

Reconstructing Teacher Learning through International Collaboration:

Insights from the EDU-Port Japan Initiative

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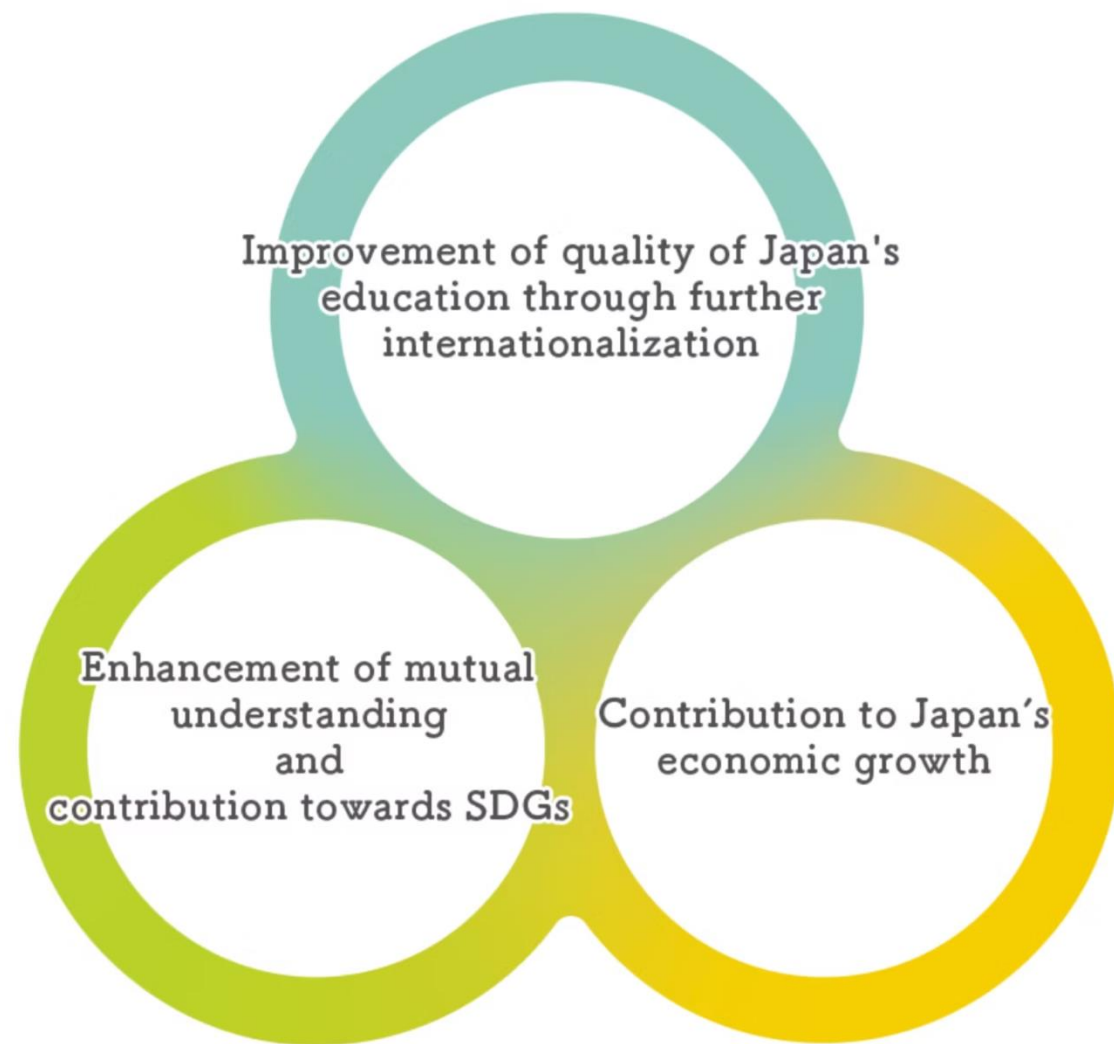
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About EDU-Port

- EDU-Port Japan is a “public-private, nationwide” initiative to proactively **introduce Japanese-style education overseas** by providing a platform which is organized by *the Ministry of Education, Culture, Sports, Science and Technology (MEXT)* and from in which the public and private sectors collaborate in achieving this objective.
- EDU-Port Japan aims to expand horizontally and deepen the platforms built to date while reaffirming that EDU-Port Japan is “port-port”.

