

The 13th International Conference of School as Learning Community

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

PROGRAM

February 27th - March 1st 2026

Gakushuin University, Tokyo, Japan

The conference is held face to face and online.

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Welcome Greetings



Manabu Sato

President, International Network for School as Learning Community

It is with great pleasure that we get together at the 13th International Conference of School as Learning Community 2026. The conference is held both by face-to-face meeting and by virtual meeting with Zoom

The theme of the conference is “How Teachers Learn from/with Children: Theories in Practice of School as Learning Community”. Despite that the worst conditions of education under and post pandemic, school as learning communities have been active and impacted school reform and learning innovation. The innovative challenges have continued up to now. We, people who are concerned about human right of learning for all, are keen to know what this means to democratize schooling in this hard age. SLC has proclaimed a robust cannon that inter-supportive and inter-dependent of each other through enhanced inquiry and collaboration are both based on listening pedagogy. Indeed, in the last year, we held the 12th international conference with nearly 1,600 colleagues from 29 countries and areas.

In this conference, we invite the leading professors from The United Kingdom, Korea, Singapore, Indonesia, Vietnam, Thailand, Mexico and Japan as keynote and plenary speakers. You are cordially welcome to take part in this exciting international event, and to share your innovative experiences, cutting-edge theories, distinguished practice and visions for further education reforms.

Chair: The Organizing Committee of the 13th International Conference of School as Learning Community

Overview of the Conference

February 27th: School Visit

Asabano Elementary School, Sakado-City, Saitama Prefecture: 9:30 am – 5:00 pm
 (Three busses depart at 8:20 am from Main Gate of Gakushuin University.)

February 28th: Opening Remarks and Keynote Speeches

West 2 Building Room 201, Gakushuin University:

9:00am- 5:30pm

9:00am- 9:30am	Opening Remarks
9:30am-10:00am	Keynote 1 Manabu Sato The University of Tokyo, Gakushuin University, Japan
10:00am-10:30am	Keynote 2 Peter Dudley University of Cambridge, U.K.
10:30am-11:00am	Keynote 3 Luz Maria Stella Moreno Medrano (On-line) Tecnológico de Monterrey, Mexico
11:00am-11:30am	Break
11:30am-12:00am	Keynote 4 Christine Kim-Eng Lee National Institute of Education, Singapore
12:00am-12:30am	Keynote 5 Kiyomi Akita Gakushuin University, Japan
12:30am- 2:00pm	Lunch
2:00pm- 2:30pm	Keynote 6 Sumar Hendayama Indonesian University of Education, Indonesia
2:30pm- 3:00pm	Keynote 7 Anunthavorasakul Athapol Chulalongkorn University, Thailand
3:00pm- 3:30pm	Keynote 9 Woojung, Son Korean Institute of Learning Community, South Korea
3:30pm- 4:00pm	Keynote 10 Sachiko Asai The University of Tokyo, Japan
4:00pm- 4:20pm	Break
4:30pm- 5:30pm	Discussion
6:00pm-8:00pm	Reception Party (6,000 JPY) Large Dining Room, Gakushuin University, In the campus

March 1st: Plenary Symposia, Sessions and Closing Remarks

Plenary Symposia and Closing Remarks: West 2 Building Room 201, Gakushuin University

Sessions: West 2 Building Room 203,204,205, 304, 305, 306, 403

9:00am-10:30	<p>Plenary Symposium A</p> <p>Yoshiko Kitada Saitama University, Japan</p> <p>Faikhanta Chatree (On-line) Kasetsart University, Thailand</p> <p>Yuta, Suzuki Institute of Science Tokyo, Japan</p>
10:30am-10:40am	Break
10:40am-12:10am	<p>Plenary Symposium B</p> <p>Tomoyuki Morita Yamagata University, Japan</p> <p>Khong Thi Diem Hang Monash University, Vietnam</p> <p>Chun-Yi Lin National Taiwan Normal University, Chinese Taipei</p> <p>Asep Supriatna (On-line) Indonesia University of Education, Indonesia</p>
12:10am-1:10pm	Lunch
1:10pm- 2:50pm	<p>Sessions</p> <p><u>Sessions Face to Face</u></p> <p>Session 1, 2, 3: Practical Case and Its Interpretation</p> <p>Session 4,5: Collaborative Learning of SLC</p> <p>Session 6, 7, 8: Professional Development and School Reform</p> <p><u>Sessions Online</u></p> <p>Session 9</p> <p>Session 10</p> <p>Session 11</p>
3:00pm-4:00pm	Closing Remarks

School Visit

February 27th Observation of Lessons and Lesson Study

Location

Asabano Elementary School: Sakado-City, Saitama Prefecture.

