

5th
PMCA
Forum 2024



The 5th Princess Maha Chakri Award Forum 2024

16–17 October 2024
Bangkok, Thailand

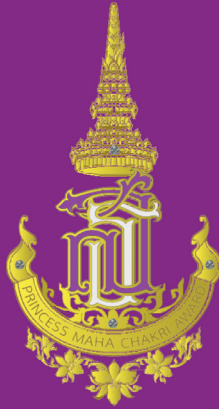


The 5th Princess Maha Chakri Award Forum

**16 –18 October 2024
IMPACT Forum 2, Muang Thong Thani,
Nonthaburi, Thailand**

Table of Contents

The Princess Maha Chakri Award and the Princess Maha Chakri Award Forum	3
Programme	5
The 2023 Princess Maha Chakri Award Recipients	13
Brunei	14
Mr. Mohamad Amir Irwan Haji Maksin	
Cambodia	18
Mrs. Hay Chakriya	
Indonesia	22
Mrs. Harisdayani	
Lao PDR	26
Mrs. Kimfeuang Heuangmany	
Malasia	31
Mr. Saifulnizan Che Ismail	
Myanmar	37
Ms. Aye Su Win	
The Philippines	42
Mr. Jerwin O. Valencia	
Singapore	48
Madam Chong Chew Luan Penny	
Thailand	54
Mr. Niwat Ngenngammeesuk	
Timor – Leste	62
Mrs. Filomena Da Costa	
Vietnam	66
Mr. Nguyen Manh Hung	
Synopsis : Show and Share Session – 2023 PMCA Recipients	72
Synopsis : Show and Share Session – Country team 2015 – 2021 PMCA Recipients	76



The Princess Maha Chakri Award and The Princess Maha Chakri Award Forum

The Princess Maha Chakri Award (PMCA) was established in 2015 in honor of Her Royal Highness Princess Maha Chakri Sirindhorn's 60th Birthday Anniversary. The award recognizes HRH's dedication as a teacher and lifelong contributions to education, both nationally and internationally.

The Princess Maha Chakri Award is given every two years to outstanding teachers from 11 countries in ASEAN and Timor-Leste. Starting in 2025, the award will also include Bangladesh, Bhutan, and Mongolia. Teachers who receive the award are nominated by their respective Ministries of Education, based on the main criteria that they have changed students' lives and have made significant contributions to education in their country. The more specific selection criteria are determined by each Ministry of Education, reflecting their desire to acknowledge the commitment and dedication of their outstanding teachers. Final approval of the award recipients is made by the Princess Maha Chakri Award Committee, chaired by HRH Princess Maha Chakri Sirindhorn.

The Princess Maha Chakri Award Forum is held every other year alongside the PMCA Award Ceremony. The forum aims to promote the excellent teaching practices of PMCA recipients and provide them with opportunities to share experiences and learn from one another. It also serves as a platform for the professional development of PMCA recipients from all participating countries.



The 5th Princess Maha Chakri Award Forum 16–17 October 2024

IMPACT Forum and Royal Thai Embassies (online)

Wednesday 16 October 2024	Date	Descriptions	Venue
	06:30 - 07:30	Registration of PMCA Forum participants	Grand Diamond Ballroom Concourse
	08:00 - 08:45	Participants are seated for Opening Ceremony briefings and introduction	Grand Diamond Ballroom
	09:00	Arrival of HRH Princess Maha Chakri Sirinthorn and Opening Ceremony of the 5 th PMCA Forum & The 3 rd International Conference on Equitable Education : Future of Education for Youth and Adolescents	Grand Diamond Ballroom
	09:00 - 11:20	Opening Ceremony of the 5th PMCA Forum - Address by Minister of Education of Thailand - Report by Chairman of PMCA Foundation - Opening address for the 5 th PMCA Forum and the 3 rd International Conference on Equitable Education Future of Education for Youth and Adolescents by HRH Princess Maha Chakri Sirindhorn - Report by eleven 2023 PMCA Recipients - Thai Musical Performance by HRH Princess Maha Chakri Sirindhorn with PMCA Recipients and Thai Teachers	
	11:20 - 12:30	Luncheon with HRH - High Officials from 14 countries, 2023 PMCA Recipients and invited guests	
	12:30 - 12:35	HRH Princess Maha Chakri Sirindhorn joins group photographs with (1) Scholarship students, Equitable Education Fund	
			Ballroom Concourse and Hallway

	Date	Descriptions	Venue
Wednesday 16 October 2024	12:35 - 12:40	HRH Princess Maha Chakri Sirindhorn joins group photographs with (2) Minister of Education + PMCAF committee + 3 Committee Chairmen	Ballroom Concourse and Hallway
	12:40 - 12:45	HRH Princess Maha Chakri Sirindhorn joins group photographs with (3) all 42 PMCA Recipients	
	12:45	View exhibits and departure of HRH Princess Maha Chakri Sirindhorn	
	12:00 - 13:00	Lunch break for participants	Banquet Hall 102
	13:30 - 15:00	Plenary Session [P1] - Good Practices and Teacher Professional Development [Bhutan, Mongolia, Bangladesh]	Grand Diamond Ballroom
	15:00 - 15:30	Coffee break	Grand Diamond
	15:30 - 16:30	Plenary Session [P2] - The Journey towards PMCA Academy of Teachers- Mrs. Chua-Lim Yen Ching, Former Executive Director, Academy of Singapore Teachers	Grand Diamond Ballroom
Thursday 17 October 2024	08:30 - 10:00	Show and Share Session (S1) 2023 PMCA Recipient Singapore : Title: Navigating the World of Visual Impairment: A Hands-On Workshop	Sapphire 201
		Show and Share Session (S2) 2023 PMCA Recipient Myanmar : Title: “Developing English language in the school curriculum”	Sapphire 202
		Show and Share Session (S3) 2023 PMCA Recipient Cambodia : Title: How to calculate the area of land?	Sapphire 203
		Show and Share Session (S4) 2023 PMCA Recipient Vietnam : Title: Survival Skills	Sapphire 204
		Show and Share Session (S5) 2023 PMCA Recipient Timor Leste : Title: Creative Thinking Ideas (Monkey’s Favourite food)	Sapphire 205
		Show and Share Session (S6) 2023 PMCA Recipient Malaysia : Title: Inquiry-based and Fun Learning in Mathematics	Sapphire 206

Thursday 17 October 2024	Date	Descriptions	Venue
	10:00 - 10:45	Coffee break	Ballroom Concourse
	10:45 - 12:15	Show and Share Session (S7) 2023 PMCA Recipient Lao PDR : Title: Microbial Fermentation for Science Education	Sapphire 201
		Show and Share Session (S8) 2023 PMCA Recipient Thailand : Title: Coffee and Community Engagement for Lifelong Learning	Sapphire 202
		Show and Share Session (S9) 2023 PMCA Recipient Brunei Darussalam : Title: Enhancing L2 Reading Comprehension through Blended Learning: A Practical Approach for Primary School Students	Sapphire 203
		Show and Share Session (S10) 2023 PMCA Recipient Philippines : Title: “Kindness Metamorphosis: Transforming Lives with Care”	Sapphire 204
		Show and Share Session (S11) 2023 PMCA Recipient Indonesia : Title: Designing Interactive Learning Media for Differentiated Instruction	Sapphire 205
	12:15 - 13:15	Lunch break	Banquet Hall 102
	13:15 - 14:45	Show and Share Session (S12) 2023 Team PMCA Recipients - Thailand : Title: Innovation in the New Normal	Sapphire 201
		Show and Share Session (S13) 2023 Team PMCA Recipients – Myanmar : Title: “Evolving ELT: Harnessing Blended Learning for Enhanced Language Acquisition”.	Sapphire 202
		Show and Share Session (S14) 2023 Team PMCA Recipients – Indonesia : Title : AI as Teacher Assistant and Game Education	Sapphire 203
		Show and Share Session (S15) 2023 Team PMCA Recipients – Lao : Title Engaging Community in School Management	Sapphire 204

Thursday 17 October 2024	Date	Descriptions	Venue
	13:15 - 14:45	Show and Share Session (S16) 2023 Team PMCA Recipients – Malaysia : Title: I’M POSSIBLE	Sapphire 205
		Show and Share Session (S17) 2023 Team PMCA Recipients – Singapore : Title: Sharing of character education programmes in PMCA Singaporean recipients’ school	Sapphire 206
	14:45 - 15:30	Coffee break	Ballroom Concourse
	15:30 - 17:00	Show and Share Session (S18) 2023 Team PMCA Recipients - Brunei Darussalam : Title: Using Blended Learning to Enhance Differentiated Classroom	Sapphire 202
		Show and Share Session (S19) 2023 Team PMCA Recipients – Cambodia : Topic: How To Make a Ship	Sapphire 203
		Show and Share Session (S20) 2023 Team PMCA Recipients – Philippines : Title: Innovative Strategies for Filipino Learners under Unique Circumstances	Sapphire 204
		Show and Share Session (S21) 2023 Team PMCA Recipients – Vietnam : Title: Exploring Southeast Asia: Project-Based Learning and Cultural Exhibitions	Sapphire 205
		Show and Share Session (S22) 2023 Team PMCA Recipients – Timor Leste : Title: Enhancing School Culture: Integrating Art, Sustainability, and Conflict Resolution	Sapphire 206
	18:30 - 20:00	Dinner for all PMCA Recipients and Discussion on PMCA Academy of Teachers	Sapphire 201



กำหนดการประชุมวิชาการนานาชาติ รางวัลสมเด็จพระเจ้าฟ้ามหจักรี ครั้งที่ ๕
และ การประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา ครั้งที่ ๓
วันที่ ๑๖ – ๑๙ ตุลาคม ๒๕๖๗

ณ อาคารอิมแพ็ค ฟอรั่ม ๒ เมืองทองธานี จังหวัดนนทบุรี

วัน – เวลา	กิจกรรม
วันพุธที่ ๑๖ ตุลาคม ๒๕๖๕	
๐๖.๓๐ - ๐๗.๓๐ น.	ลงทะเบียน และรับเอกสาร ด้านหน้าห้องแกรนด์ ไดมอนด์ บอลรูม เริ่มเข้าห้องประชุมเวลา ๐๗.๑๕ น.
๐๙.๐๐ น.	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี เสด็จพระราชดำเนินโดยรถยนต์พระที่นั่งจาก วังสระปทุมถึงอาคารอิมแพ็ค ฟอรั่ม ๒ เมืองทองธานี จังหวัดนนทบุรี
	พล.ต.อ.เพิ่มพูน ชิดชอบ รัฐมนตรีว่าการกระทรวงศึกษาธิการ กราบบังคมทูล ถวายรายงาน
	นายกฤษฎพงศ์ กิริติกร ประธานกรรมการมูลนิธิรางวัลสมเด็จพระเจ้าฟ้ามหจักรี กราบบังคมทูลถวายรายงาน
	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรม ราชกุมารี พระราชทานพระราชดำรัสทรงเปิดการประชุมวิชาการ นานาชาติ รางวัลสมเด็จพระเจ้าฟ้ามหจักรี ครั้งที่ ๕ ปี ๒๕๖๗ และการประชุม วิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา ครั้งที่ ๓
	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรม ราชกุมารี ทอดพระเนตรและทรงรับฟังการนำเสนอผลงาน ของครูรางวัลสมเด็จพระเจ้าฟ้ามหจักรี รุ่นที่ ๕ ปี ๒๕๖๖
	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี ทรงดนตรี
๑๑.๒๐ น.	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี เสวยพระกระยาหารกลางวัน และเสวยพระราชทานเลี้ยงอาหารกลางวัน แก่คณะกรรมการมูลนิธิรางวัลสมเด็จพระเจ้าฟ้ามหจักรี คณะกรรมการมูลนิธิ รางวัลสมเด็จพระเจ้าฟ้ามหจักรี ผู้บริหารของกระทรวงศึกษาธิการ ๑๓ ประเทศ เอกอัครราชทูต ๑๓ ประเทศ ผู้บริหารองค์การระหว่างประเทศ ผู้บริหารองค์กรหลักของกระทรวงศึกษาธิการ กรรมการของกองทุน เพื่อความเสมอภาคทางการศึกษา ผู้สนับสนุนกิจการของมูลนิธิรางวัล สมเด็จพระเจ้าฟ้ามหจักรี และผู้ที่เกี่ยวข้อง

