds as requiring special support. In contrast, this presentation explores how, even when children encounter the same materials or tasks in class, their diverse ways of engaging with the materials, their particular focuses, and their thinking are richly varied. It considers how the process of mutually accepting this diversity and learning together, and the relationships formed, genuinely deepen understanding.

To harness this diversity effectively, the teacher's "responsive creativity" - the professional skill of listening to and utilizing the diverse voices children express when encountering materials - becomes crucial. This requires not only the expertise of listening to children's voices during lessons, but also a collaborative cycle among teachers: designing lessons together to create materials and tasks accessible to diverse children; examining how to respond to the diversity of children's engagement with tasks; and jointly reflecting on the appropriateness of those responses. Through case examples, we will introduce how the Lesson Study cycle—which involves deeper collaborative research on teaching materials within lesson design and concretely incorporating children's diverse voices to inform subsequent lesson development—can generate joy and excitement in learning for participants in the learning community.

Keynote 6 Sumar Hendayana
Teacher digital learning in School as Learning Community

This study aims to develop a digital teacher learning system in school as learning community effectively and efficiently. Five schools, 3 elementary schools and 2 junior high schools located in rural and urban areas in Sumedang Regency, West Java, Indonesia, were selected as partner schools to conduct case studies through collaborative action research, with researchers involved in every step of the activity. The principals organized online meetings after class hour involving teachers and researchers to discuss lesson design containing sharing and jumping tasks a week before the open lesson was held in each school. Then the principal led the open lesson by a teacher involving all teachers as observers followed by post-lesson discussion in one school twice a month. Researchers, principals, and teachers from other schools observed the lesson and participated in post-lesson discussions through live streaming. Data were collected through observations at each stage and questionnaires were distributed to observers online. Based on data analysis, it was found that digital learning is quite effective for teachers to learn in school as learning community,

reflected in improvement in learning by one teacher, teachers learning through reflection from observing the previous open lessons and two open lessons conducted by one teacher, students got more attention from the teacher. Online observers also learned indicated by an increase in the ability in commenting about student learning. Digital learning is also efficient because it can facilitate learning for many teachers from other schools without the need for travel costs. Live streaming managers were able to learn to improve the quality of live streaming video and audio. This study provides input as a teacher learning model for the Sumedang Regency Education Office in providing sustainable teacher training of 9,000 elementary and junior high school teachers. The challenge of this study is the decline in the number of online observers in live streaming activities due to the frequency of live streaming activities once a week.

Keynote 7 Athapol Anunthavorasakul
Walking the Path: A 9-Years Journey of SLC Embedding in Thai Context

This presentation reflects on the nine-year journey (2016–2025) of embedding the School as Learning Community (SLC) philosophy within the Thai educational context, specifically examining the transformation of professional relationships. Implementing SLC in Thailand required navigating deep-seated cultural norms of high power distance and teacher isolation. Through a longitudinal qualitative analysis, this study illuminates how the "path" of reform was paved by redefining the roles of teachers and principals. We found that sustainable change emerged only when the focus shifted from technical compliance to genuine collegiality. For teachers, this meant moving from "showing" staged lessons for evaluation to "sharing" vulnerabilities, thereby learning from one another's practice to better serve students. Simultaneously, the school principal's role underwent a critical evolution from an administrative commander to a "lead learner." Successful principals participated in reflection sessions not to critique, but to learn with their staff, effectively flattening the hierarchy to support the vision. The findings suggest that the essence of the SLC journey in Thailand is the humanization of the school environment. Ultimately, walking this path requires a long-term commitment to building a culture where professional learning is communal, democratic, and centered on the dignity of every learner.

Keynote 8 Woojung Son
Learning and Difficulties in Teachers' Lesson Study - Focusing on Korea -

In Korea, a major transformation in the lesson paradigm was achieved centred on 'Innovation Schools' in 2009. This major shift in the lesson paradigm not only changed the way children learn but also brought significant changes to teachers' learning. Originally, open class in Korea was an event conducted to evaluate teachers and schools, targeting parents or education office officials (supervisors). Lesson observation itself did not contribute to teachers' learning and growth. As a result, lesson observation always remained stressful and uncomfortable for teachers. The major shift in the lesson paradigm centred on Innovation Schools transformed evaluation-focused lesson observation into a subject for teachers' learning. By conducting lesson observations and using these cases for lesson study, schools were turned into fields for teachers' learning. In this setting, teachers began to observe how children learn and experienced growth by reflecting on each other's learning with colleagues concerning lesson design and students' learning. However, around 2019, teachers began to say that lesson study did not help their own learning and growth. Currently, open class no longer leads to lesson study and has lost its function as a field for teachers' learning. This presentation will analyse the causes of the hesitation in teachers' lesson study in Korea and explore potential solutions.

Keynote 9 Sachiko Asai
What Does It Mean to Respect Children?: Rethinking the Relationship Between Caring and Listening

School as Learning community is grounded in respect for children (Sato 2023). What sustains this foundation is listening, and the caring that emerges from listening.

However, there is a need for careful examination here. What kinds of characteristics does the caring that emerges from listening have? How does it differ from general notions of caring or from an ethics of care? This question must be asked because caring does not necessarily accompany listening. The history of children's rights demonstrates that the two can even stand in tension with one another. It is often argued that the construction of the child in children's rights has shifted from the child as a vulnerable being in need of protection, as articulated in the Geneva Declaration of the Rights of the Child (1924), to the child as a competent agent who actively exercises their rights in the Convention on the Rights of the Child (1989). Coady and Tobin (2020) characterize the former as a view in which children are seen, and the latter as one in which children are taken seriously and listened to. In other words, caring tends to be directed toward vulnerability. This orientation leads to observing children in order to grasp and understand them, but it does not necessarily lead to listening to them.

In addition, the foregrounding of vulnerability makes 'epistemic injustice' (Fricker 2007) more likely to occur. Even when children express the same ideas, those expressions may come to be assigned less value and credibility.

Yet in actual lessons, relationships of listening and relationships of caring are established simultaneously. How is this made possible? One way is by making caring relationships mutual and reciprocal. This is brought about through jumping tasks. Another way is by 'listening to thought' (Readings 1996) even within caring relationships. Caring that is directed solely toward vulnerability can, on its own, stand in tension with respect for children. It is through its connection with listening understood as listening to thought that caring becomes a form of respect for children.

Plenary Symposia

March 1

Plenary A

Yoshiko Kitada

Nurturing Learning Relationships in SLC School : A Story of a First-Grade Classroom in Japan

This presentation focuses how School as Learning Community schools nurture children's "learning relationships" in everyday classroom practices. Sato (2023) identifies three essential elements of learning: "authentic learning," "learning with jumping," and "learning relationships." While all three are crucial, this presentation highlights how "learning relationships" were developed among young learners in a first-grade classroom at a local public elementary school as SLC in Japan.

A recent UNESCO report, "Reimagining Our Futures Together: A New Social Contract for Education," also emphasizes the importance of "learning relationships" (UNESCO, 2021). The report asserts that we are facing severe discrimination, marginalization, and exclusion in current society and states that "collaborative and cooperative pedagogical initiatives" are needed as "a new social contract for education" (p. 6). The report also emphasizes that, in schools, "a massive commitment to social dialogue, thinking, and acting together is needed," but "too much time dedicated to isolated individual work limits key opportunities for co-construction, cooperation, and problem-solving" (UNESCO, 2021, p. 58).

This critique applies to Japan as well. Many children are exposed from an early age to strong pressures to "do things alone." By the time they enter elementary school, a significant number already struggle to form relationships that support collaborative learning. In particular, for children with challenging backgrounds, simply introducing pair or group activities does not automatically lead to the development of "learning relationships." Rather, the cultivation of such relationships requires teacher involvement grounded in professional expertise.

Based on a concrete case from an SLC school, this presentation analyzes how a first-grade teacher fostered "listening relationships" and "caring relationships" among children in daily lessons, and how these practices contributed to the development of "learning relationships" that constitute a fundamental condition for learning to take place.

Chatree Fakhamta

School Learning Communities as Pedagogical Reasoning Communities: Supporting Student Learning in Integrated STEM Classrooms

School Learning Communities (SLCs) are widely promoted to enhance student voice, collaborative

learning, and instructional improvement. Yet, despite the proliferation of SLC and professional learning community initiatives, changes in classroom practice and student learning outcomes remain inconsistent, particularly in integrated STEM education. One key reason may be that collaboration alone does not necessarily translate into improved learning opportunities. What remains underexplored is how teachers collectively reason about students' learning and transform those insights into instructional decisions. This study positions **pedagogical reasoning** as the central mechanism through which SLCs respond to students' learning needs. Building on Shulman's (1987) framework and pedagogical content knowledge (PCK), we conceptualize SLCs as **communities of collective pedagogical reasoning**, where teachers collaboratively notice students' thinking, interpret learning difficulties, justify instructional choices, and redesign tasks and assessments to better support interdisciplinary sense-making. Using a qualitative multiple case study, we examined how three experienced high school science teachers planned and enacted integrated STEM units. An adapted Content Representation (CoRe) tool, combined with classroom observations, interviews, and instructional artifacts, was used to surface teachers' reasoning and its implications for students' learning opportunities. Findings reveal three recurring tensions that shaped students' learning experiences. First, teachers' strong disciplinary expertise led to content-first sequencing that delayed opportunities for interdisciplinary reasoning and design-based problem solving. Second, the absence of coherent curriculum guidance resulted in mismatches between task complexity and students' learning trajectories, limiting sustained engagement. Third, assessment practices prioritized disciplinary knowledge over engineering and integrative practices, implicitly narrowing which forms of student reasoning were recognized and valued. Importantly, these patterns reflected not only individual decisions but also limitations in how existing collaborative structures supported deep, evidence-informed inquiry into student learning.

Yuta Suzuki

Organizational Learning of Schools as Learning Communities in Japan: Significance of Post-Lesson Study Conferences

This presentation focuses on the moment for "organizational learning" in school reform for Schools as Learning Communities (SLC), and attempts to characterize the process by which teachers construct a "theory of action" regarding the significance of lesson study, drawing on case studies of a pilot school for SLC in Japan. The case examined is Hamanogo Elementary School in Chigasaki City, Kanagawa Prefecture, the first pilot school for SLC in Japan, with particular focus on teachers' "organizational learning" during a period when the sustainability of the reform was in question.

The concept of "organizational learning" in this presentation is based on Chris Argyris and Donald A. Schön (1996). Building on the important characterization that school reform for SLC has developed as "action research" (Suzuki, 2022), attention is paid to the decisive role of "organizational learning" in "action research", as emphasized by Argyris and Schön (1996).

Organizational learning "occurs when individuals within an organization experience a *problematic situation* and inquire into it on the *organization's behalf*. In order to become organizational, the learning that results from organizational inquiry must become embedded in the *images of organization* held in its members' minds and/or in the epistemological artifacts (the maps, memories, and programs) embedded in the organizational environment". (Argyris and Schön, 1996, p. 16, emphasis added). It is "organizational learning" triggered in this way that holds the key to the development of reform.

This presentation will argue that the key to reform sustainability lies precisely in efforts to inherit and create the "theory of action" constructed from the experiences of reform in its pioneering period.

