

Report on National Pilot Study

Learning Process Reform of the Pilot Schools : The Selected Models

by
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This document, comprising excerpts from the full report,
is for distribution at the Meeting on Multiplication
of the Outcomes of Learning Process Reform
held on June 10-11, 2002

Those interested are recommended to conduct further research,
based on the full report

Project on Learning Reform Schools for Developing Quality of Learners

*Office of the National Education Commission
Office of the Prime Minister*

Executive Summary

The Office of the National Education Commission (ONEC), with the support of the Asian Development Bank (ADB), has initiated the National Project on Learning Reform Schools for Developing Quality of learners in 1990-1991. The main objective of the project is to develop the quality of learners through a research-based and whole-school approach.

This document reports on achievements of the National Pilot Study, highlighting only **the learning process reform in the pilot schools through selection, analysis and synthesis of the authentic models implemented by the schools.**

The main objectives are to study, collect and analyse relevant data and to present various models for organizing the learning process through a learner-centred approach. Outstanding activities organized by the pilot school teachers, ONEC's master teachers, spearhead teachers and school administrators are identified and presented. Another main aim is to study the roles of local researchers, who have availed of the amicable supervision process, thus contributing to moving forward the learning reform and leading to attainment of the learner quality desired.

The sources of data for the analysis and conclusion of this study are :

1. Self-development reports of the personnel of the 250 pilot schools; progress reports on learning process development and quality assurance (Phase I and Phase II);
2. Reports on whole-school personnel development on learning process reform submitted by the 44 teams of local researchers;
3. Poster presentation on outcomes of group meetings to discuss collaborative efforts between the local researchers and the schools;
4. Notes on school visits;
5. Exhibition on **Teachers' Award** organized by the schools under the authority of the Office of the National Primary Education Commission (ONPEC);
6. Field notes on 10- week teaching by 10 master teachers honoured by ONEC;
7. Replies of the pilot schools to the 3-page questionnaire on personnel development, outstanding activities and achievements regarding learner quality;
8. Outcomes of sub-group meetings and focus groups during the 4 region-based workshops;
9. Quantitative data from the measurement and evaluation questionnaire; and

10. Meetings for exchange of views between the domestic and international consultants.

The research instruments include :

1. Indicators of the teaching practice adopted by the teachers and those of the students' learning process;
2. Conceptual framework and poster design;
3. Guideline for preparation of master teachers' field notes;
4. Open-ended questions on personnel development, learning activities and learner quality;
5. Structured questions for focus groups held during the 4 region-based workshops; and
6. Criteria for analysis of the summary reports submitted by the 250 pilot schools.

Significant Findings

Personnel Development More varied methods have been adopted for whole-school personnel development, other than sending school representatives for occasional academic training sessions and workshops. The personnel development process has begun with the joint efforts of the administrators, local researchers and supervisors with the view to arousing an awareness of the importance of learning reform for developing quality of learners; building faith in the teaching profession; co-operative planning; and exchanges of bodies of knowledge, skills and teaching-learning innovations. The staff members concerned have been introduced and mutually recognized as amicable partners. Other outcomes of the Study include knowledge of research methodology; identification of the goals of development on a continuous basis; adoption of an amicable supervision approach; learning clinics; establishment of academic centres; and building of extensive learning networks.

Direct support in terms of funding, instructional media and methodology provided to the schools has ensured the success of personnel development. In this regard, due recognition should be given to the important roles of the communities in providing support, monitoring and honouring the teaching profession on a continuous basis.

Development of Learning Content and Activities The models of learning content and activities selected for presentation in this report have evolved as follows :

1. The schools have acquired knowledge from relevant agencies for development of activities suitable to their situation and readiness;
2. The schools have initiated creation of their own learning content and activities;

3. The schools are in the communities and environment which facilitate the necessary planning for building interesting learning units; and
4. The schools have been able to transform the crises faced into welcomed opportunities.

