

**Narrative Pedagogy**  
**Milai Al Cana School**

**Written**  
**By**  
**Centroville Pathman**

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I am Peda, the teacher representative of the "Frame-off Course" at Milai Al Cana School. Thank you very much for participating in our school tour today. I think there may be some inattentive matters due to my unfamiliarity with this tour guide, but it would be a great pleasure if the tour of our school could be of some help. Also, if you have any questions, please do not hesitate to ask me along the way.

Now, I would like to introduce the names of those who participated in today's tour. Mr. and Mrs. Gakuri from Japan, Mr. Eulcunay from Canada, Brothers Gumshallan from the United States, Mr. Won-Cina and his family from China, Lord Kirksicky and his young lady from England, Madam Giboundacque and her son from France, Dr. Hochimehl and his assistant from Germany. Thank you for your time today.

First, I would like to talk about the characteristics of our school. After that, please tour each classroom and feel free to ask any questions to students and teachers. When you leave our school, please take our admission information brochure home. We will also prepare request form about donations, so we would be deeply grateful if you could give us your kindness.

Let's start with an explanation of our entire school. We do not have a principal. Instead, a faculty representative is assigned to each grade, and the representative is elected annually by mutual vote of the faculty members. The representative has the right to hold a meeting of the grade teachers and the right to approve the agenda, but does not have the right to decide personnel or budget. The management matters of the entire school are decided at the representative meeting where representatives of all grades gather, and finally general meeting of a whole school staffs. So, today, I would like to introduce myself to you as one of the representatives of the 20th grade teachers.

Our school runs from grade 1 to grade 22. Each grade is divided into two courses. One is the "Frame-fit Course" and the other is the "Frame-off Course". These courses are set up so that children and parents can choose the education system. The educational philosophy of the Framed-fit Course is to guide and educate all children so that they can fit into the ideal frame. Uniforms, caps, coats, school bags, socks, shoes, etc. are worn with the same design and quality so that children can experience equality. The students of this course marched in lockstep at the sports day, and the parents were greatly satisfied with the group performance without any disturbance. Therefore, although the rules are strict, the students are very polite in their attitude and conversation. We guide the students solidly in accordance with the Educational Guidelines of Government, so our students' studies are proceeding along the educational

policy. There are about 30 to 40 students in one class. Homeroom teachers and assistant teachers are enthusiastic about teaching, so no one speaks privately during class.

In the other Frame-off Course, classes are left to the discretion of the homeroom teacher. Students are free to dress and bring their belongings, but required to strictly observe the times when they arrive and leave school, and when classes start and end. This is true for both courses, but violations of the human rights without consent or reason, such as bullying, will be severely punished. The philosophy of the Frame-off Course is that the teacher maximizes the abilities of the students while identifying the properties of the students. Therefore, there are differences in academic advances among students and among subjects, but it is up to the students themselves to decide whether to fill the gap. To put it simply, the Frame-fit Course is to fill the gaps in students' abilities so that they can have equal academic achievements. Frame-off Courses are about maximizing students' potential by bringing out their ability to be interested. It is up to the student and family to decide which course to choose. They are free to change a course at the beginning of each grade level.

Finally, for both courses, a grade card is given to each student at the end of the school year. It indicates whether there is an academic ability to be achieved in each subject in that grade. In the Frame-fit Course, diplomas are issued to the 6th, 9th, 12th, 14th to 18th, and 20th to 22nd grades of the graduation year upon completion of all subjects. If there is a failed subject that does not meet the academic ability of the grade at the time of graduation, you can retake only that subject using the repeating year system. If you pass the subject, you will graduate in that year. On the other hand, there is no diploma in the Frame-off Course. An alternative to it is the grade report card. Successful subjects will be advanced to the next academic year. You may retake a failed subject or abandon it. Therefore, there is no repeating system. For example, even if a student's completion of a major subject advances to the 20th grade, some subjects stop in the 15th grade. When finding a job, students can study with the goal of academic science skills required by the company they are aiming for, keeping in mind which subject and up to which grade they are looking for.

Now, I would like to go on a tour of the classroom of the first grade. Please put unnecessary luggage in the locker and lock it. Ready to get started? This is the classroom for the first year of the Frame-fit Course. Currently, there are 35 students in the classroom. The students are in uniform and listen to the teacher in good posture. If there is a child who talks privately or falls asleep, the

teacher immediately warns him/her. A child who does not listen to attention enters the viewing chamber at the back of the classroom, under consideration that he/she is interfering with the right of other students to learn. There, even if the child speaks aloud in the chamber, no one except the teacher can hear him/her. The teacher and the student can hear what they are saying through the speakers. If he/she promises to be quiet, the teacher will let him/her out of the viewing chamber. If a child still can't keep his/her promise, an assistant teacher will accompany him/her to the viewing chamber. If it is difficult to do so, the child will be transferred to a special needs classroom during the class hours after consulting with his/her family. Here, the goal is for all children to grow up equally. Do you have any questions? If not, I would like to move on to the next classroom.