Plenary B

Tomoyuki Morita

Making Practice Beyond School-Based Structures: An Early-Career Teacher's Engagement with SLC

Over the past years since I began working in Yamagata Prefecture, networks of school reform grounded in the philosophy and vision of School as Learning Community (SLC) have continued to expand—despite rapid depopulation and ongoing school consolidation. Although many schools have closed or merged, the reform network in the Mogami area—previously introduced at this conference—has sustained continuous work, and new networks have also emerged in the Shonai area within Yamagata Prefecture. These connections now extend beyond the prefecture into neighboring Miyagi, reaching cities such as Higashimatsushima and Kesenuma.

When attention shifts from schools as organizations to individual teachers, the spread of SLC-inspired practice appears even more diverse. Many teachers who attempt to work from the philosophy and vision of SLC do so in schools that are not institutionally committed to SLC-based reform. This raises a critical question: how do such teachers make practice grounded in SLC—often beyond school-based structures—while remaining situated in their everyday school contexts?

To approach this question, I draw on Shulman's (1988) distinction between the "visible college" and the "invisible college." Shulman argued that teachers' learning and professional development are shaped not only through institutionally visible forms of collaboration—such as schools, grade-level teams, and subject departments—but also through professional communities that transcend time and space. These "invisible" professional communities are constituted not only through occasional meetings but also through publications and correspondence, enabling the exchange of cases. By engaging with cases as mediating resources, teachers can participate in historically and geographically distant professional communities and reconstruct their own practice.

This presentation examines a case in which an early-career teacher engages with the SLC network through locally organized study circles, sustained participation in this international conference, and encounters with publications documenting attempts to enact SLC practices. By focusing on these "invisible connections," the presentation explores how an early-career teacher comes to challenge and reimagine classroom practice grounded in the philosophy and vision of SLC, even while working in a school not formally engaged in SLC-based reform.

Khong Thi Diem Hang

Zooming in and zooming out: How an expert teacher noticed student learning

Research on teacher professional noticing has established that expert teachers differ from novices in how they attend to and interpret classroom events. However, less is known about how expert teachers coordinate their noticing and reasoning when reflecting on instruction, particularly how they move flexibly across different analytic scales. Drawing on the lens of interactive cognitions, this study examines how a Vietnamese expert teacher makes sense of student learning when observing lessons taught by others. Using qualitative analysis of his reflections on observed classroom lessons, the study finds that expert noticing is characterised not only by close attention to individual students' thinking,

but more importantly by the ability to see the situation more broadly. The actions and capacities to pay attention to individual students and see the situation broadly are called 'zoom in' and 'zoom out' in this study; the flexibility to zoom in and out helps the expert teacher to go across analytic scales. The expert teacher shifted between interpretations of individual students' responses and collective patterns of learning, situated moment-by-moment observations within longer instructional and learning trajectories, connected immediate student responses to considerations of task and lesson redesign, and positioned a learning task to whole lesson and curriculum. Crucially, these shifts did not follow a fixed or linear order. The expert teacher moved back and forth across scales as his interpretations evolved, allowing a thorough examination of student learning in relation to broader learning contexts. These findings extend existing accounts of professional noticing by showing that expert teacher cognition is defined not only by depth of noticing, but by the flexible coordination of sensemaking across analytic scales. From an interactive cognitive perspective, expertise lies in the capacity to dynamically utilise practical knowledge stored in short-term and long-term memory in response to emerging instructional evidence. The study suggests that research on teacher noticing should conceptualise scale-shifting as a fluid and iterative process rather than a sequential one. For teacher education and professional learning, making this non-linear expert reasoning visible may support the development of more adaptive, generative approaches to interpreting student learning.

Chun-Yi Lin

The "witness": How exploratory talk cultivates a learning community and the becoming self

The constant interruptions from technology products make it difficult for many people to fully experience or create meaningful, in-depth conversations in everyday life. However, dialogue plays an essential role in school learning and in democratic societies. Therefore, it deserves our effort to learn from classroom dialogue and teachers' coordination practice.

In Vygotsky's work, learning happens as the responsibility is gradually transferred from adults to children during interaction. First, when children do not understand the language or the task, there is little intersubjectivity. Second, when children become sensitive to situations and develop a shared understanding, intersubjectivity is established. Third, as children learn about the relationship between language and tasks, they take on some responsibility and often use private speech to self-regulate their behaviors, as an indicator of learning in the zone of proximal development. Fourth, after receiving assistance from the more knowledgeable others, children internalize self-regulated learning skills and can complete tasks on their own without private speech. Additionally, Mercer stressed the importance of children's exploratory talk in peer learning.

This presentation aims to conceptualize the learning and teaching in SLC by reflecting on classroom dialogues. (1) The form of learning is not solid but liquid. Knowledge is developed through continuous change in class, with students contributing their thoughts and questions in exploratory talks for considering mutations. (2) Effective exploratory talk occurs when students uptake their peers' ideas and weave them into a deeper explanation. They build connections with the materials and with peers in a caring relationship. (3) Even in mundane endeavors, surprising wonders can be found as students and teachers collaborate to foster profound questions and insights. For instance, classroom dialogues reveal this experience: Exploratory Talk → Emotional Resonance → Exploratory Talk → Soulful Inspiration. The validation of learning and teaching is "the witness and witness," featuring improvisation and inner connection.

Asep Supriatna (Online)

Building Learning Leadership in School as Learning Community

This case study aims to develop learning leadership in school as learning community. We selected five schools (3 elementary schools and 2 junior secondary schools) represent urban and rural areas. The school principals foster professional learning communities involving all teachers in a school. The principal facilitated teachers in drafting lesson designs containing sharing and jumping tasks. The principal invited educational experts to an online meeting to provide input for improving the lesson design. A week later the principal led an open lesson by a teacher while other teachers, researchers, and sometime parents of students acted as observers to collect data for post-lesson discussions. The principal or teacher observing the lesson guided the post-lesson discussion to share findings and lesson learned. The school targets carried out open lesson twice a month in 2025. Data was collected through observations of each step of the activity and analyzed based on the learning leadership rubric. As a result, it was found that the learning leadership of the principal and teachers had been developed in the target school. This indicates that the principal has the following characteristics: a desire to learn with teachers, as a mediator between experts and teachers, and continuously developing teacher professionalism. In addition, the opening class teachers have leadership character indicated by ability to influence peers, shape the curriculum, drive school improvement by sharing expertise, and leading professional growth.

SESSIONS

March 1

Session 1: Face to Face

Chalernsak Mayoo, Sirinat Jongkonklang & Nataya Pилanthanonnd, Thailand

Developing an Applied Mathematics Magnet Program as a School Learning Community: A Thai Case Study

This study presents the development of an Applied Mathematics Magnet Program as a model of a School as Learning Community (SLC) in Thailand. The project aims to integrate theory and practice by creating a specialized curriculum that fosters both academic excellence and collaborative learning among teachers and students. Drawing from curriculum theories of Tyler (1949), Taba (1962), and Oliva (1998), as well as the pedagogical principles of Sato's Learning Community, the program was designed to transform mathematics learning into an interdisciplinary and inquiry-based experience.

The program development process involved three key phases: (1) curriculum design and synthesis of best practices from eight U.S. Magnet Schools; (2) construction of an Applied Mathematics Course Repository containing 109 modular courses organized into three clusters—Theoretical Mathematics, Mathematics integrated with STEM, and Mathematics integrated with other disciplines; and (3) validation and refinement through expert review and collaborative teacher reflection.

Findings indicate that this Magnet Program promotes teacher–student co-learning, reflective dialogue, and modular learning design. Teachers reported that they learned from students' problem-solving processes, leading to adaptive and student-centered instruction. The model also demonstrated potential for bridging gaps between theoretical mathematics and real-world applications, aligning with the vision of democratizing mathematics education.

This case exemplifies how an applied mathematics curriculum can serve as a vehicle for creating a learning community within schools, highlighting the role of collaborative inquiry in professional growth and educational reform.

Nurkalyisah Atiqah binti Muhammadin, Malaysia

When Context Becomes the Curriculum: ESL Learning Across Marginalized Semporna and Urban Petaling Jaya Classrooms in Malaysia

This presentation interprets a practical case from my experience teaching English in two different Malaysian educational environments within the same year and how my pupils shaped my understanding of teaching. My first context was Semporna in Sabah, where many pupils came from marginalized Bajau Laut and Suluk communities living in coastal and sea based villages. Their daily lives were tied to the sea, fishing boats, and tidal routines. English was experienced as a foreign language, distant from the language of home. As I observed their hesitation and careful attempts in class, it became clear that their environment played a central role in how they approached learning. Their world on the water guided me to reshape lessons using familiar elements such as boats, nets, fish, and coastal activities. These culturally grounded materials created emotional safety and relevance, which supported greater engagement and confidence.

My understanding deepened during a Lesson Study with Teacher Grace from Perak under the Smart Conference on School Reforms through the School as Learning Community approach, supported by PPD Kuala Kangsar, PPD Semporna, and Connecting the Dots Learning. Through this collaborative inquiry, we examined how pupils responded to lessons shaped by their coastal context and learned to read small behavioural cues that signalled readiness and needs. I also shared how recognising the sea based environment improved my understanding of the children's learning processes. Later, upon moving to Petaling Jaya, I entered a multicultural classroom shaped by a different literacy environment. Pupils used English confidently as a second language, often expressed through digital humour, memes, and what they referred to as brain rot English. Their creativity revealed a literacy influenced by screens and fast paced humour, but also the need for guidance on when informal language was appropriate. Supporting these Gen Alpha pupils in becoming aware of their language choices became an important aspect of my practice. Across both contexts, I learned that teaching improves when pupil voices and environments inform instructional decisions. This case demonstrates how teachers learn from and with children when context guides the curriculum.

Lưu Thế Bảo Anh, Viet Nam

Theories in Practice of Learning Communities in Japanese Language Departments: Teacher–Student Co-learning as a Driver for Quality Management Reform in Ho Chi Minh City Universities.

This study examines how the theories of School as Learning Communities (SLC) are enacted in Japanese Language Departments at universities in Ho Chi Minh City, and how teacher–student co-learning functions as a driver for quality management reform. While SLC has been widely recognized for promoting collaborative learning and reflective dialogue, its practical implications for higher education—especially in language teacher education—remain underexplored in Vietnam. Drawing on the theoretical foundations of Sato's Learning Communities, co-learning theory, and change-oriented quality management, this research investigates how teachers learn from and with students through everyday classroom practices.

Using a qualitative case study design, data were collected from classroom observations, semi-structured interviews with Japanese language lecturers, focus-group interviews with students, and analysis of curriculum-related documents. Findings reveal three major themes: (1) emerging practices of learning communities that foster shared responsibility in learning; (2) concrete mechanisms through which teachers acquire insights from students—including collaborative tasks, reflective dialogue, and open-classroom activities; and (3) the ways these co-learning processes contribute to evidence-based program improvement and stimulate change-oriented quality management within departments.

The study highlights the potential of learning community practices to cultivate a culture of continuous improvement and provides implications for reforming Japanese language education programs in Vietnamese universities.