In this connection, administrators with a strong leadership, local researchers and master teachers have all assisted in crystalizing the activities carried out into models with succinct principles and with the aim of enhancing the learner quality which can be measured and assessed.

Findings from the data analysis reveal that large schools in the urban area have regularly received academic support from their respective authorities, hence the activities organized follow more or less similar patterns. Medium and small schools in remote areas, however, tend to initiate creation of the learning content and process in harmony with the life of the local communities. The activities undertaken are so different and so varied that they cannot be fused into a single model. Such trend indicates that, in reforming the learning process through the school-based approach, the schools should be allowed complete freedom, unfettered by theoretical preoccupation and rigid bureaucratic procedural steps.

This report presents 5 authentic learning process reform models adopted by the schools, namely :

1. Administration and management model for learning;
2. School curriculum model; integrated learning units and integrated units : projects;
3. Activities for enhancing moral values and discipline;
4. Activities for enhancing wisdom; and
5. Amicable supervision process.

Learner Quality The implementation period for the National Pilot Study being relatively short, it cannot be surmised all the qualities attained by the learners as analysed have resulted from the learning reform of this Study, but could very well be accumulated consequences of previous efforts of supervision and improvement of the teaching-learning process provided by the respective authorities. The data analysis through observation, note preparation and quantitative measurement and evaluation reveals the following achievements among the students :

- Interest in and avidity for learning as well as contentment in participatory learning : illustrated through 12 behaviours;
- Development of working process and capacity for planning and teamwork : illustrated through 9 behaviours;
- Development of capacity in accord with the students' aptitudes and interests to their highest potentiality : illustrated through 12 behaviours; and

- Development of moral and cultural values as well as respect for others : illustrated through 10 behaviours.

Policy Recommendations

1. Thailand has many organizations responsible for human and social development policy. Each category of these bodies, namely : educational, political and community organizations as well as NGO's etc. should **harmonize their activities to attain unity** and align their different perspectives for provision of education aimed at developing the quality of all Thai people.

2. It is imperative that faculty staff of teacher training institutions expand the frontier of their theoretical knowledge to embrace actual learning process in school and community. There must be collaborative efforts in conceptualizing and functioning as well as exchange of knowledge and experience. **The school teachers will be welcome to the institutions while students will be in touch with community** for all parties to learn together.

3. **The teacher development centres of all Rajabhat Institutes and academic affairs units of the Faculty of Education of all universities** must be strengthened for the development of personnel required in learning reform.

4. Preparation should be made for familiarizing administrators and teachers with application of the **2001 Basic Education Curriculum**. Clear implementation guidelines must also be provided.

5. **The system and working process** of national teachers, master teachers, spearhead teachers and master administrators must be adjusted for efficient network building.

6. **Amicable supervision process** should be developed and adopted at all levels of work to bring about faith, acceptance and collaboration in learning reform.

7. **Procedure for searching for model schools** should be formulated so as to maximize the number, level, size, economic status and type of schools. Care must be given to the **method of honouring** to avoid comparison and competition.

8. **Educational institutions should be linked with communities**, learning sources, enterprises, community institutions, environment, scholars, those with local wisdom etc. for their effective contribution to the learning process. Rigid rules and regulations must duly be amended.

9. **Elements of authority must be decreased** from inspection and evaluation by units with jurisdiction over educational institutions, whose

self-evaluation system must be strengthened. Quality of the students will make the educational institutions accountable to community and society.

10. Introduce **a low-cost, effective and efficient system** and process for application of educational technology and personnel development.

11. Decrease influencing through pedagogical theory. Certainly there is **no ready formula** for human development. Administrators and teachers must be convinced and encouraged to develop their own teaching models. Teachers must be allowed to think and act and provided with opportunity for presenting their achievements.

The people, on their part, will lend co-operation, check and supervise the quality of their own children.