EDU-Port Japan Website: <https://www.eduport.mext.go.jp/en/about-en/>

3 Pillars of EDU-Port Japan



Methodology

Research Purpose:

- Explore how international collaboration fosters professional learning
- Identify processes, enabling conditions, and indicators for sustainable educational internationalization

Mixed Method



AI analysis

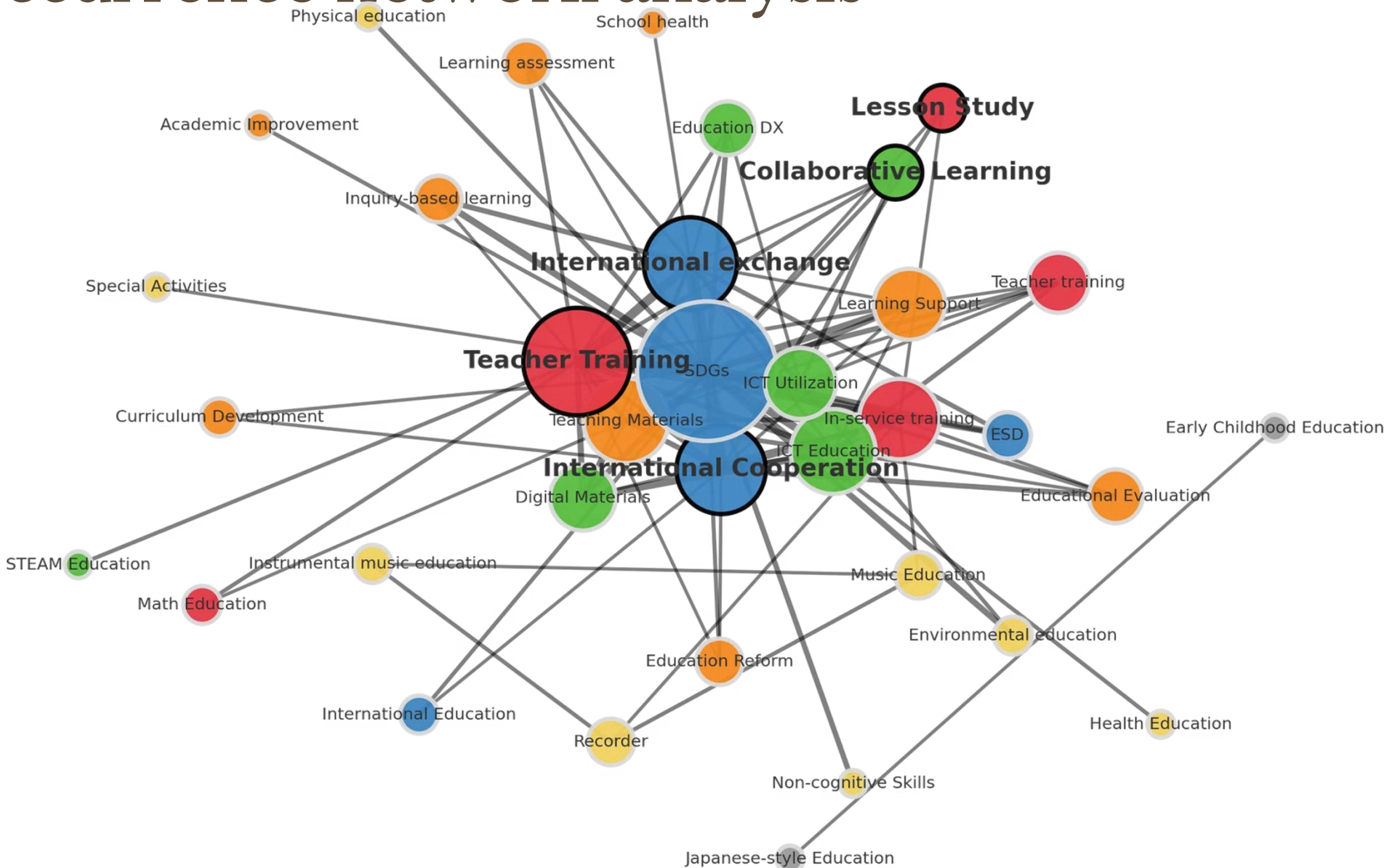
Co-occurrence network analysis of
112 project reports