810 Ooaza Asaba, Sakado City, Saitama Prefecture, 350-0238 Japan

Brief Introduction

Asabano Elementary School is located in Sakado-City, about one hour by train from Tokyo. The school was founded 53 years ago, integrating neighbor schools. It contains 448 children and 30 teachers and staffs. The area is a bit distant from the central of the city, so it is one of the hardest schools in the city, and lots of students are not good of socio-economic situation, The school introduced SLC approach about 10 years ago, and has drastically empowered it under thoughtful leadership of the principal Yasumi Osawa since 2024.

Time Table

09:30	Arrival to the Asabano Elementary School: Brief Introduction
10:15 - 10:25	Welcome event by students
10:25 - 11:10	Observation of all the classrooms
11:20 - 12:05	Observation of all the Classrooms
12:05 - 13:00	(Lunch Break)
13:00 - 13:40	Interviews to the principal and Superintendent of Sakado City
13:45 - 14:30	Proposal lesson (6 th Grade)
14:30 - 14:45	(Short Break)
14:45 - 15:25	Lesson study by all the teachers of the Asabano Elementary School
15:25 - 15:50	Commentaries by Tomoyuki Morita and Yuta Suzuki
15:50 - 16:30	Exchange of commentaries by SLC global colleagues
16:30	Closing

Transport

At 8:15 AM Three busses (at most 105 people) pick up the foreign visitors at the main gate of Gakushuin University. Registration for participants will begin at 8:00 AM.

At 6:00 PM The busses come back to the main gate of Gakushuin University

Attentions

- (1) Japanese – AI translation from English to Japanese is supported by subtitles.
- (2) Lunch is served at the Asabano Elementary School.
- (3) Registration fee is free, But the fee for the school visit is 4,000 JPN including transportation, a receiver for impromptu translation from Japanese to English and lunch).

Asabano Elementary School in Sakado City

Asabano Elementary School is located in Sakado-City, about one hour by train from Tokyo. The school was founded 53 years ago, integrating neighbor schools. It contains 448 children and 30 teachers and staffs. The area is a bit distant from the central of the city, so it is one of the hardest schools in the city, and lots of students are not good of socio-economic situation, The school introduced SLC approach about 10 years ago, and has drastically empowered it under thoughtful leadership of the principal Yasumi Osawa since 2024.

The motto of the school is “School brimming with smiles, nurturing the strength to live”. 1. Teachers possessing a sense of mission and responsibility, rich professionalism and strong collegiality, 2. School that grow up children with families and community.

Sakado-City Board of Education

The superintendent Masahisa Ota launched dynamic school reform of School as Learning Community approach from 2024. Currently all of 12 elementary schools and 7 junior secondary schools implement SLC approach and perform great success.



Keynote Speakers



Manabu Sato:
The University of Tokyo, Gakushuin University, Japan

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



Peter Dudley: Cambridge University, UK

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



Luz Maria Stella Moreno Medrano:
Tecnológico de Monterrey, Mexico

Luz María Moreno Medrano is a Mexican researcher and educator with more than 25 years of experience dedicated to transforming education from critical and intercultural perspectives. She began her career as a rural teacher in the Sierra Tarahumara in an indigenous community in 1994, an experience that defined her commitment to social justice, the dignity of peoples, and the ethics of care. She holds a PhD in Education from the University of Cambridge and a Master's in Educational Policy from Harvard, and from 2021 to 2025 she directed the Institute for Research on Educational Development (INIDE) at the Ibero-American University. She is currently National Dean of Research at the School of Humanities and Education at Tecnológico de Monterrey, where she promotes critical thinking, socially committed research, and dialogue between diverse fields of knowledge for the construction of democratic and inclusive learning communities.