Data Sources, Survey Instruments and Data Analysis

The developmental research-based methodology has been adopted for the data gathering and analysis to identify personnel development models and learning reform models. The teams of researchers comprising faculty staff of the teacher education institutions and supervisors, administrators as well as teachers have provided the information required in accord with the prescribed framework. They learned together and, at the same time, from one another. The data obtained include results of the survey and assessment of the status of the schools and personnel quality, personnel development, classroom research, administration and management, organization of learning activities and measurement and evaluation. Some of the data received are from the document reviews, while others are derived from the workshops for learning exchanges through a variety of methods : meetings, conversations and interviews of the personnel of the 250 schools and members of the 44 teams of researchers comprising faculty staff of the teacher education institutions and supervisors.

Data Sources

In this report the data survey and data collection for the purpose of the Study have availed of information from the following sources :

1. Self-development reports of the whole-school personnel on the learner-centred learning process (Phase I : April 2001);
2. Progress reports on development of learning reform process and internal quality assurance for developing quality of learners (Phase II : November 2001);
3. Reports of research teams on whole-school personnel development on learning reform for developing quality of learners (November 2001);
4. Poster presentation on outcomes of group meetings to discuss collaborative efforts between the research teams and the schools;
5. Notes on school visits;
6. Exhibition on learning activities : National Assembly on **Teachers' Award** organized by schools under the authority of ONPEC (September 7, 2001);
7. Field notes on 10-week teaching by 10 master teachers honoured by ONEC;

8. Replies of all schools to the 3-page questionnaire on personnel development, outstanding learning activities of which the schools are proud and the learner quality attained;

9. Outcomes of sub-group meetings and focus groups during the workshops held in the central, southern, northeastern and northern regions;

10. Quantitative data from the questionnaire on measurement and evaluation, learning reform and internal quality assurance as analysed, item by item, by Professor Dr Nonglak Wiratchai; and

11. Outcomes of meetings for exchange of views on whole-school learning process reform between the domestic and international consultants.

Data Survey Instruments Constructed

(Sumon Amornvivat :2001)

1. Ten indicators of teachers' teaching process and 9 indicators of learners' learning process based on the learner-centred approach (modified from those constructed in 1998);

2. Conceptual framework and poster design for reporting on the situation of the collaborative work between the school personnel and the research teams;

3. Field notes of the master teachers;

4. Three-page replies to the open-ended questions on personnel development, learning activities and learner quality;

5. Structured questions for the focus groups held in the 4 regions; and

6. Criteria for analysis of the summary reports (comprising 3 pages) submitted by all participating schools.

For the review of the school reports and those of the research teams, the researcher has availed of the main conceptual framework of the internal quality assurance process, namely, Plan, Do, Check and Action.

For the review of the master teachers' journals, the researcher has identified the salient features of the teaching-learning process noted by the master teachers in their journals and the 3-page weekly memorandums in summarized form. Letters have also been sent to the teachers concerned to seek additional information on certain issues as well as to provide moral support. All the information received has yielded most interesting teaching models which allow authentic learning

activities. These models have also been supported by written evidence on learner qualities validated through varied assessment methods.

The Selected Learning Process Models

Based on the field research to study the real situation of the learning reform, the region-based workshops, interviews, focus groups, reviews of the reports submitted by the pilot schools as well as those of the local research teams, the researcher has found many schools offering education at pre-school, primary and secondary levels already providing learning content and activities at highly satisfactory level. Such satisfactory performance is evident in various aspects, namely : administration, personnel development, curricular content, organization of teaching-learning activities, measurement and evaluation, seeking learning sources, relationship with communities as well as linking learning in school to life experience.

Among the various learning process models in the reform schools from which the researcher has received information, some have resulted from the developmental and supervisory efforts of their respective authorities, based on pedagogical theories and the concepts and procedural steps as prescribed. Many models, however, are consequences of the problems faced, the situations and the environment compelling the schools to design their own models with different components and procedural steps. These models are based on most interesting concepts, highly colourful and in line with the curricular objectives, thus enabling the learners to attain high achievements.