วัน – เวลา	กิจกรรม
๑๒.๓๐ น.	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี ทรงฉายพระรูปร่วมกับบุคคลต่าง ๆ ณ ห้องแซฟไฟร์ ๒๐๖ ทรงทอดพระเนตรนิทรรศการและเสด็จพระราชดำเนินกลับ
เสร็จพิธีเปิดการประชุมวิชาการนานาชาติ รางวัลสมเด็จพระเจ้าฟ้ามหจักรี ครั้งที่ ๕ และ การประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา ครั้งที่ ๓	
๑๒.๐๐ – ๑๓.๓๐ น.	ผู้เข้าร่วมพิธี รับประทานอาหารกลางวัน ณ ห้องจัดเลี้ยง ๑๐๒
๑๓.๓๐ – ๑๕.๐๐ น.	Plenary Session [P1] – Good Practices and Teacher Professional Development โดย ผู้บริหารระดับสูงจากประเทศภูฏาน มองโกเลีย และบังกลาเทศ ณ ห้องแกรนด์ ไดมอนด์บอลรูม
๑๕.๐๐ – ๑๕.๓๐ น.	พักรับประทานอาหารว่าง ณ โถงหน้าห้องแกรนด์ ไดมอนด์ บอลรูม
๑๕.๓๐ – ๑๖.๓๐ น.	Plenary Session [P2] – Moving towards PMCA Academy of Teacher – PAT โดย Mrs. Chua Lim Yen Ching อดีตผู้อำนวยการสถาบันพัฒนาครู ประเทศสิงคโปร์ (Academy of Singapore Teacher) ณ ห้องแกรนด์ ไดมอนด์ บอลรูม
๑๖.๓๐ เป็นต้นไป	ครูไทยรับประทานอาหารเช้า และพักผ่อนตามอัธยาศัย
วันพฤหัสบดีที่ ๑๗ ตุลาคม ๒๕๖๕	
๐๘.๓๐ – ๑๐.๐๐ น.	Show and Share Session [S1] ครูรางวัลสมเด็จพระเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศสิงคโปร์ ห้องแซฟไฟร์ ๒๐๑
	Show and Share Session [S2] ครูรางวัลสมเด็จพระเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศเมียนมา ห้องแซฟไฟร์ ๒๐๒
	Show and Share Session [S3] ครูรางวัลสมเด็จพระเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศกัมพูชา ห้องแซฟไฟร์ ๒๐๓
	Show and Share Session [S4] ครูรางวัลสมเด็จพระเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศเวียดนาม ห้องแซฟไฟร์ ๒๐๔
	Show and Share Session [S5] ครูรางวัลสมเด็จพระเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศติมอร์-เลสเต ห้องแซฟไฟร์ ๒๐๕

วัน - เวลา	กิจกรรม
	Show and Share Session [S6] ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศมาเลเซีย ห้องแซฟไฟร์ ๒๐๖
๑๐.๐๐ - ๑๐.๔๕ น.	พักรับประทานอาหารว่าง ณ บริเวณโถงหน้าห้องแกรนด์ ไดมอนด์ บอลรูม
๑๐.๔๕ - ๑๒.๑๕ น.	Show and Share Session [S7] ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศ สปป.ลาว ห้องแซฟไฟร์ ๒๐๑
	Show and Share Session [S8] ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศไทย ห้องแซฟไฟร์ ๒๐๒
	Show and Share Session [S9] ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศบรูไนดารุสซาลาม ห้องแซฟไฟร์ ๒๐๓
	Show and Share Session [S10] ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ปี ๒๕๖๖ ประเทศฟิลิปปินส์ ห้องแซฟไฟร์ ๒๐๔
๑๒.๐๐ - ๑๓.๐๐ น.	พักรับประทานอาหารกลางวัน ณ ห้องจัดเลี้ยง ๑๐๒
๑๓.๑๕ - ๑๔.๔๕ น.	Show and Share Session [S12] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศไทย ห้องแซฟไฟร์ ๒๐๑
	Show and Share Session [S13] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศเมียนมา ห้องแซฟไฟร์ ๒๐๒
	Show and Share Session [S14] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศอินโดนีเซีย ห้องแซฟไฟร์ ๒๐๓
	Show and Share Session [S15] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศ สปป.ลาว ห้องแซฟไฟร์ ๒๐๔
	Show and Share Session [S16] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศมาเลเซีย ห้องแซฟไฟร์ ๒๐๕
	Show and Share Session [S16] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศมาเลเซีย ห้องแซฟไฟร์ ๒๐๖
๑๔.๔๕ - ๑๕.๓๐ น.	พักรับประทานอาหารว่าง ณ บริเวณโถงหน้าห้องแกรนด์ ไดมอนด์ บอลรูม

วัน - เวลา	กิจกรรม
๑๕.๓๐ - ๑๗.๐๐ น.	Show and Share Session [S17] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศบรูไนดารุสซาลาม ห้องแซฟไฟร์ ๒๐๒
	Show and Share Session [S18] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศกัมพูชา ห้องแซฟไฟร์ ๒๐๓
	Show and Share Session [S19] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศฟิลิปปินส์ ห้องแซฟไฟร์ ๒๐๔
	Show and Share Session [S20] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศเวียดนาม ห้องแซฟไฟร์ ๒๐๕
	Show and Share Session [S21] Country Team ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี ประเทศติมอร์-เลสเต ห้องแซฟไฟร์ ๒๐๖
๑๗.๐๐ เป็นต้นไป	ครูไทยรับประทานอาหารเย็น และพักผ่อนตามอัธยาศัย
๑๘.๓๐ น.	ครูรางวัลสมเด็จเจ้าฟ้ามหจักรีหารือเรื่อง “PMCA Academy of Teachers” และรับประทานอาหารเย็น ห้องแซฟไฟร์ ๒๐๑
วันศุกร์ที่ ๑๘ ตุลาคม ๒๕๖๗	
๐๘.๓๐ - ๑๒.๐๐ น.	ครูไทย รุ่นที่ ๑ - ๕ เข้าร่วมกิจกรรมการพัฒนา - การสอนศิลปะสำหรับครูที่ไม่ได้จบศิลปะ ห้องแซฟไฟร์ ๒๐๔
	- การสร้างความเข้มแข็งทักษะการอ่าน ห้องแซฟไฟร์ ๒๐๕
	- Social Emotional Learning ห้องแซฟไฟร์ ๒๐๖
๑๒.๐๐ - ๑๓.๐๐ น.	ครูไทยพักรับประทานอาหารกลางวัน ณ ห้องจัดเลี้ยง ๑๐๒
๑๔.๐๐ น.	ครูไทยเดินทางกลับ

* กำหนดการอาจปรับเปลี่ยนได้ตามความเหมาะสม



Brunei Darussalam

Mr. Mohamad Amir Irwan
Haji Moksini



Cambodia

Mrs. Hay Chakriya



Indonesia

Mrs. Harisdayani



Lao PDR

Mrs. Kimfeuang
Heuangmany



Malaysia

Mr. Saifulnizan Che Ismail



Myanmar

Ms. Aye Su Win



The Philippines

Mr. Jerwin Valencia



Singapore

Madam Chew Luan
Penny Chong



Thailand

Mr. Niwat Ngerngammesuk



Timor-Leste

Ms. Filomena do Costa



Vietnam

Mr. Nguyen Manh Hung

Brunei Darussalam

Mr. Mohamad Amir Irwan Haji Moksins

...lah Rendah PKN Bukit Beruang
... My Second Home”

...perience, Mr. Irwan believes that
...especially the underprivileged. His
...h the full potential of all his students.
...nced learning disability when he was
...speaking and reading. Fortunately,
...Sarina, took care of him as her own
...overcome his difficulties. After moving
...an met a Chinese teacher who taught
...two exceptional teachers planted
...g and teaching in him.



...ed new teaching techniques to teach
...o students, as well as sharing this
...ing other teachers. These techniques
...for teaching any subject. One example
...English narrative writing strategy with
...n and colorful semantics. Mr. Irwan
...phasizing both manners and education.
...a teacher to preparing his students,
...Brunei Darussalam, with these two

ครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี พ.ศ. 2566

จากบรูไนดารุสซาลาม

ครูโมฮัมหมัด อาเมียร์ เออร์วาน บิน ฮาจิ มุกชิน
ครูสอนภาษาอังกฤษ โรงเรียนเซโคลาห์ เรนดาห์ พีเคเอ็น บุกิต เบรง

“โรงเรียนของฉัน บ้านหลังที่สองของฉัน”



ครูเออร์วานเชื่อว่า “เด็กทุกคนมีความสำคัญ” โดยเฉพาะ
เด็กด้อยโอกาส ความมุ่งมั่นของครูเออร์วานคือ การ
ศักยภาพของนักเรียนทุกคนอย่างเต็มที่

ครูเออร์วานมีประสบการณ์ตรงในเรื่องความ
เรียนรู้อย่างเป็นเด็ก โดยเฉพาะอย่างยิ่งในด
โซคติครูชาเรีนาดูแลครูเออร์วานเหมือนลูกของต

ความยากลำบากต่างๆ และช่วงที่ครูเออร์วาน
เรียนในโรงเรียนใหม่ก็ได้พบกับครูชาวจีนที่สอนค
ทั้งสองคนนี้ได้ปลุกเมล็ดพันธุ์แห่งความรักในการอ

ครูเออร์วาน



ครูเออร์วานได้พัฒนาเทคนิคการสอนใหม่ๆ เพื่อสอนการรู้หนังสือ
ภาษาอังกฤษให้กับนักเรียน รวมถึงแบ่งปันความรู้ให้แก่ครูคนอื่น

Ms. Hay Chakriya

2023 PMCA Recipient, Cambodia

Mathematic... school
“I like...
stud...
for tec...
A daughter...
of her fat...

ครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี พ.ศ. 2566

จากกัมพูชา

ครูชัย จักวิทยา
ครูสอนวิชาคณิตศาสตร์ โรงเรียนมัธยมชเวตอกรัง
“ฉันชอบแบ่งปันความรู้ ฉันพยายามสอนนักเรียนว่า
คณิตศาสตร์มีความสำคัญต่อเทคโนโลยีวิทยาศาสตร์
วิศวกรรมศาสตร์ และชีวิต”



ขอขอบคุณ และคำยินดีที่ครูอานเป็น
ชาวพัฒนาครู มีความสุขและ
ในการเป็นครูรางวัลสมเด็จเจ้าฟ้ามหาจักรีและ
นักเรียนได้ ครูชัยได้เรียนรู้
และเรียนรู้จากครูชาวจีนที่สอน
การสอนแบบ
สอนโดยใช้สื่อที่สร้างสรรค์ โดยครูอาน
วิชาศาสตร์ เทคโนโลยี วิศวกรรมศ
และเพื่อส่งเสริมความรู้และใจของนักเรียน
ใช้ปณิธานที่โรงเรียนและครูอานได้สอน
นักเรียนได้สอนวิชาคณิตศาสตร์และใจของ
ทำให้ครูอานได้เรียนรู้จากครูชาวจีน และจาก
การสนับสนุนจากครูชาวจีนที่สอน

Brunei Darussalam

Mr. Mohamad Amir Irwan Haji Maksin

Education Background

- 2016 Bachelor of Arts (FASS) – First Class Honours,
University Brunei Darussalam (UBD) and Michigan State University (USA)
- 2002 Diploma in Primary Education, University Brunei Darussalam (UBD)

Current School

Pengiran Kesuma Negara Bukit Beruang Primary School, Brunei Darussalam

Area of Expertise

English Language

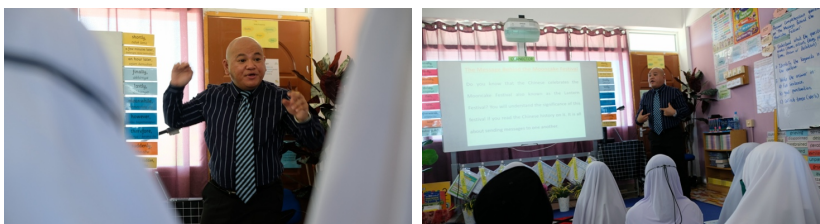
The Journey to Become a Teacher

Despite a modest start, with my Primary Certificate of Education grades being BCBB and no A's, I persevered through secondary school, earning credits in six subjects, a pass in English, and failing one subject in the Cambridge Ordinary Level. After retaking the English Language paper three times, I finally achieved a credit B. I then pursued Cambridge Advanced Level studies, securing credits in two out of three subjects. My determination led me to a university teaching course, where I graduated with a Diploma in Primary Education, albeit with a pass certification.



After a decade of teaching, I enrolled in a bachelor's degree in English Language and Linguistics, spending three years at the University of Brunei Darussalam and one year at Michigan State University. Despite the challenges of learning the science of language, I worked diligently and received invaluable support from my professors. Ultimately, I excelled, consistently ranking at the top of my class, and graduated with First Class Honors in English Language and Linguistics.

Reminiscing over my childhood learning, I was blessed with passionate teachers who tirelessly guided me through reading and basic arithmetic. Despite my learning difficulties and low self-esteem, they never gave up on me. Their unwavering support ignited my motivation and fostered my growth. Now, I aspire to emulate their dedication by helping children with diverse learning needs. Having walked in their shoes, I understand the insecurity that can accompany school life. I am committed to ensuring that no student is left behind, firmly believing that every child matters.



Teaching Pedagogy/Techniques

- Teacher-Led Station: Direct instruction and immediate feedback, addressing individual student needs.
- Offline Station: Collaborative activities and hands-on tasks that promote critical thinking and problem-solving.
- Online Station: Digital resources and interactive content that enhance engagement and autonomy in learning.

Activities After Receiving the PMCA Award

In addition to my role as a literacy coach, where I assist English teachers in refining their pedagogies, I am spearheading a project titled '*Learning Spaces to Progress Preschool Students Development.*' This initiative began in December 2023, following a visit by the Madam Permanent Secretary of the Ministry of Education (MoE) to Tungmahamek School in Bangkok. Impressed by the exemplary preschool learning spaces and the remarkable students, she proposed that I undertake a project to integrate similar learning spaces with our current syllabus.

Embracing this challenge, two selected preschool teachers and I, with support from PMCA, spent a week at Tungmahamek School. We gained invaluable firsthand experience working with the dedicated school director and diligent preschool teachers. During our time there, I also had the opportunity to model an interactive English lesson, '*Teaching Comprehension Using Station Rotation of Blended Learning,*' and conducted a workshop for neighboring schools in Bangkok on '*Assessing Learning Continuously in Primary English Classroom.*'



Pre-school Class 2 Learning Activities



Pre-school English Literacy Class



Future Plan

- Professional Development Programs: Develop and lead professional development workshops for teachers across various levels. Focus on modern pedagogical techniques, technology integration, and inclusive education strategies.
- Regional Collaboration: Partner with other PMCA recipients to bring best practices to my country. This can also provide opportunities for cultural exchange and professional growth.
- Further Training: Pursue advanced certifications in educational leadership, curriculum development, or a related field to enhance expertise, influence, and career development.

Cambodia

Mrs. Hay Chakriya



Cambodia

Mrs. Hay Chakriya

Education Background

- 2017 – 2020 Master's Degree of Mathematics, Angkor Khemara University
- 2013 – 2014 Diploma, National Institute of Education
(Specialization in Mathematic – Physics)
- 2009 – 2012 Bachelor's Degree of Mathematics, Angkor Khemara University

Current School

Khavé Village, Khavé Commune, Samrong District, Takeo Province

Area of Expertise

Mathematics

The Journey to Become a Teacher

Mrs. Hay Chakriya father is a teacher and supervisor, always encouraged her to go to school. He was her role model and inspired her to become a teacher. Her habit of explaining and encouraging others motivated her to enter the teaching profession. She chose to become a teacher instead of taking a scholarship to continue her bachelor's degree at a university.



Teaching Pedagogy/Techniques

Model 5Es: The 5E Model consists of five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It encourages active learning and critical thinking by involving students in hands-on activities. Students first engage with a concept, explore it through investigation, explain their understanding, elaborate on their knowledge, and finally evaluate their learning progress.

STEM Education: Apply mathematics in Science, Technology, Engineering into daily life.



Activities After Receiving the PMCA Award

- Continued to join charity projects (school, bridge, road, and pagoda construction, and sponsoring students).
- Served as a guest speaker to share teaching and student management experiences.
- Provided ideas to help develop the school.
- Shared experiences with other teachers to help them become good teachers at the national level.
- Participated in live interviews on Facebook and Zoom with Cambodian and Thai teachers.
- Offered ideas to the principal, leading to an admiration letter for being a good school principal.
- Participated in compiling documents for the Model Standard School competition.
- Led students in the Cambodia-Malaysia cooperation on a storytelling project (by PMCAF).



Future Plan

- Research new techniques for teaching and learning.
- Help develop my school to be a model school and support the development of more good teachers.
- Collaborate to help students learn more effectively and develop good morals.



Indonesia

Mrs. Harisdayani



Indonesia

Mrs. Harisdayani

Education Background

2014 Master's Degree in Educational Administration, University of Medan
2010 Bachelor's Degree in English Education, University of Medan

Current school

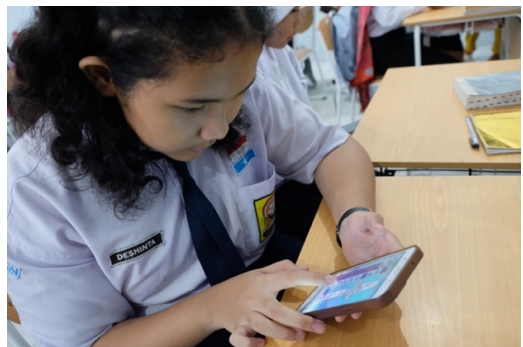
Sultan Hasanuddin, Binjai City – North Sumatra, Indonesia

Area Expertise

English

The Journey to Become a Teacher

Initially aspiring to work in a bank, I followed my parents' advice and became an English teacher after graduating from the State University of Medan in 2010. I started teaching at SD Negeri 026147, Binjai Timur, but later transitioned to SMP Negeri 2 Binjai in 2016 due to curriculum changes. A significant career highlight was winning a competition for IT-based learning media development, which boosted my confidence and allowed me to introduce innovative teaching methods to my students.



Teaching Pedagogy/Techniques

In my grade 7 English classroom, I've discovered that the key to success lies in recognizing and embracing the individuality of each student. By employing **differentiated instruction**, I create a learning environment where every student feels seen and supported. For some, this means adapting grammar lessons to include interactive games, visual aids, and even popular song lyrics to make abstract concepts more accessible. For others, it means providing a wide variety of reading materials, from graphic novels to news articles, to spark their interest and encourage critical thinking.

But my teaching goes beyond traditional methods. I believe in the power of **project-based learning** to truly engage and empower students. By immersing them in real-world scenarios, I allow them to apply their knowledge in meaningful ways. Whether it's making a comic, creating learning video, or producing short films, students become active creators, using the English language as a tool for communication, collaboration, and problem-solving. **Integrating technology** further enhances the learning experience, providing students with access to a wealth of resources and opportunities for self-directed exploration. The result is a dynamic classroom where students are not only mastering language skills but also developing critical 21st-century competencies like creativity, collaboration, and adaptability.

Activities After Receiving the PMCA Award

For the school

- Provided facilities and infrastructure, including the expansion of the school building.

For teachers

- Motivate teachers to improve their teaching skills by following online training

For students

- Provide "IT-based English learning homes" to help students who facing difficulties in learning
- Buy books for students
- Teach students to produce English learning video

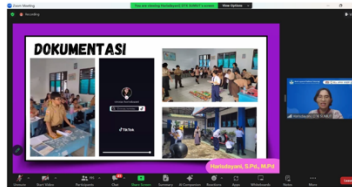
For Educational district and other teachers and principal in Binjai

- Conducted a roadshow to facilitate them in using technology in learning.
- Helped other school in remote area to do psychological test for their students
- Shared sessions to others teacher about best practice in teaching.
- Built collaboration with another regional education office to improve educators' skills in ICT and teaching.

for my educational district and others teacher
and principal in Binjai



facilitating them in
using technology in
learning
(roadshow)



Future Plan

- Publish books and educational article about my best practice in teaching.
- Form an English club in my school.
- Produce interactive learning media regularly.
- Develop a better English home with good facilities.

Lao PDR

Mrs. Kimfeuang Heuangmany



Lao PDR

Mrs. Kimfeuang Heuangmany

Education Background

2012 Intermediate level of vocational education training (8+3 system),
Xekong Province
Non – formal Education (secondary school, Xekong province)
1990 Basic vocational level of Xekong Province.

Current school

Pheemai Primary School, Xekong Province, Lao PRD

Area Expertise

School management, Mathematics, Science and Lao Language

The Journey to Become a Teacher

When I was young, I always dreamt of becoming a teacher. At that time, there was a shortage of teachers many students but few teachers. In my view, the teaching profession is an honorable one. It is crucial for work and education. Teachers play an important role in creating knowledgeable, capable, and progressive individuals who can develop the nation and make the country prosperous. Realizing this made me want to become a teacher even more. Understanding the feeling of not receiving adequate knowledge, I became a teacher to educate children and grandchildren and to pass on my knowledge to all the children in Lao PDR.



Teaching Pedagogy/Techniques

I diligently perform my responsibilities as assigned by the Ministry of Education and my superiors.

- Be a good role model for teachers in the school and society.
- Prepare an annual teaching plan according to the project curriculum.
- Write and produce teaching materials appropriate for the students.
- Perform my tasks according to the standards and criteria provided by the Ministry of Education.
- Conduct lessons and exams according to plan.
- Ensure regular monitoring and evaluation of students.
- Provide extra classes for slow learners to improve their performance.
- Teach the four basic skills: listening, speaking, reading, and writing efficiently.
- Organize a weekly teacher council meeting to report on the condition of students and teaching, annually, weekly, monthly, and quarterly.
- Organize regular meetings to share experiences with colleagues and other teachers to exchange experiences and practices.
- Lead activities that are beneficial to the students in my school.





Activities After Receiving the PMCA Award

- Reported and disseminated information about the PMCA award to all school levels and the municipal group level.
- Shared experiences on teaching material development with other teachers in the schools.
- Provided guidance to other teachers in the school on professional development and promotion.
- Participated in a training program to build the capacity of rural teachers in Lao PDR, in Shanghai, China.
- Served as a trainer in the training of trainers for a language training program in primary education at the provincial level.
- Attended training on the use of instruction manuals to improve teaching Lao language and mathematics in primary education (grades 1 and 2).
- Purchased a water filter for the school.
- Purchased teaching materials and electrical equipment for the school.
- Supported students who compete in district high school science and environment exams.
- Organized school art and sports competitions.
- Organized a Q&A activity on science.

