

Reflection on the programme (26 October, 5-11 November)

SDG Vocab | 12 – Education for Sustainable Development – (ESD)



● *knowledge*

From the online training on the topic of ESD, I have learned about the meaning, concepts, and processes of education that provides learners of all ages with the knowledge, skills, and attitudes necessary to deal with global challenges. It also emphasizes responsibility for the environment and society as a whole.

From November 5 to 11, 2024, I visited schools that implement ESD processes, including Zao Primary School, Nigata Junior High School, the Kure City Education Council, and related networks involved in learner-centered education. These visits allowed me to observe inquiry-based learning, hands-on learning, and learning aimed at creating change. Implementing ESD in actual schools made the concepts even clearer, as I learned through direct experience.



oct.26 online

● *network*

Because of the exchange of opinions and educational experiences between Thailand and Japan, we learned and opened new perspectives in both education and culture. It also has fostered good friendships with Thai teachers participating in the project and Japanese teachers involved in the activities, which serves as an opportunity to expand the network of collaboration wider.





ACTION PLAN

Enhancing the Quality of Japanese Language Teaching for Grade 10 at Sirindhorn School Using the Education for Sustainable Development (ESD) process Managed through the Deming Quality Cycle (PDCA)



PLAN



DO



CHECK



ACTION

1. Enhancing the Quality of Japanese Language Teaching for Grade 10 Japanese Language Subject
2. Promoting students' competencies that are crucial for global change
3. Creating practical learning activities aligned with the SDGs

Designing Instructional Activities Aligned with ESD

1. Organize teaching activities using role-playing techniques, both in the classroom and through recorded video clips.
2. Conduct Japanese cooking activities.
3. Exchange New Year cards with schools in Japan and engage in online cultural exchanges.
4. students create short films about Surin Jasmine Rice.

Evaluating the Results Based on Student Performance Self-assessment, Peer assessment, Teacher assessment, and Parent feedback Teachers analyze issues and causes by comparing the objectives from the PLAN with the actual implementation to determine what needs to be improved or adjusted.
Collect feedback and survey satisfaction and skill development from students, as well as evaluate the outcomes based on learning results.

Utilizing the results from analyzing problems and identifying causes for Improvement, fostering individual development, adjusting teaching better suit the learners, organizing more activities that align with their interests, planning to expand the PLC network to broaden collaboration opportunities and sharing students' work to students in next generations.