Araya Saenboran, Thailand

Cooperative learning using CIRC techniques with mind mapping on reading comprehension skills and summarizing skills of local literature for Mathayom 1 students

The study aims to enhance the reading comprehension and summarizing skills of Mathayom 1 students in Thai language learning through the integration of the Cooperative Integrated Reading and Composition (CIRC) technique with Mind Mapping. Thai language education is fundamentally designed to develop students' reading and writing proficiency; however, traditional teacher-centered instruction has been insufficient in promoting these skills effectively. National assessments such as PISA indicate a continual decline in Thai students' reading performance, with over 60% scoring below the Level 2 proficiency

benchmark.

In the local context of this study, two Mathayom 1 classrooms demonstrated average Thai language scores of only 58.63% and 61.13%. Previous applications of cooperative learning have shown limited effectiveness, as students still encounter difficulties in analyzing and summarizing local literary texts and in organizing their thoughts systematically.

To address these challenges, the study integrates CIRC which promotes structured small-group collaboration, with Mind Mapping a visual strategy that supports idea organization and comprehension. The objectives are (1) to compare students' reading comprehension and summarizing skills before and after the implementation of the CIRC with Mind Mapping model, and (2) to compare the effectiveness of this integrated model with that of traditional instruction.

The findings are expected to demonstrate that the CIRC technique combined with Mind Mapping can significantly improve students' reading comprehension and summarizing abilities. This integration offers a structured and engaging learning approach that not only enhances fundamental literacy skills but also fosters higher-order thinking, creativity, and effective communication in Thai language education.

Session 2: Face to Face

Ak Le Jun, Malaysia

Learning With and From Students: Enacting School as Learning Communities Through Classroom Drama Pedagogy in Primary Chinese Language Education

This study explores how teachers learn with and from children through classroom practice, grounded in the theoretical framework of School as Learning Communities. Conducted in a Year Six Chinese language classroom, the study adopted a lesson-study-oriented action research approach to examine how Classroom Drama Pedagogy, integrating Flipped Classroom, Project-Based Learning (PBL), and drama-based instruction, supported both student learning and teacher professional learning. The instructional design was implemented through three iterative cycles, with each cycle refined through close observation of students' learning processes. In Cycle 1, students engaged with the literary text Qiao Er Embroiders the Dragon (《巧儿绣龙》) by constructing thinking maps, analysing characters, and expressing understanding through drama enactments and oral story continuation. Students' spontaneous oral responses revealed variations in confidence and depth of comprehension, prompting the teacher to reconsider the level of scaffolding required to support expressive language use. In Cycle 2, learning shifted to the informational text Exploring Niah Cave (《探索尼亚洞》), where students transformed textual information into tourism posters and simulated promotional presentations. Classroom observations highlighted the role of peer dialogue and collaboration in shaping students' meaning-making processes. Building on these insights, Cycle 3 extended learning beyond the classroom through a field-based PBL project titled Exploration of Melaka. Students gathered authentic data through observation, interviews, and video recordings, and synthesised their learning through digital presentations, collaborative writing, and the publication of a class bulletin. Across the three cycles, teacher learning emerged through continuous lesson redesign informed by students' oral interactions, written artefacts, and collaborative behaviours. The classroom functioned as a learning community where knowledge was co-constructed through dialogue and shared inquiry. The study demonstrates how teachers' close engagement with students' learning processes enables theory-informed pedagogical decisions, illustrating how the principles of School as Learning Communities can be enacted through everyday classroom practice.

Rie Takahashi, Indonesia

Reconceptualising "Spiral Ascent" in Early Childhood Education: Inner Speech and Ethics of Care in Joint Labour

In contemporary society's pursuit of efficiency, the concept of "formalisation" is being advanced within educational settings. The prevailing inclination to prioritise overt activities and quantifiable outcomes risks reducing education to mere technical transmission, thereby overlooking the imperceptible quality of children's "inner dialogue". To protect and nurture children's "subjectification", it is imperative that the learning process itself be reconceptualised with haste.

The present research endeavours to reconceptualise learning in early childhood education as an "interactive, spiral ascending process", utilising Vygotsky's theory of "inner speech" and Noddings' "ethics of care" as lenses through which to analyse the phenomenon. The objective of this study is to elucidate the mechanisms of subjectification within children's inner worlds and to examine the nature of teachers' "educational tact" and "joint labour" that supports children's inner dialogue and guides learning towards a spiral ascent.

A qualitative theoretical analysis was conducted on four practice cases, drawing upon Vygotsky's theory and the ethics of care. Through the theoretical reinterpretation and integration of these cases, a dynamic learning framework was derived. The analysis confirmed that teachers' caring interventions activate children's "inner speech", facilitating a process where bodily experiences are sublimated into abstract concepts.

The concept of learning as a "mutual and spiral ascending process" signifies that it is not merely a

unidirectional progression between two points. However, it possesses a three-dimensional developmental structure. The fundamental principle that underpins this ascent is the interaction between two elements: "inner speech", which refers to the internalisation of mutual relationships, and "emotional care", which encompasses this internalisation. It is concluded that authentic development (learning) occurs when the teacher listens to the child's "unspoken struggles" and waits for their inner speech to reconstitute meaning at a higher level.

The present proposal is that the paradigm of educational assessment should transition from a static "achievement levels" framework to a dynamic "process of subjectification" model, in which the intersecting domains of concepts and emotions become the focal point. Furthermore, it is advocated that the development of "educational tact" – the ability to discern subtle changes within the child – be placed at the core of daily, school-based collaborative learning within teacher professional development.

Jiraporn Chano & Kanokporn Janatkon, Thailand

Picture Word Inductive Model to improve Reading and Writing Ability of Students Grade 4

The research objectives were to improve reading and writing ability of grade 4 students according to 70% criteria. The target group was 3 out of 8 students in grade 4 of small size school, Mahasarakham province. There were three research tools included 1) The Thai language learning plans based on Pictures Word Inductive Model, PWIM in the topic of "read and write with the spelling section" for 4 units which were 4 hours each, for a total of 16 hours. The mean suitability of the learning plan was 4.77, 2) The reading test is divided into 2 parts. Part 1 is a 20-item 4 choice test. Part 2 is a vocabulary reading test. There are evaluation criteria. Literally correct reading readability and reading at the specified time of 10 items and 3) writing test with scoring criteria in the assessment. Naming essence of the subject, the use of language, writing and spelling orderliness and correct according to the explanation PWIM.

The results were found that 1) Students could read the spelling section for 71 percent which met the required criteria of 70 percent. 2) Students could write the spelling section for 70.5 percent which met the required criteria of 70 percent.

Gamaliel Septian Airlanda, Septian Tri Kristianto & Evina Aini Damayanti, Indonesia

The Analysis of Deep Learning Synchronized by Home Science Process Skills Towards Teacher Competencies

Teachers are managers of the learning process. However, their productivity has gradually intervened by technoferece. It will affect the accuracy derived from factual data in everyday life. Moreover, the Indonesian government focuses on guiding teachers to implement the Deep Learning approach. This study seeks the following research questions: a) Do teachers fully understand and internalize the character values in Deep Learning? b) How is scientific understanding internalized during the teacher learning process? This study using mix method explanatory research which successfully identified two findings. There remains uncertainty in teachers' understanding and internalization of character values related to Deep Learning. Teachers still rely on school provided workshops or training programs to strengthen the internalization of their scientific understanding within their learning processes. Additionally, teachers did not have a chance to learn at school. Home is the only chance for them to increase their capability by learning independently.

Session 3: Face to Face

Supphachok Sukmontri & Suwichaya Khaensing, Thailand

Assessment of Analytical Thinking Skills of Matthayom 1 Students.

This study explored an instructional management approach designed to develop Grade 7 students' analytical thinking skills in Social Studies in response to the demands of 21st-century learning. Classroom practice was framed as reflective inquiry, in which evidence from students' learning responses was used to inform teachers' instructional decision-making. The participants were 34 Grade 7 students from a school in Maha Sarakham Province, Thailand, selected through purposive sampling.

Research instruments included four lesson plans on Roles and Responsibilities of Youth toward Society and the Nation with an emphasis on public-mindedness, and a multiple-choice analytical thinking test. Data were analyzed using descriptive statistics and a one-sample t-test comparing post-test performance against a predetermined criterion of 70% of the total score.

Results indicated that students' post-test analytical thinking scores were significantly below the criterion at the .05 level ($M = 7.06$, $SD = 2.30$), suggesting that students did not reach the expected level of analytical thinking. However, further analysis of students' responses suggested limited familiarity with tasks requiring reasoning, reflection, and integration of knowledge across domains, highlighting a gap between instructional intentions and students' readiness.

The findings point to the need for stronger scaffolding, more varied learning tasks, and listening-oriented pedagogy that attends closely to students' thinking. Overall, the study demonstrates how evidence from students' learning can serve as a catalyst for teacher reflection and collaborative improvement of instructional practices.

Keywords: analytical thinking; instructional management; learning assessment; Grade 7

Pinyo Saowandee, Thailand

Teacher-Student-Community Partnership through Community-Based Learning: A Case Study of the Baan Suan Hom Development Project, Thailand

This paper presents a case study of teacher-student-community partnership through community-based learning in the Baan Suan Hom Development Project, Thailand. The project took place over sixteen months, from June 2024 to October 2025, and involved school leaders, teachers, students, and villagers working together in a real community context.

The project began with a simple concern from the local temple abbot, who saw that children and youth in the village lacked safe spaces to play and exercise. Roong Aroon School responded by using the village as a living learning space. Students did not enter the community as helpers, but as learners who needed to listen, observe, and work together with local people.

Two learning studios participated in the project. The Architecture for the Community and Environment Studio worked on designing and building a playground and football field. The Creative Media and Communication Studio focused on storytelling, media production, and working with local youth to share community stories. Students, teachers, parents, and villagers also joined a traditional fundraising activity called 'Pha Pah Samaggi', which helped raise funds and strengthen relationships across generations.

At the end of the project, students organized the 'Baan Suan Hom People Mapping Exhibition'. They shared stories of twenty-four villagers whose everyday actions showed kindness, care, and responsibility. Through

this process, students learned to see the value of ordinary people and gained confidence that the community could continue to grow even after the students withdrew.

Nanako Sudo, Kenta Aoki & Monami Goto, Cambodia

Transformations and Challenges Brought by Lesson Study for School as a Learning Community in Cambodia within International Cooperation: Insights from Teachers and External Facilitators

This study explores how Lesson Study for Learning Community (LSLC) is received, recontextualized, and transforms teachers and stakeholders in two Cambodian schools with distinct institutional and cultural contexts. The cases include a Laboratory School, autonomously operated by the Japanese NGO, and a public school externally supported by the same NGO. Both schools implement lesson study, but the Laboratory School faces minimal institutional constraints, while the public school operates under official curricula and assessment requirements.

At the Laboratory School, Cambodian teachers develop lessons under a Japanese principal and external experts, conducting weekly lesson studies and participating in “Learning Journeys” visiting external schools annually for lesson study. Initially, teachers’ discussions focused mainly on student attitudes and evaluation, with few narrative or reflective comments due to its formal adoption, shown by our 2024 conference research. Over time, however, teachers’ comments in post-lesson discussion became more descriptive and generated insights for lesson design and fostering collegiality.