- Supported students to participate in sports competitions for the 40th anniversary of the establishment of Sekong Province.
- Built a garden for the classroom-school and generate income from various plants and vegetables, approximately 4 million kip/year (\$US 160/year).
- Trained teachers and students in the school to make microbial fermentation.
- Conducted lessons integrating local wisdom into the classroom, such as using banana leaves to make bowls.
- Worked with the community to develop the village and help the people in the community.
- Lead activities that are beneficial to the students in my school.



Future Plan

- Organize training for teachers.
- Purchase audio equipment for teaching in the school.
- Organize study visits within the country and other country to share experiences and learn from each other.
- Install a roof for various activities such as washing hands and brushing teeth.

Malaysia

Mr. Saifulnizan Che Ismail



Malaysia

Mr. Saifulnizan Che Ismail

Education Background

2008	Diploma in Education
2007	Master of Education (Mathematics)
2005	Bachelor of Science (Computer)

Current school

SK Raja Bahar, 1650 Kota Bharu, Kelantan, Malaysia

Area Expertise

Mathematics

The Journey to Become a Teacher

I was born into a relatively modest family. My parents separated when I was still young. During primary school, I was a weak student and placed in the lowest-performing class. However, my awareness of the importance of education to change my future began when I was in Form 4 at secondary school. After achieving good results in my exams, I continued my studies, earning a Bachelor's degree in Computer Science and a Master's degree in Mathematics Education from the same university.

Before becoming a teacher, I worked as a street book vendor and in a factory. The hardships of earning a living motivated me to apply to become a teacher. I eventually succeeded and have now been a teacher for 15 years. I have seized this opportunity to help the next generation become knowledgeable and valuable members of society and the nation.



Teaching Pedagogy/Techniques

I adopted the **SMILE approach** – **Savvy, Maintain, Intimate, Love, and Engage** – in mathematics learning.

The SMILE approach represents a comprehensive strategy to enhance student engagement and understanding. Here's a breakdown of how each component plays a role:

- **Savvy:** This involves being resourceful and smart in delivering mathematical concepts. It means using creative and innovative methods to explain abstract ideas, making them relatable and easier for students to grasp.
- **Maintain:** Consistency is key in education. By maintaining a steady pace and ensuring that students continuously practice and review mathematical concepts, the approach helps reinforce learning and build a strong foundation.
- **Intimate:** Developing a close and supportive relationship with students is crucial. This aspect of the approach focuses on understanding individual student needs, creating a safe space where they feel comfortable asking questions and expressing difficulties.
- **Love:** Cultivating a love for mathematics is essential. By showing passion and enthusiasm for the subject, teachers can inspire students to develop a genuine interest and positive attitude towards learning mathematics.
- **Engage:** Active engagement is necessary for effective learning. This involves interactive teaching methods, such as group activities, discussions, and hands-on projects, which keep students involved and make learning mathematics more enjoyable.

By adopting the SMILE approach, mathematics learning becomes a more dynamic, supportive, and engaging experience, helping students not only understand the subject better but also develop a lasting appreciation for it



Activities After Receiving the PMCA Award

After receiving the award, I focused on further enhancing my teaching methods and sharing best practices with colleagues at the school, district, state, and national levels. I was invited to be a panel member in a forum at the International Conference on Supervision Professionalism to discuss the quality of teachers' pedagogy in the digital era.

I engaged in professional development opportunities to continually improve my skills and stay updated with the latest educational trends, such as obtaining international certification in big data and AI. I was also invited to participate in the Teacher-Made Mathematics Teaching Aids for Primary School Teachers course organized by SEAMEO QITEP in Mathematics in Yogyakarta last April. After completing the course, I disseminated the knowledge to mathematics teachers in Malaysia.



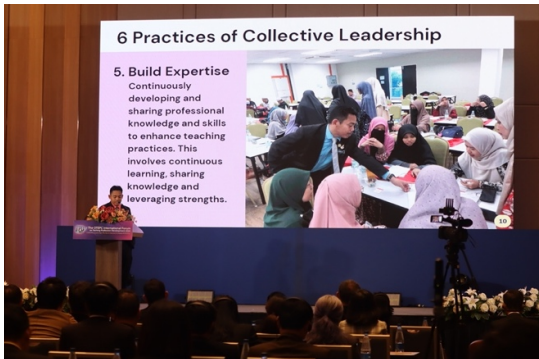
I upgraded the Herb Garden at the school to allow students to learn about natural life and educate them on loving the environment, supporting sustainable development. I added several stingless bee hives to enable my students to apply mathematical knowledge in their daily lives, such as measuring the volume of honey and selling it to teachers at the school.

I upgraded the Mathematics Garden to cultivate a culture of mathematics among students. I brought the real world into the mathematics classroom to strengthen mathematical understanding.

To keep students focused during lessons, I established a Reward Cupboard. I buy gifts to place in the Reward Cupboard every month. Students who complete their exercises receive stickers, which they can exchange for gifts from the Reward Cupboard.

In the field of educational technology, I purchased 10 laptops for students to use in the classroom. I trained students in digital technology, and they succeeded in winning competitions at state and national levels, such as Android application development competitions, digital storytelling animation competitions, and Minecraft Education Challenge by teaching them to solve current global issues.

I also bought several microcontrollers to train my students to create robotic innovations. At the end of last year, I took 30 students to the Mydigitalmaker Fair national exhibition in Kuala Lumpur. Here, my students became exhibitors, introducing their robotic innovation products to the visitors.



Future Plan

In the future, I will further equip the ICT needs in the classroom so that each student has a digital device for learning. My efforts aim to nurture students' interest in STEM and produce digitally literate students who can change the future world. **“Let’s Code for Our Future”**

Myanmar

Ms. Aye Su Win



Myanmar

Ms. Aye Su Win

Education Background

- 2015 – 2017 Bachelor degree in Education (English), Yangon University of Education
- 2012 – 2013 Diploma in English Language Teaching Methodology (DIP – ELTM) Yangon University of Education
- 2008 – 2009 Postgraduate Diploma in Multimedia Arts (Education) Yangon University of Education
- 2000 – 2006 Bachelor Degree (English), Patheingyi University

Current school

No.2 Basic Education High School, Hlaing Tharyar, Hlaing Tharyar Township, Yangon, Myanmar

Area of expertise

English

The Journey to Become a Teacher

I am Ms. Aye Su Win, a recipient of the prestigious PMCA Award from Myanmar, currently serving as an English teacher at No. 2 Basic Education High School, Hlaing Tharyar, Yangon, Myanmar. When I was young, my dream was to secure a high-paying position. However, I changed my mind after seeing many illiterate children in rural areas. I was born in one of the villages in the Ayeyarwady region, which is very far from Yangon. Since my childhood, I faced many difficulties in learning due to the lack of teachers. To succeed in my learning journey, I studied every subject with great interest. Despite many obstacles, I passed the matriculation exam with one distinction. Determined to attend university, I told myself, “Nothing is impossible. I never give up.”



From that time on, I wanted to help and support these children in their learning journey and had a burning desire to educate them. I was committed to enabling children in rural areas to become literate. This led me to become a qualified teacher, playing a crucial role in my students' lives. After becoming a teacher, I met several ambitious students and helped them fulfill their dreams and achieve higher, enviable positions. I devoted my life to teaching children with considerable effort. Currently, I am teaching English to high school students, aiming to help them pass the matriculation exam and attend university. Since 2008, I have taught students to achieve their goals and become proficient in English. I am committed to ensuring remarkable improvements in education to uplift children's lives in my country.



Teaching Pedagogy/Techniques

To promote students' performance in language learning, I emphasize activities based on Communicative Language Teaching (CLT) to improve accuracy and fluency. To communicate in the target language with a focus on real-life situations, I act as a facilitator in the learning process and provide opportunities for student-student interaction. Some activities I use in my classrooms include warm-up activities, group discussions, and pair work. I always give feedback and comments on students' activities. Moreover, I praise the best students and reward their performance. For students who need more support, I assign extra exercises and provide continuous feedback to encourage their learning. This approach helps students work on all four language skills and gain exposure to English.

Activities After Receiving the PMCA Award

After receiving the award, I supplied electricity for the two-story building with 12 rooms at school. I implemented a school garden and a small orchid yard. By donating electricity, hand-washing facilities, sanitation, cleaning toilets, and drainage systems have improved for teachers and students through a well-managed water transmission

system. With plumbing water to the toilets, students can easily clean the toilets, wash their hands, and improve personal hygiene. For the teaching and learning process, teachers can use Bluetooth devices to teach listening skills without worrying about running out of battery.

In addition, recording devices have been utilized to improve phonetics among students learning new languages such as English. The electricity supply enhances students' ability to learn and promotes lifelong learning. Lighting enables classes to be taught early in the morning and at night. The electricity supply also energizes the water purification system, pumps, purifies, and treats drinking water, and prepares and preserves food and medical supplies. I also serve as a librarian, helping all of my students read their favorite books during their free time.



The two-story building that I donated electricity supply



The electrical workers setting electrical appliances to supply electricity



Lighting enabling the classes to be taught early in the morning and during the rainy and stormy days (My student's discussion)



Delivering pan flags in anti-drug abuse activities



Reading activities



The demonstration of using pesticide to prevent mosquito-borne diseases



Teaching learning activities

Future Plan

- To provide a conducive teaching and learning environment.
- To motivate students and stimulate their interest in learning.
- To develop extracurricular activities.
- To teach English to students aiming for professional and high-ranking universities.
- To uplift students' lives.

The Philippines

Mr. Jerwin Valencia



The Philippines

Mr. Jerwin Valencia

Education Background

2010 Bachelor of Secondary Education – Mathematics,
Mariano Macross State University – College of Teacher Education

Current School

Dingras Nation High School, Ilocos Norte Madamba, Philippines

Area of Expertise

Mathematics

The Journey to Become a Teacher

I didn't have any specific plan for my future until it became urgent to list my two priority courses for the college entrance examination. My family members suggested I enter Commerce or Nursing, but I insisted that I didn't want a purely office-based job, so I chose Education.



At that time, my brother was about to finish his Bachelor in Secondary Education, majoring in Mathematics. I followed the same course since I was a Math Quizzer from elementary to secondary level. My commitment to education is profoundly rooted in Dingras, where I was raised in a family devoted to teaching, with one brother and three sisters who are licensed educators.

I taught for two years in a private school and have now completed ten years as a public servant. My journey in teaching was significantly influenced by my involvement in the Scouting Movement and the Young Men's Christian Association. As a young scout, I learned about service and leadership, which shaped my desire to make a positive impact on young lives. It has always been my greatest aspiration to teach young men to reach their full potential, serve their fellowmen, and be closer to God. I am proud of making a difference in the lives of many.

Teaching Pedagogy/Techniques

I, Mr. Jerwin O. Valencia, a mathematics teacher, have a broad perspective on teaching. I want my students to get involved in various activities, including environmental awareness and household chores. Learning is not only done within the four corners of the classroom but also in real-world settings. I'm familiar with the "Learning by Doing" approach. I teach my learners using the "Abstract to Concrete" approach and integrate different subject areas for further information. Understanding the needs of the community and using local resources to create lasting solutions is indeed a great manifestation of educational development and stability.



