

“Learning through cultures”, “Learning from encounters” as a changemaker



My reflection

○Regarding the current state of education in Thailand, through visiting local schools and exchanging with local teachers/staff, I will try to identify the differences by comparing to Japanese educational system and explore measures that can be applied to improve educational environment in Japan.

⇒ I felt that the idea of ‘Happy Learning’ (that makes teachers, staff, parents and pupils/students involved in education happy), put forward by the Ministry of Education Thailand, has been ingrained in the educational institutions I visited as well as that the Thai educational policy is spreading to each educational site.

⇒ The relationship between teachers and students is based on trust, and it felt as though the teachers have enough time to nurture the students as well as can afford them to do so.

⇒ The Thai schools have a well-developed system for providing special support, and this is probably one way in which the concept of ‘happy learning’ is put into practice. I also felt that the acceptance of gender differences and ethnic minorities is from the national characteristic (the royal family and the philosophy of Buddhism).

Three Action Plans



1

The way teachers work

◆ We must promote work style reforms. While Japanese teachers hold the philosophy of 'teachers are for the children,' they are overwhelmed and do not have time for dialogue with students or to offer advice for the future. Through 'scrap and build,' we will refine the 'things only teachers can do.' (This is the realisation of the Japanese-style 'HAPPY LEARNING'.)

2

Promotion of foreign language and intercultural understanding

◆ We will put into practice the realisation that being able to speak English makes the world feel closer through online exchange classes, etc. (International Understanding Education)

◆ I witnessed the vibrant learning of students with disabilities at the schools for the hearing impaired that I visited. I want to foster a connection where these differences are not viewed as something foreign but as a shared responsibility, removing the emotional barriers between teachers and students. (Human rights education)

3

Public relations(PR) to school teachers, staff, students, parents, and the local community

◆ Public Relations to School Teachers, Staff, Students, Parents, and the Local Community

- Conducting an online all-school morning assembly ("Implemented during the programme")
- Promoting teacher learning through a 'Thailand Programme Debriefing Meeting'
- Serving Thai food in school lunches on 10 March
- All students watching a 'Thailand Introduction Video'
- Exchange with participating schools in the programme (primary schools from other prefectures and private junior/senior high schools)

◆ Presentation at the District Board of Education
Introducing this programme at the District Vice-Principal Meeting and promoting it within the district