

## **Professional Development Practice: TLSOA-Experience Sharing from KKU, Thailand**

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Numerous schools have attempted to allocate professional development time by inviting specialists to improve teaching and learning, however, it is fragmented, and externally administered (Takahashi, 2015). Furthermore, most school teachers have been attempting to improve their teaching practice but lack access to innovations that could enhance their everyday work (Inprasitha, 2003, 2015). In Thailand's context, Thailand Lesson Study incorporated Open Approach (TLSOA) has been developing as an educational innovation for the development of thinking skills (Inprasitha, 2003; 2010; 2015). The student teachers are one of the key elements who carry innovation into schools and implement it.

The first project was conducted in the 2002 academic year in seven schools with 15 student teachers. The finding reported with changes in student teachers' views of teaching, and learning experiences of students in the classroom. Moreover, the in-service teachers felt a contrast sharply with the traditional classroom (Inprasitha, 2015). Since 2008, KKU has treated student teachers as beginning teachers who bring TLSOA as an innovation to implement with school teachers. They take on the role of the connector bridging the missing link between pre- and in-service teacher professional development (Inprasitha, 2015; 2021). Furthermore, the student teachers recognize themselves as member who can fulfill the lesson study team, and they can improve their skills for example observation skill through a cycle of learning with the LS team.