Activities After Receiving the PMCA Award

- Ice Cream for Exam Motivation and Refreshment (October 27, 2023)
 - Beneficiaries: 250 learners (Dingras NHS)
- Free Ice Cream (Dirty), Our Gift (December 17, 2023)
 - Beneficiaries: 300 learners/50 adults (Dingras NHS)
- Distribution of Free Seedlings with International Professionals Association of Dingras (December 24, 2023)
 - Beneficiaries: 200 households (Dingras)

- Foothanks and Christmas Games (Distribution of Shoes/Sandals/Clothes) (December 24, 2023)
 - Beneficiaries: 60 children/50 adults (Sulquiano, Dingras)
- Year-End Rafflejoy (Raffle of Basic Kitchen Utensils, Games, and Others) (December 31, 2023)
 - Beneficiaries: 50 children/50 adults (Sulquiano, Dingras)
- Matharvest Activity (Harvesting and Cooking of Vegetables) (April 3, 2024)
 - Beneficiaries: 50 children/50 adults (Sulquiano, Dingras)
- Bigas Para Sa Bata (Rice for the Children) (March 11, 2024)
 - Beneficiaries: 100 learners (Dingras NHS)
 - Main Sponsor: Team BAAK Riders
- Libreng Gupit (Free Haircut) (March 11, 2024)
 - Beneficiaries: 100 learners (Dingras NHS)
 - Main Sponsor: Team Kartib
- School Supplies Distribution (March 11, 2024)
 - Beneficiaries: 120 learners (Dingras NHS)
 - Main Sponsor: Dawey Farm and Boy Scouts of the Philippines
- Vegetable Seedlings Distribution (March 11, 2024)
 - Beneficiaries: 40 learners/20 adults (Dingras NHS)
 - Main Sponsor: Team GODs Win
- Donated Vegetable Seedlings in Dingras NHS and Project M.A.T.H (February 2024; P20,000.00)
 - Main Sponsor: PMCAF
- Snacks and Foods (March 11, 2024)
 - Beneficiaries: 100 learners (Dingras NHS)
 - Main Sponsor: DepEd Central Office, Ma'am Vicky Castillo and Friends
- Shoes for You (March 11, 2024)
 - Beneficiaries: 60 learners (Dingras NHS)
 - Main Sponsor: Queen Ace Fashion Shop and Grace Divina
- 7 Days Kindness Before Birthday
 - a. Broomsticks Distribution (April 1, 2024)
 - Beneficiaries: 44 sections (Dingras NHS)
 - Main Sponsor: Alyssa Kate Evangelista
 - b. School Uniform and Shoes for a Learner (In Honor of Princess Maha Chakri's Birthday) (April 2, 2024)
 - Beneficiaries: 44 sections (Dingras NHS)
 - Main Sponsor: PMCAF

- c. Ice Cream Mode (April 3, 2024)
 - Beneficiaries: 200 learners/30 adults (Dingras NHS)
 - Main Sponsor: Ruby Ann Juarez and Rhea Villanueva
- d. Shoes for Learners (April 4, 2024)
 - Beneficiaries: 3 learners (Dingras NHS)
 - Main Sponsor: Rhannie Frez Castro and Grace Divina
- e. School Type B-Uniform for a Learner (April 5, 2024)
 - Beneficiaries: 1 learner (Dingras NHS)
 - Main Sponsor: Ghenylee Fabillaran
- f. Itchy Ointment (April 6, 2024)
 - Beneficiaries: 10 learners (Dingras NHS)
 - Main Sponsor: Rev. Anselmo Pastor
- g. Ice Cream Mode (April 7, 2024)
 - Beneficiaries: 15 learners/20 adults (Dingras NHS)
 - Main Sponsor: PMCAF
- Labor Day Activity (Labor Day - Clothes Distribution, Slippers, Shoes, Sandals) (May 1, 2024)
 - Beneficiaries: 60 children/50 adults (Sulquiano, Dingras)
 - Main Sponsor: Elene Ballesteros
- Raffle Draw and Games (Barangay Festival of Sulquiano) (April 14, 2024)
 - Beneficiaries: 70 children/30 adults (Sulquiano, Dingras)
 - Main Sponsor: Angelo Macatbag
- Free Ice Cream (Barangay Festival of Sulquiano) (April 14, 2024)
 - Beneficiaries: 200 individuals (Sulquiano, Dingras)
 - Main Sponsor: Ruby Ann Juarez & Pola Gallegos
- Celebration of Womanhood, Blessings, and Victory (Mother's Day Present - Foods, Snacks, Kitchen Utensils, Games) (May 12, 2024)
 - Beneficiaries: 200 individuals (Sulquiano, Dingras)
 - Main Sponsor: PMCAF and Valencia Family
- National Learning Camp Snacks (July 2024)
 - Beneficiaries: 15 learners (Saludaes-Cali E/S)
 - Main Sponsor: PMCAF
- National Learning Camp Snacks (July 2024)
 - Beneficiaries: 20 learners/10 adults (Dingras NHS)
 - Main Sponsor: PMCAF

- Supported House Improvement of Agbalaygi Project Recipients
 - 1 Sliding Door and 2 Sliding Windows for Mario Baptista
 - 2 Aluminum Doors and 2 Sliding Windows for Noel Baptista
 - Donated Paint to Talon Family
 - CR Improvement for Tolentino Family
- Served as Resource Speaker in Scouting and DepEd Activities
- Supported Financially in the Conduct of Brigada Eskwela 2024 (July 22-27, 2024)
- Supported Concrete Construction of Houses
 - Alma Saldares and Family (Sulquiano, Dingras, Ilocos Norte)
 - Mateo Family (Bacarra, Ilocos Norte)
 - Nanding Siazon and Family (Casili, Bacarra, Ilocos Norte)
 - Supported Duplex House (Bacarra, Ilocos Norte)
- Partnered with Philippines Nurses Association in New Jersey for a House Recipient in Madamba, Dingras (P35,000.00)
- Sustainability of the Project M.A.T.H. (Making A Tremendous Help - Household Chores for Grade 9 and 10 Math Learners)
- Sustainability of the Sagut-Ayat Para Iti Arapaap (Gift of Love for a Dream)
- Sustainability of the School Project ILIGTAS and 4M's: Mathinik Matuto ang mga Mag-aaral ng Matematika
- Sustainability of the Agbalaygi (Building Houses) Project
- Sustainability of the Backyard to Kitchen Project with IPAD
- Partnered with Share Your Spare Singapore for School Projects and Community Projects



Future Plan

1. Distribute Tracing Pad for 30 Kindergarten.
2. Support five Households for Agbalaygi Project.
3. Construct PMCA Learning Area in our school.
4. Conduct feeding program in our school and other schools.

Singapore

Madam Chew Luan Penny Chong



Singapore

Madam Chew Luan Penny Chong

Education Background

2022 Bachelor of Arts (Hons), National University of Singapore

2007 Postgraduate Diploma in English (Secondary), Nanyang Technological University

Current school

Ahmad Ibrahim Secondary School, 751 Yishun Avenue 7, Singapore 768928

Area of expertise

Special education (virtually impaired)

The Journey to Become a Teacher

From a young age, I have always wanted to become a teacher. I vividly remember how I enjoyed teaching my juniors when I was in the primary school. After completing my Bachelor of Arts and Social Science, I eagerly sought to turn this dream into reality. However, the path wasn't as straightforward as I had hoped. Despite my best efforts, there were no teaching vacancies available at the time. However, I did not give up. I explored various job opportunities, trying to find a way to stay connected to education.



My journey took a meaningful turn when I joined Lighthouse School, a primary school dedicated to visually impaired students. There, I worked as a brailist in the Braille Production Unit. While my primary role involved producing Braille materials, I found ways to engage more deeply with the students. I began assisting in the music class and conducting Braille lessons for selected students. This experience was as close as I could get to teaching and was immensely rewarding.

In 2006, a pivotal moment arrived. One of the resource teachers at my alma mater, Ahmad Ibrahim Secondary School (a school that has an integration programme for visually impaired students) retired, creating an opportunity that seemed tailor-made for

me. My former teacher, aware of my dedication and passion, inquired if I was interested in the position. Without hesitation, I accepted the offer. This marked the beginning of my formal teaching career.

I enrolled in a year-long training program at the National Institute of Education (NIE), where I honed my skills and prepared for the classroom. Upon completing the training, I returned to AISS as a Resource Teacher for visually impaired students. This role allowed me to merge my love for teaching with my commitment to supporting students with visual impairment.

Now, after 16 fulfilling years as an educator, I reflect on my journey with a deep sense of gratitude. Every day, I am driven by the goal of helping VI students gain confidence and independence. The path to becoming a teacher was not always smooth, but each step, from my initial role as a brailist to my current position, has reinforced my dedication to education. It is incredibly fulfilling to witness my students grow and thrive, and I am continually inspired by their resilience and potential.



Teaching Pedagogy/Techniques

My teaching methodology is centred around the principles of Differentiated Instruction (DI) and the hand-over-hand method, with a strong emphasis on individualized teaching. Looking forward, I am trying to integrate the Structured Discovery approach into my pedagogy to further enhance learning outcomes for my students.

Current Pedagogical Approach

1. Differentiated Instruction (DI): Differentiated Instruction is the main foundation of my teaching practice. This approach involves tailoring instruction to meet the diverse needs of students by offering multiple ways to engage with the material and demonstrate their understanding. For visually impaired students, DI means adapting lessons to various sensory modalities, providing tactile materials, and utilizing auditory resources. For example, when teaching a topic on mensuration, I will use models to

ensure that they can feel and understand the figures.

2. Hand-Over-Hand Method: The hand-over-hand method is a key strategy in my teaching practice. This method involves guiding students' hands to help them learn new tasks and skills. For visually impaired students, this hands-on approach can be particularly effective in teaching activities that require precise motor skills or spatial awareness. By physically guiding their hands, I can help students understand how to manipulate objects, use tools, or perform tasks in a way that is difficult to convey through verbal instructions alone. This is especially so when I teach students food preparation skills.

3. Individualized Teaching: Each student has unique needs and learning styles, which is why individualized teaching is crucial. This approach ensures that every student receives the support and resources they need to succeed.

Activities After Receiving the PMCA Award

1. Empowering Visually Impaired (VI) Students through Entrepreneurship

Deli Munchi: An entrepreneurship project where the VI students learn to run a business in an authentic scenario. They conducted market surveys to help them in deciding what products to sell and at what prices should they sell; They advertised their project to the school and eventually working with a group of sighted students to operate and run the business together in school. It was heart-warming to see the whole school coming together and supported the project.

The VI team showed their appreciation and gratitude by giving an ice-cream treat to the whole school on 15 August 2024!

2. Daily Living Skills (DLS) Training Module 2024: Food Preparation for Visually Impaired Students in AISS

- Revised the DLS training module and wrote a more concise programme for the VI students. My team and I believe strongly that acquiring food preparation skills is very important for our VI students. We hope to create opportunities for them to learn and practise their culinary skills in school because they may not be able to do so at home.

- The students tried out skills like making hot drinks, cutting/slicing, steaming, peeling, using induction stove, operating a microwave.

3. Our Inclusivity Story in AISS

- a. One of our VI students, Yichen participated in an overseas immersion programme with other sighted students to Makassar.

Before the trip, I had a discussion with the team to ensure that Yichen is able to experience the full immersion programme with his sighted buddies. The discussion also helped to assure the team that they are able to care for a VI student on the trip. I also helped to convert the programme booklet to an accessible format which Yichen can read.

- b. Our 3 VI students participated in the full range of activities during the Outdoor Learning Experience for the Secondary 3 students.

Working with other school colleagues help to ensure that the VI students are able to participate safely in the mainstream activities with their sighted peers. Through these programmes, it truly showcases our school's effort in bringing about inclusivity-leaving no one behind.

4. Overseas Learning Programme (OLP) 2024

- a. Attended the National Federation of the Blind (NFB) Convention 2024 in Orlando, Florida.

- Using part of the award prize, I am extremely grateful to have this opportunity to attend the NFB Convention 2024. It has always been my greatest dream to be part of the largest gathering of blind people coming together to learn and share from one another. It was truly an eye-opening experience for me. It was not just an event or a visit but a journey that has left a lasting impact on how I perceive abilities, education, and empowerment among blind people.