In the public school, LSLC was introduced with agreement from the NGO and the principal. Initially led by the NGO, skepticism was common, and teachers mainly focused on students’ classroom behaviors. Over three years, the school gradually assumed greater initiative, and one of the teacher reported shifts in perspective from teaching processes to each student learning in lesson observation. In international cooperation, power imbalances often arise between interventionists and supported teachers, and project timelines can favor formal or rapid implementation. Despite this, transformations occurred because, besides expert involvement, Cambodian facilitators took a non-expert, peer-like role; Learning Journeys transmitted the culture of “learning from students”; and values were internalized alongside facilitators’ professional growth. The project’s self-initiated nature, free from donor pressures, also allowed slow, deliberate change.

These conditions suggest that LSLC core values—“listening” and “learning together”—can restructure relationships among teachers, schools, and stakeholders, foster peer-like collaboration across school boundaries, and support mutual transformation. The development of Cambodian facilitators may further enrich other initiatives, and LSLC implementation may mitigate common power imbalances in international cooperation. This study attempts to elucidate such transformations through analyses of teachers’ discourse and narratives from key practitioners.

Paskaran Krishnan, Malaysia

Fostering Pupils as 'Mini-Teachers' in the English Classroom within the Digital School as Learning Community (SLC)

This qualitative research investigates the active development of Pupils as 'Mini-Teachers' in the English Classroom within the Digital School as Learning Community (SLC) framework, employing a Lesson Study approach. Grounded in the "How Teachers Learn from/with Children" theme, the study examines the reciprocal learning that occurs when instructional roles shift in the English classroom. This innovative practice empowers students to design and deliver English content lessons using digital tools to facilitate content creation and peer instruction. The study involved one host teacher, collaborating members of the English Subject Panel, and a cohort of pupils from a single English language class. The research aims to explore the collaborative process of the English Panel in fostering this pedagogical shift and its resulting

impact on teaching practice and pupil learning. The study specifically addresses three key questions: 1) How does the process of fostering and reflecting on the 'Mini-Teacher' role within the English Panel collaboration influence teachers' pedagogical practices (the shifting teacher role)? 2) To what extent does assuming the 'Mini-Teacher' role enhance pupil mastery of the English curriculum and develop 21st-century competencies in the digital environment? 3) What are the specific perceived benefits and challenges of sustaining the Pupil as 'Mini-Teachers' model for both pupils and teachers within the SLC context? Using rigorous qualitative data collection, including reflective conversations, semi-structured interviews, and Focus Group Discussions (FGD), the study seeks to deeply understand the transformative potential of this empowerment pedagogy. By adopting a cyclical Lesson Study approach, the research highlights how teacher-to-teacher collaboration centered on student-led instruction can foster a truly reciprocal learning environment, contributing significantly to the literature on teacher professional development and student agency in the digital era.

Keywords: “mini-teachers”, “digital learning”, “school learning community”, “lesson study”, “student agency”, “English classroom”

Session 4: Face to Face

Yeh Yung-Ching, Taiwan

Transforming Rural Aging into a Cornerstone for Growth: An Action Research on Constructing School-Based Curriculum through "Shuangxi Wandering"

This research explores how the preschool affiliated with Shuangxi Elementary School in New Taipei City implements the spirit of the "Learning Community" in the context of an aging community and increasing grandparenting. Guided by the core philosophy of "slowing the pace and expanding the process," this project constructs a school-based curriculum that breaks down the walls of campus and transcends generational boundaries, aiming to transform the wisdom of community elders into nourishment for children's growth.

The curriculum design follows the "WALK" strategy (Wisdom, Awareness, Local Learning, and Kinship). Within the framework of the learning community, this project realizes three major transformations:

1. **Learner-Centered and Collaborative Learning:** Grounded in Piaget's constructivism and Vygotsky's scaffolding theory, young children engage in cooperative collaboration, teacher-student dialogues, and interactions with community elders, transforming from passive recipient of instruction into autonomous constructors of the "Shuangxi Wandering."

2. **Reshaping the role of teachers:** Teachers shift from transmitters of knowledge to becoming facilitators and observers of learning. In line with the Reggio Emilia philosophy that "the environment is the third teacher," they practice continuous reflective teaching through curriculum implementation and promote ZPTD (Zone of Proximal Teacher Development) via collaborative lesson planning, peer observation, and post-lesson discussions.

3. **Symbiosis between school and community:** By breaking through the limitations of rural education, the preschool becomes a revitalizing hub of community cultural, embodying the educational ideal of "school as community, community as school."

The research results indicate that this curriculum effectively reduced young children's difficulties in emotional regulation and interpersonal interaction, significantly enhances their core competencies and sense of belonging to their hometown, and successfully encourages social participation among community elders, thereby establishing a warm and sustainable learning community.

Ra'baniah Nor Binti Hamdan & Nur Asini Binti Alias, Malaysia

Empowering STEM Minds Through Collaborative Projects in a Learning Community

This action research explores the implementation of a School as a Learning Community (SLC) model through a Project-Based Learning (PBL) approach to enhance students' interest in STEM and elevate the pedagogical quality of teachers in Perak, Malaysia. Anchored in collaborative professional culture of 20 schools of Kinta Utara and Perak Tengah districts in Perak the SLC framework encourages shared reflection, peer coaching, and collective lesson study, enabling teachers to continuously improve instructional practices. Through PBL, students engage in authentic, hands-on inquiry that connects STEM concepts to real-world applications, fostering deeper understanding, creativity, and critical thinking. Findings indicate a marked increase in student engagement, motivation, and STEM curiosity, alongside improved teacher confidence, innovation, and instructional coherence. This study highlights the transformative impact of merging PBL with SLC, demonstrating how schools in Perak can become thriving ecosystems of learning—where both teachers and students grow together through collaboration, inquiry, and purposeful learning.

Jareeluk Ratanaphan, Sirinat Jongkonklang, Somkiat Tanok, & Chatsaphon Chanwongduen, Thailand

PLC for integrated learning: Case study of Ban Hua Thale School

This research applies the concept of schools as learning communities, emphasizing the PLC process. Teachers and administrators recognize the importance of collaborating to provide integrated learning for students in schools with a small number of teachers, not covering all subject areas. This participatory research aimed to establish guidelines for implementing the PLC concept in integrated learning and study the impact of implementing the "PLC for integrated learning" guidelines on students and teachers. The research team included university instructors, Grade 2 teachers, academic staff, and school administrators of Ban-Hua-Thale School, Thailand. In-depth interviews, focus group discussions, teaching observation form, learning behavior observation form, were research instruments. Data were analyzed by using percentages, means, standard deviations, and content analysis. The results revealed that PLC for integrated learning guidelines consisted of 1. collaborative planning, 2. observation of teaching, and 3. reflection and improvement. Students achieved good academic results, developed basic social skills, were able to work in groups, became more confident in expressing themselves, and solved problems through practical. Teachers reflect on PLC for integrated learning: 1) preparation and planning for learning management, 2) classroom learning management, 3) student learning outcomes, 4) evaluation, 5) use of learning resources and media, 6) impact on educational institutions and communities and 7) teacher professional development.

Leow Tze Wei, Malaysia

Best Practice Sharing in School Culture: Enhancing Collaborative Learning Between Teachers and Students

This study aims to cultivate the sharing of best practices among teachers to enhance the quality of teaching and learning through the initiative. A total of 22 teachers from Shing Chung Secondary School representing 10 subject panels participated in a Professional Learning Community (PLC) that emphasizes collaboration and reflective practices. The focus of this study is to strengthen understanding of how teachers improve instructional practices through interaction and collaboration with students. The implementation of this initiative began with leadership modelling through presentations of best practices by senior teachers, followed by coaching, provision of resources and structured sharing sessions held twice a year. This approach encourages teachers to adapt instructional strategies based on insights gained from students. Teachers refine their pedagogical approaches through observation of student interactions during collaborative activities, analysis of feedback on teaching methods and evaluation of student work that reflects conceptual mastery. Furthermore, teachers enrich their instructional perspectives by engaging in joint inquiry activities, classroom discussions and collaborative problem-solving processes. These situations provide opportunities for teachers to understand how students think, interact and manage their learning, thereby promoting more responsive and reflective teaching practices. This initiative not only enhances teacher confidence and motivation but also fosters a school culture that values effort, innovation and continuous learning. It aligns with the principle of the School as Learning Community (SLC), where both teachers and students actively contribute to creating a learning ecosystem grounded in reflection and collaboration.

Keywords: teacher-student collaboration, School as Learning Community (SLC), reflection, best practice sharing, inquiry

Session 5: Face to Face

Kais A. Kadhim, Malaysia

Understanding Cultural Identity through Learning Communities: A Study of Orang Asli Children in Malaysia

The relationship between learning and cultural identity has received growing scholarly attention in recent years, particularly in the context of indigenous and multicultural education. Studies have shown that shared cultural backgrounds between teachers and students promote mutual trust, respect, and engagement in the classroom. According to Eleuterio (1997) and Hoelscher (1999), culturally congruent learning environments enhance motivation, curiosity, and enthusiasm for knowledge sharing, which ultimately improve academic outcomes. This study explores the interconnection between cultural identity and learning among Orang Asli children in Malaysia focusing on Terengganu and Perak. Specifically, it investigates three key dimensions: (i) issues related to learning experiences among Orang Asli learners, (ii) how their ideas about learning are socially constructed through community and cultural interaction, and (iii) how their cultural identity is shaped by gender, social class, and parental education levels. Using a qualitative and culturally responsive approach, the research aims to understand how indigenous values, worldviews, and local knowledge systems influence learning processes. The findings are expected to offer insights into developing culturally inclusive educational frameworks that acknowledge and strengthen Orang Asli identity, fostering both academic success and cultural continuity within Malaysia's diverse educational landscape.

Pimpussorn Seepimsor, Pincha Tranwan, Petrada Purisarn, Chuthamat Boonso & Kornkanok Lertdechapat, Thailand

Instructional Strategies for Promoting Global Citizenship in the Thai Contexts through the Lens of Collaborative Learning

This article presents instructional strategies for promoting global citizenship among Thai kindergarten and primary school students through the lens of collaborative learning. The study emphasizes that learners' learning experiences should be carefully designed and implemented in consideration of their authentic local contexts and their developmental characteristics. The findings demonstrate that, in kindergarten, global citizenship can be effectively fostered through direct experiences, hands-on exploration, and teacher-guided collaborative activities in children's familiar environments. These strategies mainly support young learners' socio-emotional skills, including self-discipline, responsibility, and respect for others. The findings also highlight the importance of adapting external resources, such as experts, to align with the developmental characteristics of the learners. For primary school students, the use of learning resources within the community plays a significant role in embodying learners' relationships with local experiences. In this study, a UNESCO World Heritage site in the community served as a core learning context, allowing students to collaboratively reinterpret local cultural narratives through learning activities; media production tasks. These strategies enhance learners' intercultural communication skills and a sense of responsibility toward the community. Especially, collaboration plays a central role by enabling learners to construct knowledge through social interaction and shared meaning-making. Through collaborative activities, learners develop socio-emotional skills, such as responsibility, self-regulation, respect for others, and teamwork while engaging with authentic contexts. Overall, the study concludes that designing and implementing instructional strategies for promoting global citizenship in the Thai contexts require the alignment of developmental appropriateness, experiential learning and collaboration to support meaningful learning among teachers, peers, and the local community.