Christine Kim- Eng Lee: National Institute of Education, Singapore

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



Kiyomi Akita: Gakushuin University, Japan

Professor Kiyomi Akita majors in teacher education and educational psychology, especially focusing on teacher's professional learning and on discourse analysis in the classroom from preschool to senior high school, she has engaged in lesson studies at many schools as a supervisor. She is Emeritus professor, The University of Tokyo.

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

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

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



**Sumar Hendayana:
Indonesian University of Education. Indonesia**

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



Athapol Anunthavorasakul: Chulalongkorn University, Thailand

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



**Woojung Son:
Korean Institute of School as Learning Community, South Korea**

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

She gave lectures on curriculum, teaching and learning, and learning theory at universities in Busan, and Korea Teachers' University.

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

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

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



Sachiko Asai: The University of Tokyo, Japan

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

Plenary Speakers



Yoshiko Kitada: Saitama University, Japan

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



Chatree Faikhamata: Kasersart University, Thailand

Dr. Chatree Faikhamta is an Associate Professor in Science Education at Kasetsart University, Thailand, specializing in pedagogical content knowledge (PCK) development and teacher professional learning. His research explores how science teachers develop their PCK through innovative approaches like lesson study, contributing significantly to both pre-service and in-service teacher education in Southeast Asia. His work, published in leading journals such as *Research in Science Education* and the *International Journal for Lesson & Learning Studies*, bridges theoretical understanding of PCK with practical classroom applications. His recent research project on enhancing pre-service teachers' PCK for STEM through lesson study exemplifies his commitment to improving teacher education practices. Through international collaborations in Canada, Japan, and New Zealand, Dr. Faikhamta has developed a rich understanding of global perspectives in science teacher education while maintaining a strong focus on the Southeast Asian context.



Yuta Suzuki: Institute of Science Tokyo, Japan

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



Tomoyuki Morita: Yamagata University, Japan

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



Khong Thi Diem Hang: Monash University (Australia), Vietnam

Khong Thi Diem Hang is a Policy Fellow at Victoria University, Australia. She earned her Ph.D in teacher professional development at the University of Queensland in 2020. She served as a co-investigator for a teacher capacity building project in Indonesia funded by the Head Foundation from 2017 to 2018 and as a coordinator and local participant analyst for a 2-year Toyota research project on school reform in Vietnamese schools from 2012 to 2014. She has supported the promotion of Lesson Study for Learning Community (LSLC) in Vietnam since 2006 by connecting leading Japanese scholars and practitioners with Vietnamese teachers, local educational authorities at all levels and non-governmental organizations and is the co-founder of Vietnam Lesson Study for Learning Community Network. Her research interests include teacher learning and professional development, initial teacher education, classroom talk, school reform, LSLC, education policy, and education in Vietnam. She has jointly published 13 papers in internationally renowned education journals such as Higher Education, Educational Review, Cambridge Journal of Education, Professional Development in Education, Education and Information Technologies, and three book chapters under Routledge, Springer and ABC-CLIO. One of the papers was awarded Educational Review's Most Read Article in 'Literacy, Languages and Performing Arts' stream in 2014.



**Chun-Yi Lin:
National Taiwan Normal University, Chinese Taipei**

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



Asep Supriatna: Indonesia University of Education, Indonesia

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

Keynote Speeches

February 28st

Keynote 1 Manabu Sato

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

Keynote 2 Peter Dudley

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

Keynote 3 Luz Maria Stella Moreno Medrano

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

Keynote 4 Christine Kim Eng Lee

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

Keynote 5 Kiyomi Akita

Ensuring Time and Space for Children's Learning and Embracing Diversity: Teachers' Responsive Creativity

Keynote 6 Sumar Hendayana

Teacher digital learning in School as Learning Community

Keynote 7 Athapol Anunthavorasakul

Walking the Path: A 9-Years Journey of SLC Embedding in Thai Context

Keynote 8 Woojung Son

Learning and Difficulties in Teachers' Lesson Study - Focusing on Korea -

Keynote 9 Sachiko Asai

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

Plenary Symposia

March 1st

Plenary A

Yoshiko Kitada

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

Chatree Fakhanta

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

Yuta Suzuki

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

Plenary B

Tomoyuki Morita

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

Khong Thi Diem Hang

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

Chun-Yi Lin

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

Asep Supriatna (Online)