- Biggest takeaway from this OLP is strengthening my conviction and belief that with proper training and opportunity, blind people can lead fulfilling lives and be active contributors to society.

b. Visit the Florida School for the Deaf and Blind

- Privileged to visit the Florida School for the Deaf and Blind and learn about their education system and their activities which foster and build self-confidence in their students. I am extremely impressed by the school's facilities and resources which allow their students to excel in both academic and sports.

5. Developed Braille proficiency rubrics and guidelines for Resource Teacher's role

- These documents will be helpful for MOE recruitment purposes.

- Preparing for succession when senior colleagues retire.

6. Organised a professional development learning journey for AISS staff to Dialogue in the Dark Singapore.

- To have a deeper understanding of visual impairment so that they can adapt their teaching pedagogy to cater to VI students' learning needs. Hence reinforce our belief in an inclusive school environment in AISS.

Future Plan

1. I hope to explore opportunities to bring my VI students for an overseas immersion programme to a school for the blind. I believe that interaction with other blind students from other countries, learning from their experiences, will definitely allow them to better appreciate what they have. Cultural exchanges will also enable my VI students to be more understanding towards others and become responsible global citizens.

2. I aim to explore culinary workshops for my students who have gained some exposure to food preparation during our DLS training programme. This will allow them to learn more complex culinary skills and be better prepared to provide for their families. This can also be an employment option for those who are interested in pursuing cooking as a career.

3. In the area of personal professional development, I hope to have the opportunity to attend training programme at a training centre in the United States, i.e. the Louisiana Centre for the Blind, so that I can be more equip with useful skills and return to Singapore to share my knowledge and skills with the rest of the teachers.



Thailand

Mr. Niwat Ngenngamneesuk



Thailand

Mr. Niwat Ngenngammeesuk

Education Background

2014	Master degree in Education Administration, Nakhon Ratchasima College
2000	Bachelor degree in Agricultural Science and Plant Science, Rajamangala University of Technology Lanna, Nan Province
1997	Tak College of Agriculture and Technology, Tak Province

Current school

Ban Mokokhi “Mae Fah Luang” Hill Area Community Learning Center, tha Song Yang District, Tak province, Thailand

Area of Expertise

Life-long learning

The Journey to Become a Teacher

I am Mr. Niwat Ngerngammesuk, a Karen teacher from the Hilltribe Community Learning Center “Mae Fah Luang,” under the Tha Song Yang Learning Center in Tak Province. Born into a poor family in Tha Song Yang District, I have witnessed the challenging conditions faced by the tribal people. Their low quality of life motivated me to pursue education and knowledge, with the goal of helping develop my local area.

I began my studies at Suksasongkroh Tak School, where I completed Mathayom 3 (equivalent to lower secondary education). I then pursued vocational agriculture studies at Tak Agricultural College and continued to earn a bachelor’s degree at Rajamangala Institute of Technology, Nan Campus. After completing my education, I started as a volunteer teacher at the Hilltribe Community Learning Center “Mae Fah Luang” in Tak Province and was later hired as a teacher there.

In 2001, I was assigned to serve as a supervisory teacher, pioneering the Educational Service Area Office in the Ban Moko Kee Group, Tha Song Yang District. It took me about one and a half days to reach Ban Moko Kee, having to walk through the forest and cross steep mountains, covering a distance of approximately 42 kilometers.

In constructing the Hilltribe Community Learning Center, I had to transport materials via a 400 kilometers detour that took eight hours. Then, Moko Kee Village faced significant issues, including illegal cultivation and mass distribution of opium. These problems led to robbery, theft, food shortages, illness, and frequent quarrels within the village.

As a teacher, I began organizing the learning process and community forums by making efforts to understand the villagers for their cooperation. I also requested permission to build several Hilltribe Community Learning Centers for children. In 2003, I established a Hilltribe Community Learning Center at Ban Sehana Delu Educational Service Area Office due to the high number of children attending school there. Later, in 2007, I built another Hilltribe Community Learning Center at Ban Joke Pu Educational Service Area Office.

In 2014, I set up the Ban Tee Leekee Community Learning Center, located in the farthest village in Tha Song Yang District, which had many children. In 2019, we built a new classroom branch at Ban Mogo, enabling children at Ban Moko Kee to have several places to study.



Teaching Pedagogy/Techniques

The mission of the Hilltribe Community Learning Center “Mae Fah Luang” is to provide education for all children and adults. This means that all members of the community are the target group for whom teachers must organize learning processes to enhance their quality of life.

School-age children receive basic primary education to acquire the knowledge needed to continue their studies at higher levels or to develop themselves continuously. For adults, education focuses on Thai literacy, promoting the use of the Thai language for communication. Basic education is also offered for interested learners through curricula

and methods from the Department of Learning Promotion. The center also organizes continuous learning activities to develop life skills, careers, social development, and community involvement, including natural resource and environmental conservation. In so doing, teachers at the Hilltribe Community Learning Center “Mae Fah Luang” serve as facilitators of lifelong learning for community members



Education for school-age students is organized according to the 2008 Non-formal Education Basic Education Curriculum from the Department of Learning Promotion. Teaching and learning with “Student-Centered” approach is conducted along with the use of a variety of methods,

which is flexible and responsive to the contexts so as to ensure that all students can achieve their full potential.

This approach emphasizes listening to student opinions, creating a friendly environment, and avoiding undue pressure or a strict atmosphere. Based on my experience in organizing teaching and learning activities, I also give high priority to stress on morality and ethics, fostering virtuous actions and benefits society and the nation.

Teaching adults follows a non-formal education method, enabling learners to acquire knowledge and apply it to solve problems in their daily lives and communities. Techniques and methods for organizing activities are based on the issues presented by villagers. This involves analyzing problems and needs, developing solutions, and coordinating with experts to provide training to the villagers. The problem-solving process includes regular follow-ups, frequent inquiries, and ongoing evaluation and development. The learning process is as follows:

Problem Identification: Villagers’ forum, villagers’ meeting

Problem Cause Analysis: Brainstorming, expressing opinions, asking questions

Analyzing and Solving Problems: Brainstorming, using wisdom and knowledge, consulting experts

Proceeding to Solve Problems: Organize training to provide knowledge; invite knowledgeable people and experts to offer insights

Taking Action to Solve the Problem: Implement solutions based on the problem conditions

Follow Up, Edit, Develop: Monitor progress, visit regularly, provide recommendations, and develop continuously

Evaluate: Assess if the problem is solved; check for harmony and happiness



At the end of the learning process, the community will experience increased happiness. It will serve as a model for sustainable development and provide guidelines for addressing various problems that arise within the community.

Community education offers programs for people of all age groups, divided into these three following activity groups:

Group 1: Provides basic education, including activities to promote Thai literacy, non-formal education, and basic education at the primary, junior high, and high school levels. These activities mainly focus on enhancing literacy and primary education.

Group 2: Offers continuing education to develop life skills and career development, aimed at improving the quality of life, societal development, and community environment. This group addresses essential life skills necessary for daily living.

Group 3: Organizes informal education, creating an environment where people can learn based on their interests. There is no fixed curriculum or method of study. Instead, learning occurs through unsystematic discussions, sound activities, television, videos, movies, or other media. The activities and teaching curriculum focus on adapting to the community context and addressing the needs and interests of the learners.

The integration of community context and issues into the curriculum for these three activity groups helps individuals learn, develop their potential, and improve their quality of life.

Activities After Receiving the PMCA Award

1. Conducted activities and lessons according to the curriculum of the Department of Learning Promotion With a study manual, teaching plans for various subjects, worksheets and student identification documents. Learners were divided into groups from Kindergarten, Grade 1 - Grade 6.



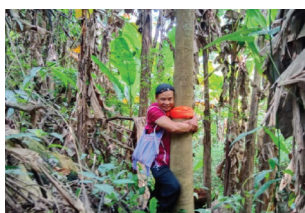
2. Implemented “Water Filter Tank Project”, created by using bamboo tubes at Khanae Chuekee Village, Mae Usu Sub-district, Tha Song Yang District, Tak Province. The village’s drinking water come from mountain streams that flow into a water tank. Without proper filtration, this upstream water was not clean and contained contaminants, such as worms, which the villagers were unaware of. To address this issue, the Mae Fah Luang Hilltribe Community Learning Center implemented the water filter project to improve the quality of water in the community. As a result, students gained knowledge from the project, and the village now has access to clean and safe drinking water.



3. Organized training on solar cells for electricity to help the Hilltribe community in Ban Moko Kee, Tak Province, gain access to electricity and learn how to maintain the equipment.



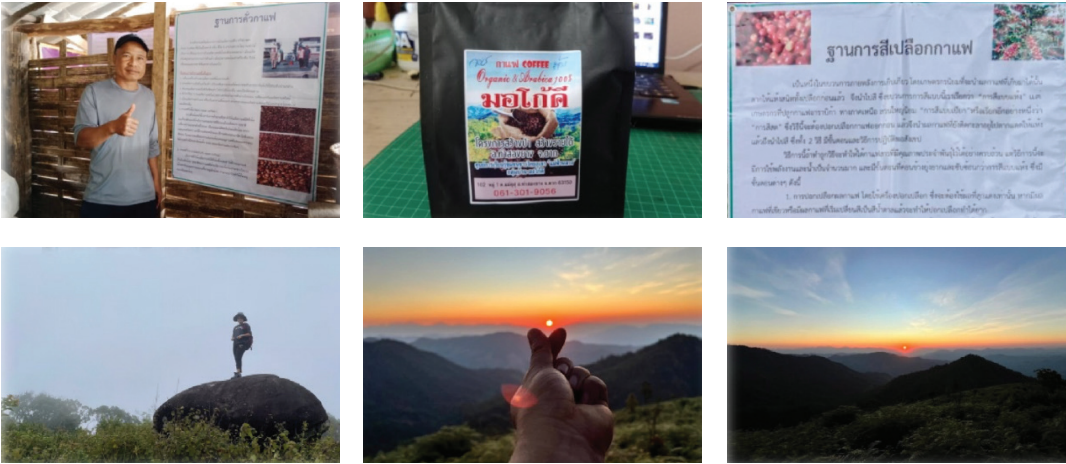
4. Conducted a conservation project to preserve natural resources and the environment (Forest Ordination) at Ban Takui Nu, Tha Song Yang District, Tak Province. This project aimed to provide knowledge and raise awareness among the villagers about disasters caused by environmental issues and their impact on communities.



5. Organized meetings with the villagers to inform them about the rules, regulations, and penalties of???. Collaboratively they have also established additional rules while forming a committee from the villagers’ consensus to protect the forest for future generations.



6. Conducted knowledge management for Moko Kee Coffee by consolidating information on the development of coffee processing, techniques, and various experiences. These lessons were captured to expand knowledge and promote the growth of coffee plantations, thereby generating income for the community.

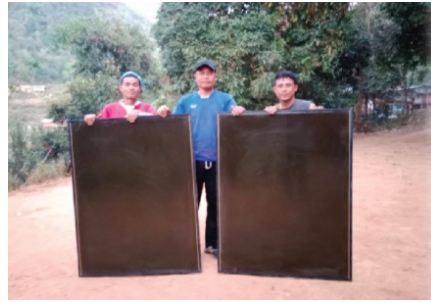


7. Organized tourism education groups to visit Moko Kee Village and explored tourist attractions such as viewpoints, waterfalls, hot springs, hiking spots, and a Karen weaving group. I also served as a lecturer, providing knowledge on community tourism. This knowledge and these skills could help the villagers adapt, develop service skills, and generate income, thereby stimulating the local economy.