Key words: Collaborative Learning; Instructional Strategies; Global Citizenship; Kindergarten Education; Primary Education

Azneeal Ar Rashid Bin Mohd Ramli, Malaysia

Teachers Learning with Children Through Dialogic Co-Inquiry in Primary Classrooms

Anchored in sociocultural theory and the School as Learning Community (SLC) framework, this study investigates how primary teachers learn with children through dialogic co-inquiry practices. Conducted in a Malaysian public primary school engaged in lesson-study cycles inspired by Japanese SLC principles, the research explores how structured classroom dialogue and collaborative post-lesson reflection shape teacher learning. Data were collected from video-recorded lessons, student-teacher interaction transcripts and post-lesson reflective dialogues. Using van Es' (2011) noticing framework, findings illuminate three mechanisms of teacher learning: (1) a shift from teacher-led questioning to student-sense-making dialogue; (2) the emergence of shared epistemic agency as children articulate reasoning and co-construct knowledge; and (3) reflective co-agency, where teachers recalibrate instructional decisions in response to children's intellectual moves. The study demonstrates how dialogic classroom ecologies enable teachers to recognize children as epistemic partners, reinforcing SLC's vision of democratic, inquiry-driven learning communities.

Pantisa Phansuwan, and Kornkanok Lertdechapat, Thailand

From Students' Real-Life Challenges to School Reform: A Learning Community Approach in a Private All-Boys Boarding School

This study aims to explore the challenges that students in a private all-boys boarding school faced in their daily lives and to propose the educational management strategies that promote students' real-life problem-solving (RLPS) skills which were relevant to the 5Ps and 17 items of the Sustainable Development Goals [SDGs]. The activity was designed based on the situated learning framework, which emphasizes authentic participation in learning contexts that closely resemble real-life situations while fostering students' social interaction. Data, which were collected through self-assessment questionnaires and interviews, were qualitatively analyzed through deductive coding and thematic analysis. The findings indicate that students' challenges primarily fall within the People and Planet dimensions. Health- and climate-related challenges involving weather conditions and environmental issues, both within and outside the school context (SDG3 and SDG13) were the most frequently encountered challenges. Similarly, students also shared that the issues related to quality education concern equity in access to learning resources (SDG4) and gender-based bullying and unequal access to rights and opportunities (SDG5) had also occurred in their lives. In terms of educational management, these findings informed the design of learning activities that situate students' problem-solving within authentic and socially meaningful contexts. Within the context of school reform through the School as Learning Community approach in a private all-boys boarding school, these following educational management strategies were explicitly required: collaborating among students, teachers, housemasters, and school administrators; allocating of time and utilizing of school spaces as a sustainable learning ecosystem; and support for equity, participation, and shared learning. To conclude, real-life and SDG-related issues should be embedded into learning activities by designing tasks that reflect students' everyday experiences and social challenges, thereby supporting the development of real-life problem-solving skills through authentic learning contexts.

XiuJuan Hao, China

Collaborative Learning of SLC

Collaborative work in a learning community means that members, aligned by a shared vision, construct

knowledge and elevate collective intelligence through shared responsibility, deep dialogue, and mutual interdependence. It rests on common purpose and commitment, is driven by deep dialogue and collective thinking, is knit together by interdependence and shared accountability, and is sustained by shared practice and a common knowledge base—producing outcomes greater than the sum of individuals. To make this happen, teachers design challenging tasks, model collaboration skills, create a safe and equitable climate, and use structured routines and “scaffolds” to steer high-quality discourse. When such collaboration truly takes root, we cultivate lifelong learners and realize the essential shift from “I learn” to “we learn.”

Session 6: Face to Face

Saidatul Izdihar Binti Amir Bangsa & Hafizah Binti Maasad, Malaysia

Cultivating an Inter-school Learning Community: Learning from Children through Reflective Practice and Collaborative Dialogue

This presentation shares the journey of a small group of English teachers in Semporna, Malaysia, who built an inter-school learning community inspired by School as Learning Community (SLC) principles. During the pandemic, we started the Amanduk Podcast, a weekly space where teachers from different schools met to share classroom challenges, give and receive feedback and reflect on practice. Over time, this circle became more than support. It became a space where we could learn not only from each other but also from our students.

One example comes from Cikgu Hafizah, an English teacher who integrates Tokkatsu values into her classroom. During classroom activities, students work in pairs, reflect on feelings, discuss moral choices and give feedback to one another. Observing how students navigate these tasks, express ideas and care for each other teaches the teacher as much as the students about their thinking, emotions and social learning. These insights help refine lessons, respond to students' needs and create a classroom that is joyful, caring and meaningful.

This experience shows how teachers can learn with and from children, letting students' voices guide professional growth. By combining inter-school reflective dialogue with attention to students' responses, teachers create a space for reflection, experimentation and shared growth. What began as a small teacher-led initiative has grown into a living example of SLC in practice: democratic, reflective and grounded in care. A learning community where both teachers and students shape the journey together.

Nur Asni Binti Alias & Ra'baniah Nor Binti Hamdan, Malaysia

High Impact IBME Implementation through PLC to Enhance Mathematics Interest and Teaching Effectiveness

The School as a Learning Community (SLC) approach emphasizes collaborative learning, continuous reflection, and systematic improvement of practices among school members. Aligned with these principles, this study examines the effectiveness of implementing Inquiry-Based Mathematics Education (IBME) through the Professional Learning Community (PLC) in enhancing students' Mathematics performance and strengthening teachers' pedagogical capacity within the Mathematics panel. The inquiry-based IBME approach encourages students to actively explore concepts, pose questions, develop reasoning, and solve problems at deeper levels, while PLC serves as a professional collaborative platform for analysing data, planning focused interventions, conducting lesson study, and engaging in collective reflection. The findings indicate that integrating IBME within PLC successfully enriches teachers' instructional strategies, enhances the quality of professional discourse, and produces more responsive interventions based on students' needs across 20 schools in the Perak Tengah and Kinta Utara districts. Results also demonstrate improvements in students' motivation, engagement, and Mathematics mastery when teachers apply the inquiry cycle in teaching and learning and consistently share practices through PLC. The implications suggest that IBME implementation through PLC not only enhances Mathematics performance but also strengthens a holistic and sustainable SLC culture within the Mathematics panel.

Wen Pin Chang & Yulun Huang, Chinese Taipei

The Elementary Principal's Leadership for Learning in the School as Learning Community

Before the concept of the School as Learning Community (SLC) was introduced to New Taipei City, open classes in many schools were not implemented as effectively as those in Japanese schools. Therefore, during my tenure as principal of Ruigan Elementary School, I sought to introduce the principles of SLC into school practice.

Leadership for Learning is identified as the core competence for principals in fostering SLC. This self-study examines my leadership for learning grounded in SLC and documents my experiences as a principal in promoting SLC at Ruigan Elementary School and Xiushan Elementary School. It highlights that principals should assume multiple roles, including being a lead learner, reflective practitioner, problem solver, change agent, and promoter of learning. The study further emphasizes supporting teachers in becoming learning leaders through participation, collaboration, and professional sharing, thereby helping them grow into confident professional teachers. Integrating students', teachers', and administrative learning cultures is also identified as essential to building a shared school culture aligned with SLC principles.

From 2012 to 2026, I devoted 14 years to advancing SLC and served as the principal of the lead school for SLC in New Taipei City, organizing SLC open classes at the school and district levels and planning four major city-wide open classes each year. A major breakthrough occurred in 2025, when SLC open classes were expanded beyond traditional subject-based lessons to include arts, reading, Hakka language integration, special education, resource rooms, and kindergarten education, resulting in 15 open classes. Another key development was the establishment of the SLC Compulsory Education Advisory Group in 2025. Looking ahead, future challenges include supporting schools with limited staffing, strengthening leadership capacity, and encouraging broader participation to sustain and expand SLC.

Onnipa Thaitae Pansamut, Charnwit Parinwattanachoti, Kreetha Tirawattayat & Chaiyathap Teerasirin Thongsin, Thailand

Effectiveness of Professional Learning Communities in Thai Primary Schools: Enhancing Foreign Teachers' Active Learning Management Competency"

The increased number of foreign teachers in Thai primary schools highlights the urgent need for professional development models that address linguistic, cultural, and pedagogical challenges. This research sought to design and evaluate a Professional Learning Community (PLC) process tailored to the Thai context with the aim of enhancing foreign teachers' competency in managing active learning. Ten foreign teachers with diverse cultural backgrounds from a large private school in Bangkok participated in the study, during the academic year 2024. A two-cycle action research design was employed, focusing on knowledge and skill development in the first cycle, and practical application and reflection in the second cycle. The adapted PLC framework, structured around six steps, was applied. A mixed-method analysis was employed to observe the improvement in participants. Statistics indicated that participation in the PLC significantly improved teachers' competencies in lesson planning, questioning techniques, and classroom facilitation, as demonstrated through both self-assessments and external evaluations ($p < .05$). Furthermore, the qualitative results indicated that the PLC process fostered cross-cultural collaboration between foreign and Thai teachers, promoting shared understandings of active learning. The study introduces novel PLC cycles suitable for multicultural and bilingual classrooms, offering practical insights for enhancing teacher professional development across the Asia-Pacific region, particularly in contexts facing similar challenges with foreign educators and bilingual education. This study demonstrated the effectiveness of the PLC process in a bilingual classroom which can serve as a foundation for further research or application in other contexts.

Session 7: Face to Face

Chang Lin Ding, China

Warmth & Symbiosis: project Practice and Reflection on the Learning Community under the Perspective of the Educational System Construction

This presentation systematically explains how Beijing No. 18 High School Experimental School has used the development of a learning community to drive reform in its educational system. The school faced the challenge of traditional classroom models being unable to meet the diverse needs of students as a newly integrated nine-year consistent education institution. To break through this challenge, the school chose the learning community as the solution.

In order to put the educative theories of learning community, the school carries out the idea of SLC in terms of four key dimensions:

1. Conceptual Consensus: Gradually changing teachers' educative notion through the immersive professional development.
2. Restructure the curriculum: innovating the teaching methods
3. Teacher Growth: establishing a multi-dimensional growth network (Learning Community for teachers).
4. Innovation in School Administrant System: The school set up a multi-dimensional framework for administrations

One particularly noteworthy point is the effective use of the advantage of a nine-year consistent education institution. We aim to conduct interdisciplinary research and establish a "dual-path professional development" mechanism to organically integrate moral development into subject education.

The Reform has profound implications. Students have shifted their learning pattern from being the passive receivers to active learners. Teachers have transformed from only imparting knowledge to guiding students in their learning.

The classroom system now exhibits "symbiotic" characteristics. In the future, the school will deepen its focus on three key directions:

"Making learning more rooted,"

"Making growth more resilient,"

"Making the system more robust."

A diversified evaluation system and the coexisting education innovation system are established through the reform process on elementary school and middle school curriculum

The entire speech highlights the school's learner-centered, "wait for the flower to bloom" educational philosophy, emphasizing that education is about awakening rather than shaping, and that transformation is a continual process of exploration rather than a final sprint.

Grace Lee Al Lean, Malaysia

Learning with Children: Strengthening Teacher Professional Growth through Differentiated Assessment and Instructional Coaching in a School as Learning Community

This case study explores how a teacher's professional growth unfolded through collaborative learning grounded in the philosophy of School as Learning Community (SLC), where teachers learn from and with children. Conducted in an urban Chinese-medium primary school in Malaysia, the study documents the journey of a Year 6 Malay Language teacher who struggled to capture her pupils' true learning through uniform formative assessments. Guided through Jim Knight's Impact Cycle, the teacher engaged in reflective dialogue, analysed student work, and co-designed differentiated assessment tasks that honoured pupils' diverse learning profiles and multiple intelligences.