Building Learning Leadership in School as Learning Community

SESSIONS

March 1st: 1:10pm-2:50pm

Sessions Face to Face West 2 Building

Session 1 , Room 203

Chair: Sumar Hendayana, Indonesian University of Education, Indonesia

Developing an Applied Mathematics Magnet Program as a School Learning Community: A Thai Case Study
Chalernsak Mayoo, Sirinat Jongkonklang & Nataya Pihanthanond, Thailand

When Context Becomes the Curriculum: ESL Learning Across Marginalized Semporna and Urban Petaling Jaya Classrooms in Malaysia
Nurkalyisah Atiqah binti Muhammadin, Malaysia

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.
Lưu Thế Bảo Anh, Viet Nam

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

Session 2 , Room 204

Chair: Christine Lee, National Institute of Education, Singapore

Learning With and From Students: Enacting School as Learning Communities Through Classroom Drama Pedagogy in Primary Chinese Language Education
Ak Le Jun, Malaysia

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

Picture Word Inductive Model to improve Reading and Writing Ability of Students Grade 4
Jiraporn Chano & Kanokporn Janatkon, Thailand

The Analysis of Deep Learning Synchronized by Home Science Process Skills Towards Teacher Competencies
Gamaliel Septian Airlanda, Septian Tri Kristianto & Evina Aini Damayanti, Indonesia

Session 3 , Room 205

Chair: Chun-Yi Lin, National Taiwan Normal University, Chinese Taipei

Assessment of Analytical Thinking Skills of Matthayom 1 Students.

Supphachok Sukmontri & Suwichaya Khaensing, Thailand

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

Pinyo Saowandee, Thailand

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

Nanako Sudo, Kenta Aoki & Monami Goto, Cambodia

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

Paskaran Krishnan, Malaysia

Session 4 , Room 304

Chair: Peter Dudley, Cambridge University, UK

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

Yeh Yung-Ching, Taiwan

Empowering STEM Minds Through Collaborative Projects in a Learning Community

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

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

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

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

Leow Tze Wei, Malaysia

Session 5 , Room 305

Chair: Yoshiko Kitada, Saitama University, Japan

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

Kais A. Kadhim, Malaysia

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

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

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

Azneeal Ar Rashid Bin Mohd Ramli, Malaysia

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

Pantisa Phansuwan, and Kornkanok Lertdechapat, Thailand

Collaborative Learning of SLC
XiuJuan Hao, China

Session 6 : Room 306

Chair: Athapol Anunthavorasakul, Chulalongkorn University, Thailand

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

Saidatul Izdihar Binti Amir Bangsa & Hafizah Binti Maasad, Malaysia

High Impact IBME Implementation through PLC to Enhance Mathematics Interest and Teaching Effectiveness
Nur Asni Binti Alias & Ra'baniah Nor Binti Hamdan, Malaysia

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

Wen Pin Chang & Yulun Huang, Chinese Taipei

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

Onnipa Thaithae Pansamut, Charnwit Parinwattanachoti, Kreetha Tirawattayat & Chaiyathep Teerasirin Thongsin, Thailand