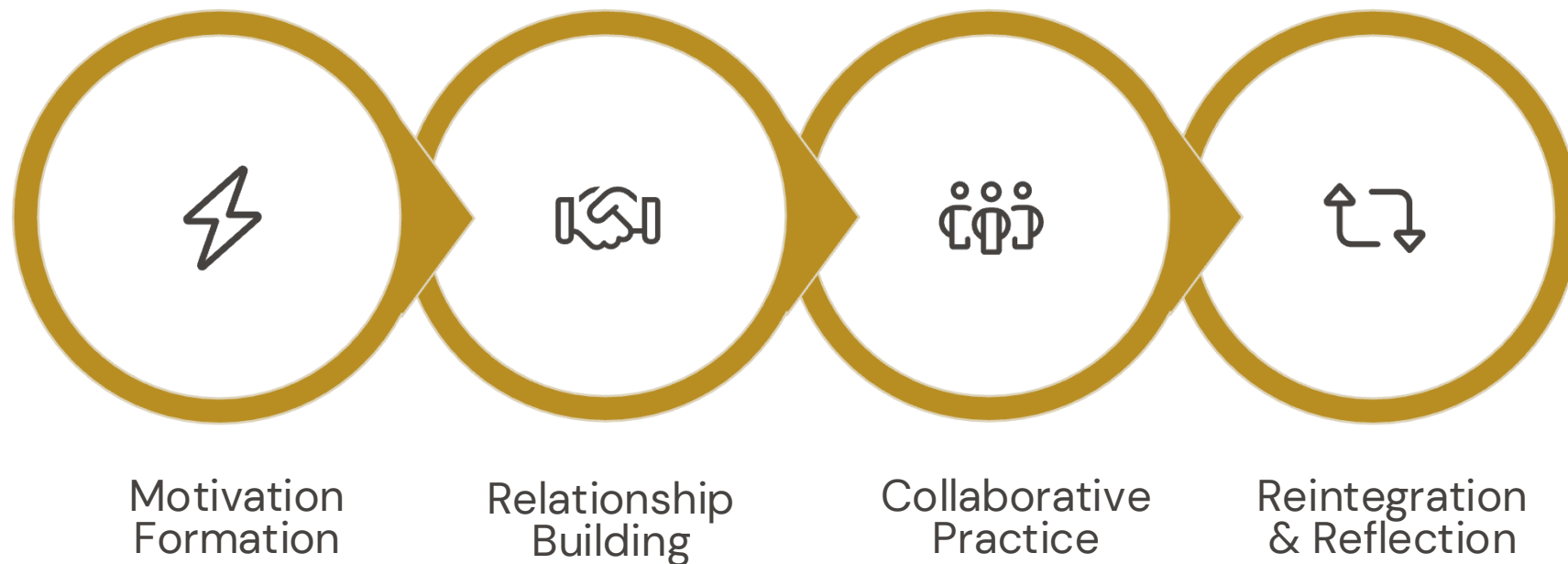
In-depth interviews

Interviews with 15 participating stakeholders
from 8 organizations

Co-occurrence network analysis



Four-Phase Model



Identifying factors that **support improvement in *internationalization***

- Cross-cultural understanding and adaptability
- **Reflection** on practice and dialogue
- Organizational Support System
- Domestic and International **Dialogue** Circulation

Case Example: Uganda Visit (July 2025)