As the teacher experimented with varied assessment approaches such as songs, kinesthetic activities, tiered worksheets, she began to see her pupils differently. Their voices, responses, and learning behaviours became essential data that shaped her next instructional decisions. This shift reflects a core SLC principle: teachers grow when they listen deeply to children's learning.

Data were collected through interviews, observations, and document analysis. Findings show meaningful transformation in the teacher's mindset, confidence, and pedagogical decision-making. Students, in turn, demonstrated higher engagement and more authentic expressions of mastery. The study illustrates how coaching, collaborative inquiry, and children-centred reflection can serve as powerful levers for nurturing professional learning communities and driving school reform. Implications for expanding SLC-aligned coaching practices in diverse school contexts are discussed.

Keywords: School as Learning Community; Instructional Coaching; Impact Cycle; Differentiated Assessment

Vo Cong Nghi, Nguyen Van Bien, Pham Thi Binh, Nguyen Thi Cam Huong & Trinh Thi Thu Thao, Vietnam

Implementing a triadic Lesson Study Model in teaching practicum: The role of university lecturers as theoretical mentors: A Case Study in Viet Nam

Teaching practicum is a pivotal stage for developing the professional competence of pre-service teachers; however, structured and effective professional development models are essential. This study aims to implement and compare two forms of professional development based on lesson study (LS) within the teaching practicum context, while exploring the theoretical mentoring role of university lecturers and the resulting impacts on pre-service teachers.

The study employed a qualitative approach with an interventionist case study design. Two forms of LS-based activities were tested and compared: (1) A triadic model (involving university lecturers, school-based mentors, and pre-service teachers) and (2) A dyadic model (comprising only school-based mentors and pre-service teachers). The participants included six Chemistry pre-service teachers from Hanoi University of Education interning at two high schools, two school-based mentors, and one university lecturer. Data were collected through in-depth interviews, reflective journals, and surveys, followed by thematic analysis. The results indicate that LS-based activities had a significantly positive impact on pre-service teachers, enhancing their lesson planning skills, self-confidence, and capacity for lesson analysis and reflection. Notably, the focus shifted from evaluating the teacher's performance to analyzing student learning, aligning with the Learning Community philosophy of ensuring learning for all children. Comparative analysis revealed that the triadic model (with university lecturer involvement) yielded superior outcomes. The theoretical mentoring provided by university lecturers enabled pre-service teachers to deeply bridge the gap between pedagogical theory and practice, ensuring systematic theoretical depth in discussions and lesson adjustments. The primary limitations identified in both models were challenges regarding time constraints and coordination.

This study affirms the practical value and effectiveness of the LS model in teaching practicum. The findings suggest the necessity of integrating the theoretical mentoring role of university lecturers into professional

activities during practicum to enhance the academic quality of teacher professional development.

Keywords: Lesson study; Teaching practicum; Professional development; University lecturers; Pre-service teachers; Triadic model.

Apipum Pliawplod & Watcharapong Arjamnuaykijja, Thailand

The Effects of Implementing the School as Learning Community Approach on Teaching and Learning activities at Vajiravudh College

This study employed a qualitative research design with the objective of examining the effects of applying the School as Learning Community (SLC) approach on teachers' instructional practices at Vajiravudh College. The research focused on gaining an in-depth understanding of changes in students' learning processes, teachers' roles, and the classroom learning environment.

The participants consisted of 14 teachers who took part in the pilot open-classroom project, 20 teachers who served as classroom observers at the upper primary and lower secondary education levels.

The data collection instruments included classroom observation protocols, semi-structured interview guides, and reflective sessions provided by model teaching teachers and observing teachers. The collected data were systematically transcribed and analyzed using content analysis. This process involved categorizing the data into emergent thematic issues and interpreting their meanings in order to describe the characteristics and trends of instructional practices aligned with the School as Learning Community (SLC) approach.

The findings indicated that the application of the School as Learning Community (SLC) approach had a significant impact on teachers' attitudes toward the teaching and learning process. Teachers placed greater emphasis on designing learning activities that provided increased opportunities for student participation. Collaborative post-instructional reflection between model teachers and observing teachers enabled educators to gain diverse perspectives on students' learning behaviors, thereby allowing them to more effectively refine and develop instructional practices in ways that were better aligned with the learners' contexts.

With regard to students, the findings revealed that they were given continuous opportunities to express their opinions, ask questions, and engage in discussion with peers in the classroom. Students were able to learn collaboratively with others within an open and supportive learning environment.

Session 8: Face to Face

Muhammad Amin Bin Abu, Malaysia

Learning with Children through Cultural Craft: Integrating Reflective Art Pedagogy for Akhlak Formation via the Traditional Wau Bulan of Malaysia”

This presentation examines how I am educators can learn from and with children through Malaysia’s traditional cultural craft, the Wau Bulan, within the framework of School as Learning Communities (SLC). It highlights how the process of collaborative art-making provides opportunities for teachers and students to co-learn not only artistic skills and cultural identity, but also the moral–ethical values (akhlak) embedded in traditional craftsmanship. Through the application of reflective art pedagogy, teachers engage in dialogic learning listening to children’s ideas, emotions, and reasoning while guiding them to appreciate adab, patience, cooperation, and respect for cultural heritage during the making process. The Wau Bulan craft serves as a living medium where values such as tawadhu’ (humility), ihsan (excellence), and ukhuwah (brotherhood) are naturally cultivated alongside artistic creativity. Grounded in the principles of SLC, this practice emphasizes shared reflection, lesson inquiry, and moral co-construction between teachers and learners. Findings demonstrate that integrating akhlak-based art learning in visual art education not only enhances creative expression but also nurtures character, empathy, and cultural continuity leading to the holistic development of both teachers and students as lifelong learners and moral agents in society.

Sirinat Jongkonklang, Chatsaphon Chanwongduen, Jareeluk Ratanaphan & Sangpet Chareonrat, Thailand

Community-Based Learning in Integrated Curriculum Design: The Korat Model for Sustainable Educational Transformation

This study aimed to develop community-based learning resources for a competency-based integrated curriculum in primary education in Nakhon Ratchasima Province, Thailand. The research used an applied research approach conducted in three phases: surveying and establishing a framework for learning resources, developing and pilot-testing the resources, and expanding implementation. Participants included 7 experts, 15 curriculum developers, 59 teachers, and 92 students from 5 schools.

The findings showed that five types of learning resources were created: human resources, natural and environmental resources, technology resources, print materials and equipment, and activity-based resources. These resources exhibited five distinctive features: connection to local context, comprehensive coverage of learning aspects, developmentally suitable progression, interdisciplinary integration, and focus on hands-on experience.

Implementation results showed that 80% of students increased their enthusiasm for learning, 85% improved their collaborative skills, and 90% gained greater pride in their local community. Among teachers, 75% reported feeling confident in the new teaching approach, 80% demonstrated capability in designing integrated activities, and 85% expressed higher teaching satisfaction. Additionally, 70% of parents understood and supported the curriculum, while 60% of community members took part in learning activities. This study confirms that community can serve as a powerful learning space for transforming schools into learning communities aligned with the School as Learning Community (SLC) philosophy. This approach promotes sustainable education through relational learning and cultural preservation. The findings offer practical insights for educational reform in developing countries seeking to create equitable opportunities by leveraging community social and cultural capital as a foundation for ongoing and sustainable learner development.

Keywords: Community-Based Learning Resources, Competency-Based Curriculum, School as Learning Community

Rajasegaran Arumugam, Malaysia

Shared Notes, Shared Learning: How Student Digital Fluency Drives Teacher Practice in SLC

The effective integration of digital tools demands pedagogical strategies prioritizing student collaboration and real-time teacher feedback. This study investigates the Shared Notes feature within the LoiloNote School application as a core mechanism to drive professional learning in a School as Learning Community (SLC). This feature enables students to simultaneously contribute to group assignments, enhancing collaboration and providing teachers with unprecedented real-time monitoring capabilities. This research aims to (1) analyse how the efficiency and ease with which students use Shared Notes impacts learning; and (2) articulate how this effective use of technology by a host teacher and students acts as a powerful stimulus for peer teachers to adopt digital tools, confirming the SLC theme, "How Teachers Learn from/with Children." This qualitative study involved 7 teachers (including the host teacher and observing peers) and their students. Data were collected through structured Lesson Study cycles, where peers observed the dynamic use of Shared Notes for collaborative work. Analysis centered on the students' ability to handle the tools with swift proficiency and the host teacher's use of real-time monitoring to deliver effective, immediate pedagogical intervention. The key findings highlight that students' mastery of Shared Notes simplified and accelerated learning. Crucially, the observation cycles demonstrated that the host teacher's enhanced capability for effective instruction made possible by the Shared Notes' real-time monitoring was the primary driver of learning for the peer teachers. Witnessing the students' seamless handling of the technology encouraged peer teachers to overcome their own reluctance and integrate similar digital practices. This transition validates the core principle that teachers learn profoundly from the observable success and digital competence of their students. This study concludes that focusing on specific digital functionalities, like Shared Notes, within an SLC effectively bridges the digital divide and models an authentic process of co-learning between teachers and children.

Keywords:

School as Learning Community (SLC), LoiloNote School, Shared Notes, Real-Time Monitoring, Collaborative Learning, Peer Teacher Learning.

Pisit Saita, Thailand

A Three-Layer SLC–PBL–Repository Framework for Strengthening Interdisciplinary Biomedical Education

This study proposes a three-layer framework that integrates School as Learning Community (SLC), Project-Based Learning (PBL), and an Applied Mathematics Course Repository to enhance interdisciplinary biomedical education in upper secondary schools. Although SLC and PBL have each been shown to improve teaching quality and deepen student learning, existing research has not examined their synergistic potential nor the structural curriculum supports required for effective interdisciplinary design. Using an integrative literature synthesis, the study analyzed scholarship on collaborative teacher learning, inquiry-based science education, interdisciplinary STEM–biomedical integration, and curriculum mapping tools. The resulting framework conceptualizes biomedical learning as the interaction of three layers: (1) SLC as a professional learning ecosystem that enables collaborative lesson design, classroom observation, and reflective dialogue; (2) PBL as a student inquiry mechanism that promotes modeling, experimentation, and the creation of authentic scientific products; and (3) the Course Repository as a structural scaffold that aligns mathematical concepts with biomedical phenomena to ensure disciplinary coherence. Illustrative project examples—including genetic material analysis, 3D cell modeling, and biosensor system design—demonstrate how the framework can support deep learning, quantitative reasoning, and innovation capacity. This study contributes a theoretically grounded and structurally supported model for transforming biomedical learning and provides a foundation for future empirical research on interdisciplinary STEM implementation.