Session 7: Room 403

Chair: Tomoyuki Morita, Yamagata University, Japan

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

ChangLin Ding, China

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

Grace Lee Ai Lean, Malaysia

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

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

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

Apipum Pliawplod & Watcharapong Arjamnuaykijja, Thailand

Session 8: Room 404

Chair: Sachiko Asai, The University of Tokyo

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

Muhammad Amin Bin Abu, Malaysia

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

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

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

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

Pisit Saita, Thailand

Sessions Online

Session 9

Chair: Yuta Suzuki, Institute of Science Tokyo, Japan

How teachers learn from students in school as learning community

Rini Carini, Indonesia

Guidelines for Subject-Based Curriculum Development to Foster Global Citizenship

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

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

Manmeet Kaur, India

Teachers learn from students in creating learning materials

Sofwan Gozali & Astri Wahyu Dini, Indonesia

Session 10

Chair: Takayo Ogisu, The University of Tokyo

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

Asep Supriatna, Indonesia

Chumchonbankaoklom School: The School as Learning Community

Orapan Heetkaew, Thailand

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

Eneng Rahmayanti, Indonesia

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

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

Session 11

Chair: Kanako Kusanagi, Nagoya University, Japan

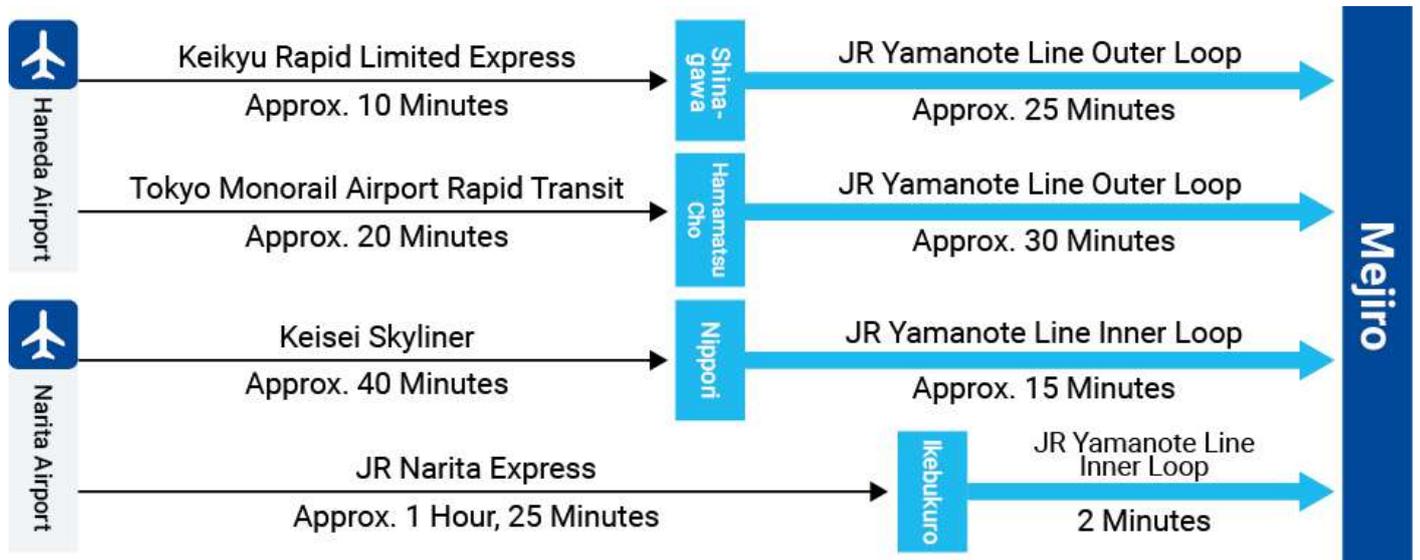
How Teachers Learn with Students through Sharing, Learning, and Caring in a Learning Community
Nuryani & Riki Septiawan, Indonesia

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

Teachers Learning from Students' Analytical Thinking through Problem-solving in Physics and Mathematics Classrooms
Ainur Kenenbayeva, Gulnur Kenenbayeva, Zhanar Abdikerova, Saltanat Zhalmahanova, Kazakhstan

The Development of Students' Competencies through Learning Science in English by using Lesson Study Approach.
Rosalio Sominog Abellanosa & Franzill Vidi Lacia Jangad, Thailand

Access from the airport



Gakushuin University is located very close to the Mejiro Station. Just 1 minute walk.

Venue of the conference: West 2 Building: Room 201
Gakushuin University



Campus Map of Gakushuin University



Main Gate

West Gate

Mejiro Station

③ is the venue of the conference on February 28 and March 1, West 2 Building.

February 27. 8:00am to 8:15am

The busses will wait for you, foreign visitors only, at **the main gate, near ⑰ building**, to depart for school visit.

The main gate is located about 5 minutes-walk from the Mejiro Station.

On the day, the busses will be back to the main gate of Gakushuin University at 6 pm.

⑱ is the place for the reception party on February 28: 6 pm- 8pm.

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=OyUJqfT1dVXFfbD2pxbmXbbISnRTDR.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>