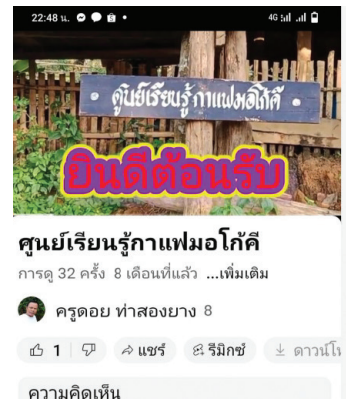
Future Plan

Being a teacher has no retirement date. I have thought about the future and what needs to be done. I have always thought that one life span is very short. But one thing I would like to plan and do is to educate people. What I wish to do is to offer knowledge and insights. Villagers will be able to apply knowledge towards self-reliance. My plans are:

1. Set up a learning center at home, organizing it into different learning zones. I plan to create a center focused on the royal history of His Majesty King Rama IX and the philosophy of Sufficiency Economy. The center will include examples of self-reliance in daily life, such as solar cell electrical systems, water filtration tanks, and various agricultural, livestock, and fisheries appliances.

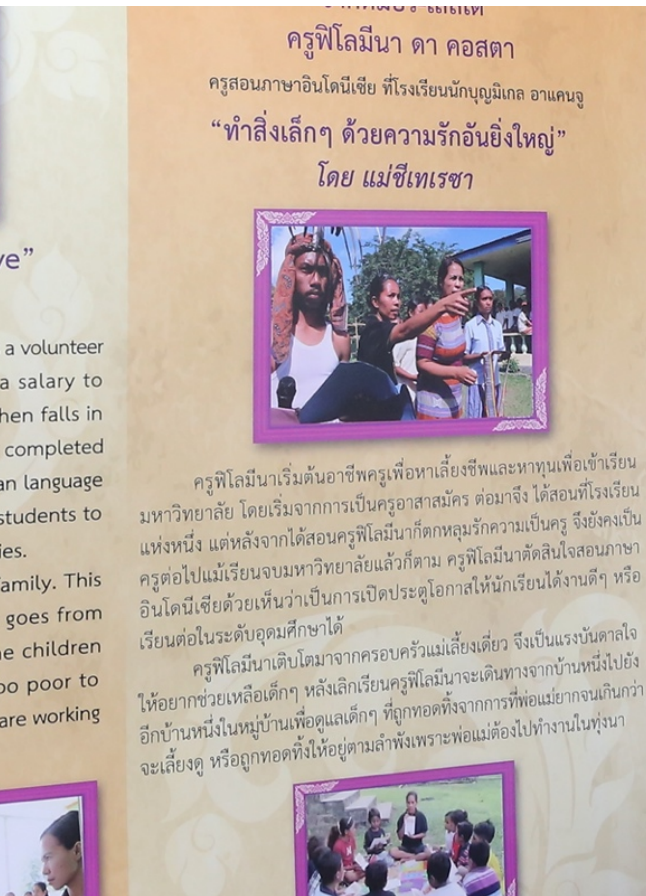


2. Create videos and use social media platforms (YouTube, Facebook, TikTok) to provide knowledge about current problems faced by villagers in the highlands. Many issues arise due to a lack of knowledge, outdated information, and misconceptions, leading to problems and challenges for both individuals and the community. These issues include water shortages, chemical misuse, malaria, selective fever, forest fires, PM 2.5 pollution, and incorrect beliefs. It is crucial to raise awareness and understanding among the local people so they can address these problems correctly and benefit the entire community.



Ms. Filomena do Costa

Ms. Filomena do Costa



Timor-Leste

Ms. Filomena da Costa

Education Background

2012 – 2017 Bachelor degree , Major biology, Faculty of Education Cristal University
“Instituto Superior education, Timor-Leste

Current school

Saint Miguel Arcanigo, Hatolia Same Municipality, Timor-Leste

Area of Expertise

Language

The Journey to Become a Teacher

My name is Filomena da Costa, but everyone calls me Mimi. I was born on April 17, 1987, in Same, Timor-Leste, into a poor family. I am an Indonesian Language teacher at the Catholic High School in Same. I have five siblings and am the oldest child. My parents separated when I was young, and my mother raised us as a single parent.

After high school, I couldn't immediately attend university because my mother couldn't afford the tuition fees and was unemployed. This period was stressful for me, and it took some time to find a way to continue my education. Thankfully, after several months, I found a way out to register with a non-governmental organization to take a Portuguese language course, which lasted over two years.

At first, I was not a teacher. However, while studying Portuguese, I volunteered as a teacher at an elementary school. In 2008, I was offered a teaching position contract, and later, became a permanent teacher. My teaching job provided enough income to continue my university studies. I graduated in 2017 with a degree in Biology.



Teaching Pedagogy/Techniques

The teaching technique I use is called Inquiry-Based Learning (IBL). This strategy helps develop students' critical thinking skills and enhances their understanding. IBL encourages students to participate actively by asking questions and exploring topics raised by the teacher. Students find answers based on their existing knowledge. As a teacher, I facilitate their learning to make sure that they understand the material well.

Activities After Receiving the PMCA Award

- Attended a Thanksgiving Mass for my achievement of the Princess Maha Chakri Award and a gathering with the community.
- Shared with teachers and students in Same, Manufahi Municipality, my experiences about receiving the award and how to apply for the Princess Maha Chakri Award.
- Built a free time activity hall for children to learn in the afternoon.
- Constructed a new kitchen at the home care center, funded through fundraising efforts with Timorese local artists.
- Received the Sergio Vieira de Mello Award on Human Rights in the social category from the President of the Republic of Timor-Leste, recognizing civil, political, economic, social, and cultural rights (16th edition, 2023).
- Organized solidarity activities for the poor and community children living near the home care center, providing school supplies, clothes, and food.
- Provided a laptop to a university student.
- Continued teaching children during their free-time activities.
- Assisted catechists at church, particularly with administration and church programs.
- Celebrated the Princess's birthday.
- Built a prayer place/chapel for the home care center and surrounding community.



Built a free time activity hall for children to learn in the afternoon



Solidarity activities for the poor people and for the community children who live nearby the Home Care.

Future Plan

- Secure sponsors to support children's education and provide food in home care.
 - Build a fence around the home care facility.
 - Develop a garden for growing plants such as flowers, herbs, and vegetables at the home care.
 - Construct a library to help children develop a reading culture.
 - Establish a mini laboratory for science and mathematics.
 - Create a mini museum to educate children about Timor-Leste's history, culture, traditions, and world geography.
 - Build a grotto dedicated to Our Lady of Fatima.
 - Obtain sponsors for fortnightly soup kitchen activities and a mobile library.
- These activities provide assistance to people in rural areas who are in need.

Vietnam

Mr. Nguyen Manh Hung

Bangkok, Thailand



Vietnam

Mr. Nguyen Manh Hung

Education Background

1997 Bachelor degree, Thai Nguyen University of Education
Master of Natural Geography

Current School

Hoang Van Thu High School for the Gifted Tinh Lang Ward, Hoa Binh Province,
Vietnam

Area of Expertise

Geography

The Journey to Become a Teacher

- In 1997, I graduated from Thai Nguyen University of Education in and started working at Hoa Binh Provincial Boarding High School for Ethnic Minorities, a school with a long-standing tradition in Hoa Binh Province.
- In 2001, with the desire to further enhance my professional qualifications, I passed the entrance exam for a Master's program at Hanoi National University of Education, successfully defending my thesis in 2003 at the same university.
- From 2003 to 2015, I was recognized as an excellent provincial teacher and a core teacher at the provincial level. Besides teaching, I held the position of Secretary of the school's Youth Union and consistently achieved outstanding results. I also served as Secretary of the School Council, Head of the Academic Department, and actively participated in other social activities such as the Trade Union, Red Cross, and charity programs.

- From 2015 to 2022, I was appointed as Vice Principal of Hoa Binh Provincial Boarding High School for Ethnic Minorities.

- Since 2022, I have been transferred and appointed as Vice Principal of Hoang Van Thu High School for the Gifted in Hoa Binh Province.



Teaching Pedagogy/Techniques

- Many teaching methods have been selected, but there is no “universal” method; only a choice that fits the subject, the students, specific circumstances, and available facilities.

- In the classroom, I always seek ways to help students understand and cooperate better. For example, to help students understand the teacher's role better, I allow them to play the role of the teacher during lessons, especially in moral education, life skills sessions, and when handling contentious situations during the educational process. By putting themselves in the teacher's position, I help my students understand and empathize with the challenges of teaching, leading to better cooperation and higher effectiveness.

- At the school level, I have collaborated with colleagues to think, experiment, and find solutions and models to change and improve educational methods. A notable example is the "Golden 30-Minute" model aimed at teaching life skills to students, which has been applied for many years and has yielded positive results.



Activities After Receiving the PMCA Award

- Successfully fulfilled my management duties as Vice Principal of the school.

- Excelled in teaching duties (participated in teaching the National Geography Team, winning one second prize, one third prize, and two consolation prizes at the national level).

- Organized several new activities aimed at life skills education, experiential learning, career orientation, and humanitarian and environmental activities for students, such as:

- Organized a “Debate” activity for students with 14 different topics focused on life skills education, school psychology, etc.
- Held the “Review Books and Life” activity, introducing seven excellent books on topics such as family, school, teachers, career orientation, and the environment.
- Conducted humanitarian education activities through charity events, with one charitable activity each month supporting the poor, critically ill individuals, and those in difficult circumstances.
- Organized community service activities like riverbank clean-ups and tree planting on barren hillsides.





Future Plan

- Continue to excel in management duties as Vice Principal and teaching Geography.
- Maintain life skills education activities, experiential learning, career orientation, humanitarian and environmental activities.
- Organize a new educational activity: survival skills education through extracurricular activities.

Synopsis of Show and Share Sessions 2023 PMCA Recipients

Brunei Darussalam – Mr. Mohamad Amir Irwan Haji Moxsin

Title: Enhancing L2 Reading Comprehension through Blended Learning: A Practical Approach for Primary School Students

Reading comprehension is a cornerstone of academic achievement, particularly for L2 (second language) learners who face unique challenges in mastering a new language. This presentation delves into the innovative use of blended learning to significantly improve reading comprehension among primary school students. By merging traditional teaching methods with cutting-edge digital tools, we create a multifaceted and inclusive learning environment that caters to diverse student needs.

Cambodia – Mrs. Hay Chakriya

Title: How to calculate the area of land?

Students will learn about Heron's formula to calculate the area of a triangle given the lengths of its three sides. We will then have students practice calculating the area of rice fields, which have various polygonal shapes, as part of a real-life application. We start from guiding them to divide the polygon into 2 or 3 triangles. Then, they will use a calibrated ruler to measure the side lengths of each triangle and convert these measurements to actual land distances using a scale. Finally, we will calculate the area of each triangle to find the total area of the polygons, and determine the plowing fee.

Indonesia – Mrs. Harisdayani

Title: Designing Interactive Learning Media for Differentiated Instruction

Interactive learning media use technology to make lessons more engaging and help students learn more effectively. Instead of using the traditional methods of observ-

ing or listening, students can actively participate using their phones or computers. In this session, we'll explore how these exciting tools can transform teaching and make learning more engaging for all the students

Lao PDR – Mrs. Kimfeuang Heuangmany

Title: Microbial Fermentation for Science Education

Microbial fermentation is classified as both a science and environmental subject. The session will demonstrate how to integrate science and environmental activities into daily life.

Malaysia – Mr. Saifulnizan Che Ismail

Title: Inquiry-based and Fun Learning in Mathematics

This presentation offers practical strategies for making mathematics more engaging and accessible through inquiry-based learning, hands-on activities, and the use of manipulative materials. Educators will learn how to transform abstract mathematical concepts into tangible experiences, fostering a deeper understanding and enthusiasm among students. The session includes interactive demonstrations and provides adaptable tools that can be immediately implemented in the classroom to improve student outcomes and create a more dynamic learning environment.