Keywords: School as Learning Community, Project-Based Learning, Biomedical Education, Course Repository, STEM Integration

Sessions Online

Session 9: Online

Rini Carini, Indonesia

How teachers learn from students in school as learning community

Amidst the demands of dynamic curriculum adaptation, teachers are often trapped in routines without reflection. Through lesson study, the classroom is not just a place to teach but a place where teachers can learn. This case study aims to describe the experiences of Girijaya Elementary School teachers learning within a learning community at school. The main focus of this study is not on how teachers teach, but rather on how teachers learn to observe children's learning activities. The research method used was descriptive qualitative with data collection techniques through observations at each stage of lesson study (design – open lesson – post lesson discussion) twice a month from April to November 2025. Data was also collected through questionnaires by study group members. The results of data analysis found that the teacher learning process occurs through: (1) collaborative learning, teachers develop lesson design sharing and jumping tasks through collective discussions with colleagues, principal, lesson study experts; (2) learning through observation, teachers become keen observers of student responses, processes, obstacles, and involving in learning; (3) learning through critical reflection, post-lesson discussion in study group, teachers not only learn from their own thoughts, but also from the eyes of others. The conclusion of this study confirms that lesson study in an effective leaning change the work culture of teachers form professional isolation to collegial collaboration. This process proves that teachers' professional growth is most effective when they learn directly from real practice and student interactions, supportive by a supportive community.

Keywords: Lesson Study, learning community, sharing dan jumping task, critical reflection, collaborative learning.

Chaithath Boonjan, Tanacha Poolsombat, Paphitchaya Sriwichai, Aphirom Phutthikitti Nongphao, Surada Dokpikul & Kornkanok Lertdechapat, Thailand

Guidelines for Subject-Based Curriculum Development to Foster Global Citizenship

This article presents an approach to course development aimed at fostering students as sustainable global citizens through three integrated courses: Scientific Communication, English for Moral Scout, and Creative Communication. The design of these courses is grounded in four principles: interdisciplinary integration, collaborative learning, connection between global issues to practical action, and emphasis on communication skills. These principles support holistic development, enabling students to grow into responsible and engaged citizens who contribute meaningfully to both Thai society and the global community. The Scientific Communication course promoted sustainability and environmental awareness by engaging students in collaborative learning activities that focus on communicating the causes and impacts of climate change. Through activities such as Storm News Reporting, students applied scientific knowledge of storms to convey complex information in an accessible manner. These collaborative activities encouraged students to raise public awareness of environmental risks, highlighted the importance of environmental conservation, and communicated preventive measures related to climate change. In terms of promoting students' ability to collaboratively take responsibility for themselves and others, the English for Moral Scouts course emphasized volunteerism and social coexistence through simulated communicative situations. Through activities such as Understanding Scout Laws, students analyzed the core values of Scout Laws, reflected on their relevance, and identified practical behaviors applicable to everyday life. In addition, integrated activities promoted morality, ethics, social responsibility, teamwork, and respect for diverse perspectives among students. Lastly, the Creative Communication course further

enhanced students' communication skills. The context of this course integrated sustainability, environmental awareness, volunteerism, and social coexistence through collaborative learning. Students were required to create infographics on the Dimensions of Global Citizenship in Thailand by combining language, art, and technology skills. Accordingly, the courses developed emphasize collaboration as a core learning approach, enabling learners to co-construct knowledge and develop essential skills for complex and interdisciplinary contexts.

Key word: Collaborative learning, Curriculum development, Global citizens, Interdisciplinary integration

Manmeet Kaur, India

Impact of Student Teacher Relationship on Learning outcomes of Elementary School Students

Impact of Student Teacher Relationship on Learning Outcomes of Elementary School Students

Student-teacher relationship is a vital element of the teaching-learning process, particularly at the elementary stage, which is a formative period for children's overall development (Pianta, 1999). The present study is significant as it examines the impact of student-teacher relationship on learning outcomes of elementary school students in terms of knowledge acquisition, skill development, and attitude formation. The objectives of the study were to examine student-teacher relationship as perceived by students, as perceived by teachers and to study the impact of these relationships on learning outcomes. The study adopted a descriptive survey method. The sample comprised 70 elementary school students and 16 teachers from government schools of Chandigarh. Two self made questionnaires-for students and for teachers-were used to assess student-teacher relationships and learning outcomes in the cognitive, psychomotor, and affective domains. The data were analyzed using percentage analysis. The results revealed that 80% of students perceived their teachers as supportive, and encouraging. Positive student-teacher relationship were found to enhance students' understanding, classroom participation. Skill development was positively influenced as 87% students demonstrated better focus and problem-solving abilities. In the affective domain, strong student-teacher relationships contributed to the development of confidence, emotional security, and a positive attitude towards learning. The study concludes that student-teacher relationship have a significant impact on learning outcomes at the elementary level. The findings have important implications for classroom practices and teacher education programmes, emphasizing the need for teachers to create supportive and learner-centered classroom environments. This study shows that good student-teacher relationship help create a positive and supportive school environment. When teachers are caring and trusting, classrooms become places where both students and teachers grow together. Such environment encourages open communication and helps teachers understand students' needs. Thus, improving student engagement in the learning process.

Sofwan Gozali & Astri Wahyu Dini, Indonesia

Teachers learn from students in creating learning materials

teacher and participated in post lesson discussion. The principal also invited lesson study experts to provide feedback for improvement. Data was collected through observing Tomo 2 Junior Secondary school teacher's activities during implementing every step of the lesson study learning community Program from 2024 to the end of 2025. It was found that teachers were creative in creating lesson design of sharing and jumping tasks, thus making learning meaningful and challenging. Teaching media became more creative because they used local materials, were easily found, affordable, and relevant to learning objectives. Most importantly, teachers learn from reflecting on their This case study aims to analyze the creativity of Tomo 2 Junior Secondary School teachers in creating learning materials in school as learning community. The learning materials analyzed included lesson design as planning, teaching media as implementation, and learning reflection as learning evaluation. The principal facilitated teachers

collaboratively in designing lesson design. Teachers observed open lesson by a experiences in the classrooms. This was made possible by the collaboration between school and university.

Keywords: school as learning community, sharing and jumping task, local materials.

Session 10: Online

Asep Supriatna & Rika Octiyasari, Indonesia

Professional Learning Community (PLC) for Learning Leadership: A Case Study at SMP Negeri 3 Jatinangor, Sumedang.

Nowadays, technological development is advancing rapidly, especially in the field of ICT, and digital equipment have become part of students' daily activities. Students can easily find answers to teachers' questions by searching on Google. Likewise, teachers are required to actively engage in independent digital learning through the PMM platform; however, the learning developed in PMM is still limited to the cognitive domain. The role of teachers may be replaced by technology if they do not try harder to create meaningful learning experiences. To remain relevant with the ICT development, teachers' roles in schools must shift from transferring knowledge to learning how to design meaningful and enjoyable learning experiences (inspirational, collaborative, reflective, and deep learning). This case study aims to obtain information on how far teachers at Jatinangor 3 Junior Secondary School learn from open class activities (LSLC) within a school learning community. Data were collected through classroom observation notes and video recordings of three open-class cycles (design – open class/observation – reflection) during the 2025 academic year. In developing lesson designs, teachers collaboratively planned sharing and jumping tasks and prepared teaching materials that enabled student inquiry. The school principal facilitated open classes twice a month, in which one teacher taught while others observed, followed by post-lesson discussions. Based on the analysis, it shows that both model teachers and observers learned from the open class activities, as reflected in the improvement of teachers' ability to facilitate collaborative learning and the improvement of observers' ability to provide feedback focused on student activities. There was also an increase in the level of teacher reflection. Teachers' learning leadership was strengthened, as indicated by their willingness to share expertise with colleagues and to learn continuously.

Keywords: open lesson, collaborative learning, PLC, level of reflection, learning leadership.

Orapan Heetkaew, Thailand

Chumchonbankaoklom School: The School as Learning Community

Chumchonbankaoklom School is under the Krabi Primary Educational Service Area Office, Office of the Basic Education Commission, Ministry of Education. The school provides early childhood education, and primary education.

The school has reformed its learning management under the concept of School as Learning Community (SLC), by using Public Philosophy, Democracy Philosophy and Excellence Philosophy. The reform begins with these concepts to improve learning through classroom-level quality assurance, along with the enhancement of academic and managerial leadership based on good governance principles among school administrators. The process of developing teacher's learning, the participation of all stakeholders is essential for collaboratively improving the quality of education. The process involves three steps.

Stage 1: Creating a collaborative team to develop teachers by using KUKID MODEL.

Stage 2: Developing learners through collaborative active learning processes using the Co-5 Steps approach.

Step 1: Stimulating and Key Questioning Collaboratively.

Step 2: Searching and Analyzing Collaboratively

Step 3: Discussing and Constructing Collaboratively.

Step 4: Communicating and Reflecting Collaboratively. Students conveyed the

Step 5: Applying and Serving Collaboratively.

Stage 3: From classroom to school through the Lesson Study Professional Learning Community (LS-PLC).

1. Analyze

2. Plan
3. Do/See
4. Reflect
5. Re-design

Through systematic and continuous implementation since the 2018 academic year, Chumchonbankhaoklom School has gained recognition from everyone. The school has achieved outstanding outcomes, with students, teachers, administrators, and the institution receiving the Outstanding IQA Award for excellence at the middle-level educational institution category, as defined by the Office of the Basic Education Commission.

Furthermore, the school received an Excellent Quality Rating which affirms that school administrators demonstrate strong academic and managerial leadership. The school (SLC) concept has been established, with effective knowledge management and best practices recognized by the Office of the National Education Standards and Quality Assessment.

Eneng Rahmayanti, Indonesia

Teachers Learn from Students to Understand Students' Learning Needs through Classroom Observation

Every student has the right to receive educational services that are aligned with their talents, interests, and abilities, as mandated by Article 12 of Law Number 20 of 2003 on the National Education System of Indonesia. A major challenge faced by teachers is how to understand students' talents, interests, and abilities, particularly at early childhood and elementary school levels, where students are often unable to identify or express them independently. Therefore, alternative efforts are required to help teachers understand students' learning needs without relying on direct questioning. This study aims to describe how teachers understand students' learning needs through classroom observation activities. This research employed a qualitative approach and was conducted at SD Negeri Jatinangor. Data were collected through interviews with 12 teachers involved in classroom observation activities. The findings reveal three main results. First, classroom observation enables teachers to understand students' learning needs, as identified through learning styles, attitudes during the learning process, and difficulties experienced by students. Second, classroom observation has positive impacts on both observers and model teachers. Observers gain insights into engaging and meaningful teaching strategies, become more sensitive to students' behaviours during learning, and develop a deeper understanding of the importance of ongoing assessment in the learning process. Meanwhile, model teachers are assisted in understanding students' characteristics and learning needs through feedback provided by observers. Third, classroom observation can be conducted both directly and indirectly through livestreaming-based learning communities. Direct observation allows for more detailed and thorough examination of the learning process, while livestreaming provides opportunities for distance learning and observation. The more opportunities teachers have to conduct observations, the greater their chances of improving the quality of instruction. This study concludes that classroom observation is an effective learning strategy in helping teachers understand students' learning needs and enhance instructional quality, whether conducted directly or indirectly (livestreaming learning community), each with its own advantages and limitations.

Keyword: teacher learn, students' learning needs, classroom observation

Airah Murielle D. Antonio, Maria Theresa B. Bonus, Reyneth Renan P. Matta, Philippines

Student Voice and Co-Inquiry: How Teachers Learn with Children in School as Learning Communities at José Rizal University Senior High School Division

The School as Learning Community (SLC) framework emphasizes that schools are not only places where

teachers impart knowledge but also dynamic environments where teachers and students learn together. At José Rizal University Senior High School Division, this philosophy is embodied through student voice and co-inquiry projects, which position children as active contributors to teaching and learning.