Collaborative lesson study @Karinabiri Secondary School & Kings College Budo

- Students moved from teacher-directed tasks to generating their own questions
- Teachers began to consider approaches starting from student interest

— Teacher from Fukui University Compulsory Education School

Joint lesson study stimulated **cross-cultural reflection**



Case Example (continued): Mutual benefits

Japanese teachers:

- Re-examining educational assumptions and teaching methods
- Improving adaptability to diverse learning environments
- Expanding educational perspectives through cross-cultural understanding

Ugandan teachers

- Exploring the culture of lesson study
- Introduction of peer observation
- Building a collaborative learning environment
- Gaining new perspectives on challenges faced

Both sides: **Strengthened professional identity** through shared practice



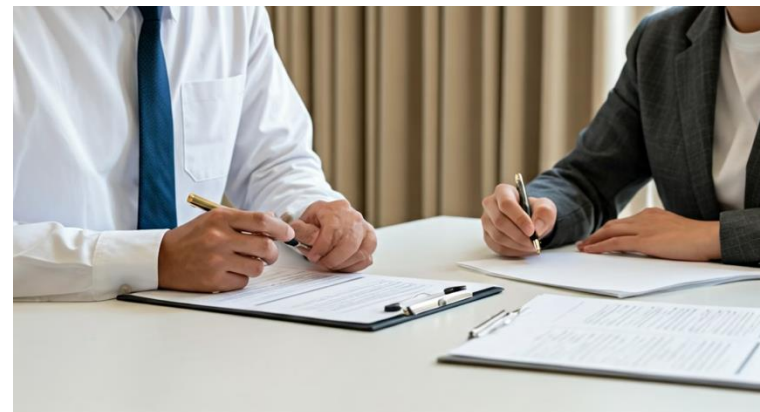
Practical Indicators for Evaluation

Quantitative Indicator

- **Number of people** (ex. teachers and students) involved in international exchange and practical activities
- **Scores** for international understanding and attitude change based on post-activity surveys
- **Number of domestic results** sharing meetings and presentations

Qualitative Indicator

- Descriptions of **changes** in learning and educational views.
- **Implementation** of cross-cultural curriculum development and lesson improvements
- **Presence and quality of outcome** sharing with others within the community and school/company
- Description of **ripple effects** on domestic educational issues (academic ability, non-cognitive skills, etc.)



*Note that these indicators should not be used as an end in themselves, but rather to **support** the “*visualization of the internationalization of education*” and “*continuous improvement of practices.*”

Implications for Leadership & Management



Teacher agency as a driver for institutional change

Functioning as a **driving force** for organizational change

Bottom-up change brings about sustainable reform



Professional learning communities as engines of innovation

Functioning as an **engine** of innovation

Collaboration among teachers leads to new educational approaches



International collaboration as a capacity-building strategy

Functioning as a capacity development **strategy**

Intercultural exchange promotes the growth of educational institutions as a whole

“**Effective leadership**” means supporting the integration of teachers' professional growth and international perspectives.

21st-Century Skills Connection

Critical thinking

Analysis and integration of
different educational
approaches

Communication

Communication skills that transcend
language and cultural barriers

Creativity

Innovative solutions from diverse
perspectives



Cultural Competence

Improving Cross-Cultural
Understanding and Adaptability

These skills benefit both teachers and students in a **globalized learning environment**.

Recommendations

Incorporating collaborative lesson study

Promote collaborative learning among teachers by actively incorporating **lesson study** into our internationalization strategy.

Leadership and resource allocation

Provide **organizational support** and appropriate resource allocation for sustainable partnerships.

Developing context-sensitive evaluation indicators

Develop **multifaceted indicators** to measure the quality and results of collaboration, and strive for continuous improvement.

These proposals will contribute to the **establishment of systematic and strategic international collaboration** that goes beyond one-off exchanges.

Conclusion

International collaboration is a **mutual, reflective, and developmental** journey.

EDU-Port Japan's experience demonstrates the **transformative potential of learning** for practitioners.

Also offer **important insights** for leadership in higher education and global partnerships.





Thank you for listening!

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