Mathematics is often considered difficult and intimidating for some students due to its abstract nature. However, using an edutainment approach—combining inquiry-based discovery and games—can reduce students' stress and make learning mathematics more enjoyable. Teachers can also benefit from using concrete manipulative materials to help students grasp mathematical concepts more easily.

In the upcoming workshop, teachers will engage in hands-on and minds-on activities to conduct student-centered learning in the classroom. Participants will explore addition and subtraction of fractions using paper, find the volume of cubes and cuboids, and play various mathematics games.

Myanmar – Ms. Aye Su Win

Title: “Developing English language in the school curriculum”

The session aims to prepare teachers for a career as English as a Second Language (ESL) instructors at upper secondary schools. Participants will acquire essential skills, including academic English and language practice. They will then be able to develop and deliver engaging and effective English language lessons that meet the needs of their students.

The Philippines – Mr. Jerwin O. Valencia

Title: “Kindness Metamorphosis: Transforming Lives with Care”

An overview of school, home, and community activities that foster a sense of belonging and well-being among learners will be offered. It will focus on transitioning from viewing MATH as just a subject to integrating M.A.T.H. into daily life. The teaching and learning process using “Learning by Doing” and “Abstract to Concrete” is crucial. The session upholds the essence of teaching with the heart rather than purely with the mind and aims to create a positive impact on the development of the educational system.

Singapore – Madam Chong Chew Luan Penny

Title: Navigating the World of Visual Impairment: A Hands-On Workshop

This workshop is designed to enhance awareness of visual impairment by exploring various eye conditions, effective study methods for visually impaired students, and practical teaching techniques. Participants will immerse themselves in the experience of being visually impaired, using their fingers and ears to solve math problems and engage with learning materials. The session will also include interactive activities such as Braille hunting and a hands-on introduction to assistive technology, bringing about an insightful and enjoyable learning experience for all.

Thailand – Mr. Niwat Ngenngammesuk

Title: Coffee and Community Engagement for Lifelong Learning

This workshop focuses on community management to create jobs linked to natural resource and environmental conservation, addressing the impacts of monoculture. By leveraging the experience and knowledge gained from developing Mogoki coffee, the workshop aims to expand these practices to other communities in need, thereby increasing coffee planting and supporting forest growth.

The workshop will include demonstration and hands-on practice of coffee processing extension from roasting and grinding to packaging, and drip coffee.

Timor-Leste – Ms. Filomena Da Costa

Title: Creative Thinking Ideas (Monkey's Favourite food)

Creative thinking can increase a person's positive attitude by encouraging persistence in solving problems. In this session, we will use a simple technique that involves showing a short video on how to draw a banana. Participants will use tools such as A4 paper, colored pencils, regular pencils, erasers, scissors, a whiteboard, and board markers.

Vietnam – Mr. Nguyen Manh Hunge

Title: Survival Skills

The “Survival Skills” session is a 90-minute interactive experience designed to equip participants with essential life skills, focusing on effectively handling emergency situations. Using a game show format, participants will learn how to choose necessary items for relocation in an emergency, perform basic first aid, transport an injured person, navigate in the dark, and communicate through actions. The session will employ various teaching aids, including posters, first aid kits, backpacks filled with essential items, and blindfolds.

Synopsis of Country Team (PMCA 2015-2021)

Show and Share Session

Brunei Darussalam

Mrs. Hajah Ratnawati Binti Haji Mohamad - 2015 PMCA Recipient

Mrs. Dayang Hajah Noorliah Haji Aspar - 2017 PMCA Recipient

Mrs. Lim Soh Ngo - 2019 PMCA Recipient

Pengiran Haji Mohd Wahab Bin Pengiran Haji Abdullah - 2021 PMCA Recipient

Title: Using Blended Learning to Enhance Differentiated Classroom

This presentation will be divided into two parts. The first will provide an overview of Brunei's education system at different levels (primary, secondary, higher education, and special needs). The second part will offer a comprehensive understanding of how blended learning can enhance differentiation in the classroom, with a strong focus on practical application.

Cambodia

Mrs. Dy Sophorn - 2017 PMCA Recipient

Mr. Loy Virak - 2019 PMCA Recipient

Mr. Norn Dary - 2021 PMCA Recipient

Title: How To Make a Ship

In this STEM-focused workshop on "How to Make a Ship," attendees will explore the principles of buoyancy through hands-on activities. Participants will learn how different shapes influence an object to sink or float, and will observe why a large ship can float while a small needle sinks. The session will also emphasize developing critical thinking and problem-solving skills, encouraging teamwork, and applying mathematical calculations to real-world scenarios. Additionally, teachers will share insights into their educational systems and classroom practices, highlighting unique approaches to integrated STEM education at the primary and high school levels.

Indonesia

Mr. Herwin Hamid - 2015 PMCA Recipient

Mr. Encon Rahman - 2017 PMCA Recipient

Ms. Khoiriah M. Pd. - 2021 PMCA Recipient

Title: AI as Teacher Assistant and Game Education

In this mini workshop, our team of presenters combines classroom expertise and teaching methods with a collaborative approach tailored to the needs of Indonesian teachers. The first presenter will show elementary school teachers how to use AI to create songs, a creative method that engages young students and enhances their interest in learning. The second presenter will focus on developing literacy and numeracy skills at the junior high school level, and using ChatGPT to help teachers explain complex concepts in an easy-to-understand manner. The third presenter will introduce techniques for creating educational games that can be adopted by teachers at all educational levels. They will be provided with tools to develop interactive and enjoyable learning experiences.

This approach demonstrates how expertise from various educational levels can be integrated into a national team, aiming to have a broad impact on the quality of education in Indonesia.

This approach demonstrates how expertise from various educational levels can be integrated into a national team, aiming to have a broad impact on the quality of education in Indonesia.

Lao PDR

Mrs. Khounvilay Khenkitisack - 2017 PMCA Recipient

Mr. Phayasanith Panyasavath - 2019 PMCA Recipient

Mrs. Sengphet Khounpasert - 2021 PMCA Recipient

Title: Engaging Community in School Management

The organization of the school within the community begins with the Village Level Education Development Board, which oversees the provision of educational resources and consults with the school. Engaging the community in the educational process by building strong partnerships with parents, local businesses, and community organizations is crucial. This session will demonstrate how stakeholder involvement will ensure holistic development and sustained academic excellence, positioning the school as the center of the community.

Malaysia

Mr. Zainuddin Zakaria - 2015 PMCA Recipient

Ms. Hajah Saripah Binti Embong- 2017 PMCA Recipient

Title: I'M POSSIBLE

“I’m Possible” is a technique designed to simplify the idea-sketching process using interactive videos and essential materials like isometric and A4 paper. This session encourages participants to create precise isometric drawings without rulers, demonstrating that with the right guidance, accurate sketching is achievable. Whether you’re new to sketching or refining your skills, “I’m Possible” offers a structured approach that empowers you to confidently produce high-quality sketches. Ideal for lower secondary students in Thailand, this technique can also be adapted for upper primary and early secondary levels in subjects like Design and Technology, Art, Visual Design, and Mathematics

Myanmar

Ms. Yee Mon Soe - 2015 PMCA Recipient

Mr. Kyan Zin Aung - 2021 PMCA Recipient

Title: “Evolving ELT: Harnessing Blended Learning for Enhanced Language Acquisition”.

This presentation explores the innovative use of blended learning in English Language Teaching (ELT) to improve language acquisition. By combining traditional classroom methods with digital tools, we'll reveal how blended learning can transform language learning. We'll discuss strategies, best practices, and success stories that showcase the effectiveness of this approach.

The Philippines

Dr. Jesus Catigan Insilada - 2017 PMCA Recipient

Dr. Sadat B. Minandang - 2019 PMCA Recipient

Title: Innovative Strategies for Filipino Learners under Unique Circumstances

The presentation of PMCA recipients from the Philippines focuses on innovative strategies to address the needs of Filipino learners in unique circumstances. The Philippines is an archipelago inhabited by ethnic groups with diverse multicultural backgrounds. The first part will focus on innovative strategies to cater to indigenous cultural communities of ATI and Panay Bukidnon. The Pasibu Approach includes strategies to integrate aspects of culture into the curriculum. The second will focus on initiatives through the Biyanheng Kaalaman Project reaching out the displaced and impoverished children and those who are victims of abuse and disaster.

Singapore

Mrs. Angeline Chan Xiuwen - 2019 PMCA Recipient

Title: Sharing of character education programmes in PMCA Singaporean recipients' schools

Character education programme(s) in Singapore schools will be shared, aiming at uplifting students with different needs and supporting students from challenging family backgrounds.

Thailand

Mr. Chalernporn Pongteerawan - 2015 PMCA Recipient

Mr. Jirat Jamsawang - 2017 PMCA Recipient

Mr. Suthep Tengprakit - 2019 PMCA Recipient

Ms. Pratin Leanchumroon - 2021 PMCA Recipient

Title: Innovation in the New Normal

This session is suitable for any teacher who wants to encourage students to apply the knowledge and competencies they gain from learning. “Conqueror Fishbone” is a teaching pedagogy that helps students and teachers find solutions to problems or develop practical applications in daily life. Learners collaborate to create new knowledge in the form of ideas, methods, or inventions based on the principles of Design Thinking. This approach can be further developed commercially using the Business Model Canvas and Pitching techniques for presentations, offering an alternative to traditional project presentations in front of the class.

Timor-Leste

Mr. Julio Ximenes Madeira - 2015 PMCA Recipient

Mrs. Leopoldina Joana Guterres - 2017 PMCA Recipient

Ms. Lurdes Rangel Goncalves - 2019 PMCA Recipient

Mr. Vincente Marcal da Silva - 2021 PMCA Recipient

Title: Enhancing School Culture: Integrating Art, Sustainability, and Conflict Resolution

This workshop is for educators and school leaders. It consists of a 90-minute session to combine talks, hands-on workshops, and discussions. Attendees will learn how to incorporate art for creativity, environmental sustainability for awareness, and conflict resolution for harmony. By blending these approaches, the presentation demonstrates how to build a holistic, inclusive, and engaging school culture that enhances both academic and social outcomes for students.

Vietnam

Mrs. Phan Thi Nu - 2017 PMCA Recipient

Mr. Le Thanh Liem - 2019 PMCA Recipient

Mrs. HA Anh Phoung - 2021 PMCA Recipient

Title: Exploring Southeast Asia: Project-Based Learning and Cultural Exhibitions

The session titled “Exploring Southeast Asia: Project-Based Learning and Cultural Exhibitions” is designed for lower and upper secondary participants, blending subjects like Geography, History, Civic Education, and Foreign Language. In this session, participants will engage in collaborative learning, group discussions, and project-based activities to explore the geography, history, and culture of ASEAN countries. This hands-on approach deepens their knowledge of Southeast Asia while fostering teamwork, planning skills, and mutual respect among ASEAN nations. By connecting with the region in meaningful ways, participants will gain a deeper understanding and appreciation for the diversity and unity within Southeast Asia.

ขอขอบคุณผู้มีส่วนร่วมจัดทำเอกสารฉบับนี้

ดร.กฤษณพงศ์ กีรติกร
(Dr. Krissanapong Kirtikara)

ดร.เบญจลักษณ์ น้ำฟ้า
(Dr. Benjalug Namfa)

คุณพรทิพย์ กาญจณนียต
(Ms. Porntip Kanjananiyot)

คุณวราภรณ์ พลุกษ์ปัญญากุล
(Mrs. Waraporn Plukpunyakul)

คุณสรชัย หนองตรุด
(Mr. Sunchai Nongtrud)

The 5th Princess Maha Chakri Award Forum

ISBN : 978-616-94601-0-7

Published by : Princess Maha Chakri Award Foundation

secretariat@pmca.or.th

www.pmca.or.th



www.pmca.or.th