Through student voice circles, reflection journals, and participatory dialogues, learners articulate their experiences, challenges, and aspirations. Teachers gain valuable insights into how students perceive lessons, what strategies resonate, and where adjustments are needed. This reciprocal process transforms instructional delivery into a collaborative endeavor, where pedagogy is continuously refined based on authentic student feedback.

Co-inquiry projects deepen this relationship by engaging teachers and students in joint investigations of real-world issues such as sustainability, digital literacy, or community health. Teachers model curiosity and critical thinking, while students demonstrate creativity and problem-solving. This shared inquiry embodies the SLC principle that learning is communal, dialogic, and evolving.

Aligned with the Philippine Professional Standards for Teachers (PPST) and JRU's institutional competencies, this approach nurtures three pillars of growth:

- Instructional Delivery shaped by student perspectives,
- Lifelong Learning modeled through teacher-student co-research, and
- Leadership & Collaboration fostered through shared decision-making.

The cyclical process—needs identification, planning, implementation, and feedback—ensures that growth is evidence-based and responsive to both teacher and student voices.

Integration of JRU Core Values

The Rizalian Core Values provide the ethical and cultural foundation for this practice:

- Responsibility – Teachers and students commit to shared goals, ensuring accountability in co-inquiry projects.
- Consideration & Courtesy – Respect for diverse perspectives allows student voice to flourish in dialogues and reflections.
- Integrity – Ethical conduct ensures that collaborative learning remains truthful, moral, and aligned with the university's mission.

By embedding these values, student voice and co-inquiry become more than strategies, they become expressions of JRU's identity as a community of learners.

Session 11: Online

Nuryani & Riki Septiawan, Indonesia

How Teachers Learn with Students through Sharing, Learning, and Caring in a Learning Community

The democratization of education requires learning practices that ensure quality, equity, and meaningful student participation. This case study aims to examine how School as Learning Community (SLC) at Parakankondang Elementary School enables teachers to learn with and from students through listening pedagogy, and how this approach supports student achievement through sharing tasks and jumping tasks. Using collaborative lesson design, non-judgmental classroom observation, and evidence-based reflection, teachers closely examined students' learning processes and voices. Sharing tasks promoted equitable participation, peer learning, and confidence in expressing ideas, while jumping tasks challenged students to engage in higher-order thinking according to their learning readiness. The findings demonstrate that sharing fosters equal participation, learning deepens conceptual understanding through collective reflection, and caring creates a safe and inclusive learning environment. Integrating these principles within SLC shifts teaching from individual practice to collective inquiry, strengthening teacher professionalism while safeguarding students' rights to meaningful learning. This study contributes to SLC discourse by illustrating how listening pedagogy operationalizes democratic learning in everyday classroom practice.

Lee Saw Im, Malaysia

Empowering Students Through Student Design and Innovation – Project-Based Learning: A Practical Case within a School Learning Community

Student-centered learning lies at the heart of 21st-century education, and the Student Design and Innovation – Project-Based Learning (SDS-PBL) initiative exemplifies this within a School Learning Community (SLC) framework. Implemented at SMK Seri Bintang Utara, SDS-PBL empowers students to take ownership of their learning through authentic, inquiry-driven projects that integrate science, technology, and creativity.

The program's methodology emphasizes collaboration at multiple levels. Senior teacher leaders coordinate Professional Learning Communities (PLCs) to guide and support project design, implementation, and evaluation. Subject teachers engage in structured discussions within and across disciplines, sharing strategies, resources, and pedagogical practices. Each subject teacher then coaches students in their own classrooms, facilitating group work and supporting students to complete assigned tasks. Students collaborate in small teams to investigate real-world problems, design innovative solutions, create prototypes, and present their findings. This process develops critical thinking, creativity, communication, teamwork, and self-directed learning skills, while fostering student ownership of learning.

The growth of SDS-PBL demonstrates its scalability and impact:

- 2022: Projects – 15, Classes – 4, Teachers – 11
- 2023: Projects – 101, Classes – 32, Teachers – 51
- 2024: Projects – 104, Classes – 32, Teachers – 52

A key highlight is Showcase Day, where students exhibit and present their projects to the entire school community, including peers, teachers, and parents. This event celebrates student creativity, perseverance, and achievement, inspires peers, and strengthens the sense of community. Teachers also use this opportunity to reflect on practices, exchange feedback, and celebrate collective success.

Key lessons emphasize structured guidance, cross-curriculum collaboration, flexible project pathways, and reflective assessment as essential to meaningful learning outcomes. SDS-PBL demonstrates that, within a supportive SLC, students become active creators of knowledge, teachers act as catalysts for transformative learning, and the entire school community thrives through collaboration, innovation, and shared success.

Keywords: Student Design and Innovation, Project-Based Learning, School Learning Community, Collaborative Learning, 21st-Century Skills

Ainur Kenenbayeva, Gulnur Kenenbayeva, Zhanar Abdikerova, Saltanat Zhalmahanova, Kazakhstan

Teachers Learning from Students' Analytical Thinking through Problem-solving in Physics and Mathematics Classrooms

This study investigates how teachers co-learn from students' analytical thinking within the School as Learning Community (SLC) framework, emphasizing reciprocal learning processes in collaborative STEM classrooms. Co-learning is not a one-directional transfer of knowledge, but a dynamic process in which teachers gain insights from students' reasoning, strategies, and misconceptions.

The research focuses on students' step-by-step problem-solving processes—identifying conditions, selecting models or formulas, justifying decisions, and evaluating alternative solutions—as a source of teacher learning.

In mathematics lessons, real-world problems encouraged students to articulate their reasoning explicitly, enabling teachers to observe solution pathways, recognize misconceptions, and adapt scaffolding strategies. In physics lessons, hands-on experimental problem-solving helped students test hypotheses, analyze data, and link theory with empirical evidence. Teachers used these observations to refine questioning techniques, restructure lesson sequences, and support higher-order thinking.

Analysis revealed that attention to students' analytical thinking enhanced teachers' reflective practices, promoted flexible instructional responses, and strengthened collaboration. Teachers gained deeper understanding of student reasoning and adjusted instructional strategies to foster co-learning.

The findings indicate that students' analytical thinking is not only an outcome of STEM instruction but also a meaningful source of teacher learning. Incorporating systematic observation of problem-solving processes within SLC frameworks can enhance professional growth, collaborative teaching, and lesson design in physics and mathematics classrooms.

Rosalio Sominog Abellanosa & Franzill Vidi Lacia Jangad, Thailand

The Development of Students' Competencies through Learning Science in English by using Lesson Study Approach.

Students in science classrooms, particularly the 538 lower secondary students at Rajinibon School, demonstrated low confidence in using English during classroom discussions and interactive activities, despite learning science primarily through English to enhance global competitiveness. Fear of making mistakes resulted in limited participation, minimal peer communication, and passive learning, with students relying heavily on teacher explanations. These challenges were largely attributed to traditional teacher-centered instruction that provided few meaningful and contextualized opportunities for students to use English. To address this issue, a collaborative research project was conducted using a Lesson Study approach, involving science teachers, school administrators, and university specialists. The Lesson Study process consisted of three stages: collaborative lesson plan analysis, classroom observation of research lessons, and structured reflection meetings focused on students' learning behaviors and language use.

Through the Lesson Study cycles, lesson plans were redesigned to integrate science-based activities that created authentic contexts for English communication, including hands-on experiments, observation tasks, group discussions, and oral and written reporting. A quantitative pre-post design was implemented with all 538 students to examine changes in learning outcomes. Students' competencies were measured using a

5-point Likert-scale instrument across seven domains: science conceptual understanding, scientific inquiry skills, scientific English vocabulary, English communication skills, collaboration, critical thinking and problem-solving, and learning engagement. The results showed significant improvement across all domains, with mean scores increasing from 2.4–3.1 at pre-test to 3.8–4.4 at post-test. The largest gains were observed in scientific English vocabulary ($\Delta M = 1.7$) and inquiry skills ($\Delta M = 1.3$). Repeated measures analysis across three Lesson Study cycles revealed a consistent upward trend in students' competency development, indicating that the Lesson Study approach effectively supported contextual, interdisciplinary learning and enhanced students' confidence and active participation in learning science through English.

Online Information

February 27: School Visit

<https://us02web.zoom.us/j/81530118156?pwd=xtafknqkdaBOmhTbw072RLr2XytAcV.1>

February 28: Opening Remarks and Keynote Speeches

<https://us02web.zoom.us/j/83952500077?pwd=WFgzIBNvi6rmsTHrbioGELzwcslP7v.1>

March 1: Plenary Symposia and Closing Remarks

<https://us02web.zoom.us/j/89093856517?pwd=na73boXI5OBgaVmayPrp39MR3y8lmd.1>

March 1: Sessions : Face to Face

Session 1: _

<https://us02web.zoom.us/j/83744983213?pwd=RkUU6OSBM8KYPBjNPRBiW4jcHIXLnJ.1>

Session 2:

<https://us02web.zoom.us/j/82249315055?pwd=SSv6SRERSarac9NbdPQJ3yElhe1WYo.1>

Session 3:

<https://us02web.zoom.us/j/83637088930?pwd=aRcTKMi8a2KtFKPyyOQqaWTefyVoUI.1>

Session 4: <https://us02web.zoom.us/j/84901400918?pwd=T2caVWt4jvETTNLPNKhF4t2pTzr2bF.1>

Session 5: <https://us02web.zoom.us/j/86116473293?pwd=a6vg8YULQmxqwcJirdBOqJlxdJhfRh.1>

Session 6: <https://us02web.zoom.us/j/89711301438?pwd=54LuffKEBB1NhRaaRLILeinnacVHDH.1>

Session:7: <https://us02web.zoom.us/j/81070722317?pwd=GxweaBZtaHp8lbi9d6Pb5rJwxvoKSz.1>

Session 8:

<https://us02web.zoom.us/j/81042900342?pwd=4gMBPq6e7PylZXUCMnxOul2vC2KjaX.1>

Sessions: Online

Session 9: _

<https://us02web.zoom.us/j/82967360310?pwd=m8x6JznHzayB7jQuNkWdUkm6kD57Kt.1>

Session 10: _

<https://us02web.zoom.us/j/83423169337?pwd=eilV4UaaWFcHrlw4AaCnBvlUF3Dwux.1>

Session 11:

<https://us02web.zoom.us/j/82316604329?pwd=OyUJqfT1dVXFfbD2pxbmXbbIbnRTDR.1>

日本語・日本語機械翻訳付 (Japanese Only)

2月27日 学校訪問

<https://us02web.zoom.us/j/87504683118?pwd=1oU5XtFJrDONimddCTJp7dkUrNPoIw.1>

2月28日 開幕式と基調講演

<https://us02web.zoom.us/j/84214872349?pwd=DFgdmvgEW2inbjuE4pObD5bdYFTLU8.1>

3月1日 全体シンポと閉幕式

<https://us02web.zoom.us/j/89053445747?pwd=80Ee21m4QZThop1888mZmdSobjtukG.1>