This is a classroom for the first year of the Frame-off Course, and the number of students is 18. Since the students generally wish the Frame-off Course rather than the Frame-fit Course, there is one classroom for the Frame-fit Course and four classrooms for the Frame-off Course each grade. This is one of the classrooms of the Frame-off Course, but since the class proceeds at the discretion of the teacher, the class style, progress, and classroom of the Frame-off Course are different. In addition, students can freely choose their classroom, so some teachers are popular and some are not. Popular teachers' classrooms can increase the number of students up to 20. On the other hand, in the classroom of an unpopular teacher, the number of students may decrease considerably, but the decrease in number of students will be easier for both teachers and students to respond, and we may think that it is better to leave it as it is. In this way, there is a natural balance between classrooms. However, the teachers will consider each other's teaching styles at the meeting and work hard together, which will also improve the teachers themselves. For private conversation, the Frame-off Course tends to be more lenient than the Frame-fit Course, but if it is still interfering with the rights of other children, they will be admitted to the viewing chamber, accompanied by an assistant teacher, or used in a special needs classroom. In this Frame-off classroom, we aim to enable children to demonstrate their abilities to the fullest. Therefore, even though it is the same class time, different students may be doing different things. Some children draw pictures, some talk with friends, others look at picture books, and so on. However, what these children have in common is the theme given by the teacher. Even though they are doing different things, the theme is the same, so at the end of the class, the teacher asks what they learned about the topic in

what way. Do you have any questions about this classroom? If not, I would like to move on to the 14th grade classroom at the end of the tour.

Because of the specialization here, students gather in the classroom where the lecture they have an interest in is held. Popular classes attract a large number of students, but mammoth classrooms are a burden on both students and teachers, so we limit the number of students up to 100. Students who are unable to secure a seat by lottery will either take online-lecture or secure a seat in the next academic year. Examinations are held at least four times a year, and these results are comprehensively evaluated to determine whether or not to pass the grade achievement. In the Frame-fit Course, the student will have to repeat the year or cancel the year if he/she fails the subject. In the Frame-off Course, you will have to retake or cancel the failed subject, but the student can advance to higher grade. In the Frame-fit Course, a student can drop out before graduation. In the Frame-off Course, a student can interrupt any grade, so there is no concept of dropping out, and you will graduate in the year where you left off. Re-admission is free for any course, but in the Frame-fit Course, students are admitted from a grade higher than the grade they graduated from. In the Frame-off Course, admission is made from the grade after the grade that passed the grade report card, but the year of admission may differ depending on the subject. In addition, in the Frame-off Course, it is possible to skip a grade after consulting with supervisor of the student.

Thank you for your hard work. This concludes the tour. If you have any questions at the end, please don't hesitate.

Yes, go ahead. It's about tuition fees. In this country, education and health care, which guarantee the basic right to livelihood of the people, are free. It is said that taxes are high because of this, but I think the public is convinced that they are paid back for important education and health care.

The next person. Please ask me any questions. Oh, it's a matter of securing teachers. Teachers of all grades must have graduated from the Faculty of Education, and highly specialized grade members must have received more specialized education. Teachers up to the 6th grade are graduates of the Faculty of Education, and higher grade members are graduates of the Faculty of Education + Specialized Faculty. Teachers can freely choose their grade, but if a student's report card does not improve as expected, they can lower the grade they are in charge of. On the other hand, by raising the report card, teachers will also be able to take charge of the upper grades. As a result of the grade teacher making the student's evaluation weaker and advancing to the next grade, the student will not be able to keep up with the class in the grade to

which he/she advanced, and will be retaken, so the grade teacher will be in charge again, and thus feedback will be given to the grade teacher

So, what's next? Is it the student's own reaction? This is a simultaneous survey conducted every year. Although the students in the Frame-fit Course are a minority overall, they are having fulfilling days in their own way. On the other hand, there are students who replace the Frame-fit with the Frame-off, but there are also students who do the opposite. Both experiences make students realize overlooked valuables and motivate them even more. I think it is important to have an educational environment where a student can choose either the courses but not either the Frame-fit or the Frame-off. An important point in the education of students is the extent to which we can respond to their needs. At the very least, it is not educational to force people to eat something nourishing possibly but they don't want to eat.

Then, the next one. What are thoughts of student's family? At first, it is easy for families to assume that the Frame-fit education will benefit their children because they seem to be obediently doing what they are told. It is true that children become better in adulthood at listening to people's opinions and taking action, and I think this is also a very important aspect of adults. However, another aspect that children need is an attitude of thinking and acting on their own, reflecting on their failures, and trying again and again. In the Frame-off, the children can create this attitude on their own. However, it seems that parents sometimes see this behavior of their children as selfish behavior. Human beings need both of dependence and independence, so there is no such course as correct or wrong. Rather, I think it is important for children to be able to experience either of these two courses according to their needs.

Although the next will be the last question. Here they are. Your question is about whether there are any children who refuse to go to school. There is no absenteeism at our school. This is because students were not compelled to study reluctantly, and the child himself can decide to refuse. If the educational environment is where children can learn what they want and what they have good ability at, it will be a magical land for children. And even if you don't like studying, you can start it when you want to study or when you feel the need to study. In addition, it is apprehensive that children who refuse to go to school are more likely to occur in the Frame-fit Course than those in the Frame-off, but at our school, absenteeism is not possible because the students can choose the course. In addition, bullying and other behaviors that undermine human's rights are severely reprimanded, so I have not heard of any children who have difficulty attending school due to bullying.

Thank you very much for taking the time to visit our school today. We would be honored if you could be of any help to us in the way our school should be. Then, I would like to conclude my tour of Milai Al Cana School. When you leave, please take home our admission information brochure and donation application form.

**The End**