Many models, presented in almost simplistic way, provide one with pleasure to read, as the teaching follows a natural sequence. The teachers and the students are fortunate in exchanging learnings in a natural ambiance, and are able to benefit from the local wisdom in the community. Should the educators avail of the various theories, standards, indicators and criteria for the identification, measurement and evaluation of these models, several procedural steps and components would in fact be found missing.

The variety of the learning process models of the different schools have been found by the researcher to be normal and augur well. For the presentation of the selected models, the limitation of space in this report does not allow mentioning all the names of teachers, administrators and reform schools. Only some names and models are hereby presented.

Those interested can find additional information from the reports and relevant appendices submitted by the 250 reform schools under the ONEC's Pilot Study. The researcher therefore wishes to recommend

some schools for further enquiry through documentary review, observation visit and interview as follows :

Central region

- Rungruang Upatham School
 - Prachaniwase School
 - Rajvinit Secondary School
 - Pathai Udom Suksa School
 - Wat Intharam “Kowit Intaratorn” School
 - Baan Khao Hin Son School
 - Satee Prasertsilp School
 - Thesabaan Sam School (Sa Krathiam)
 - Wat Sai Yai School (Nonthiwakorn Rat Bamrung)
 - Samakki Vidhaya School
 - Plubpla Siri School
 - Salapan School
 - Somthawil School, Hua Hin
 - Baan Nong Chan School
 - Thesabaan Song School (Wat Nai)
 - Samut Maneerat School
 - Sao Hai “Vimol Vidhaya Nukul” School
 - Supannabhumi School
- etc.

Southern region

- Sirirat Border Patrol Police School
 - Thesabaan Song School (Baan Bale Hile)
 - Baan Na Wong School
 - Baan Sapam “Mongkhon Vidhaya” School
 - School in Honour of HRH Princess Srinagarindra the Princess Mother, Phuket
 - Tharn To Watanawit School
 - Baan Samnak School
 - Wat Kasemrat School
 - Baan Tha Chamuang School
- etc.

Northeastern region

- Thesabaan Suan Sanuk School
- Tha Nang Naew Vidhayayon School
- Kanchana Pisek Vidhayalai School, Chaiyaphum
- That Panom School
- Renu Nakorn Vidhayanukul School
- Wat Ruang Community School

- Baan Nong Daeng School
- Baan Nam Thiang Wan Khru 2501 School (Baan Nam Thiang Teachers Day 1958 School)
- Wang Sa Pung Patanaram School
- Na Kok Vidhayakorn School
- Noen Muang Vidhayakorn School
- Wang Sam Mor Vidhayakorn School
- etc.

Northern region

- Baan San Khilek Hua Fai Pattana School
- Nakhorn Vidhayakom School
- Baan Mae Khao Tom Tha Sud School
- Chiang Mai Kinderkarten
- Takhli Prachasan School
- Baan Wang Yao School
- Baan Sob Khun School
- Baan Thung Mok School
- Sak Lek Vidhaya School
- Theera Thada School (Phitsanulok)
- Thesabaan Nung School (Baan Nai Muang)
- Baan Khum School (Prasarn Rat Vidhaya)
- Baan Chong Khum School
- Wat Muang Kwak School
- Baan Wang Luek School (Yuwanat Chanuthis)
- Thesabaan Tha It School
- Wat Nong Makok School
- etc.

It is to be clarified that the above-mentioned schools are only those which the researcher has had many opportunities of visiting, conducting conversations and focus group interviews with the personnel concerned and analysing the learning process models adopted. There might be, however, many other schools with outstanding achievements in the reform of various elements in the entire schools. Those interested in studying the situations of other schools, both under the National Pilot Study and outside of the Study, will undoubtedly find that there abound in all parts of Thailand outstanding teachers, administrators and schools. With only the necessary support and assistance in appropriate problem solving through an amicable approach, the education reform process will undoubtedly be accelerated.

The six learning process models selected for presentation here are :

1. Management for the benefit of learning;

2. Local curriculum or educational institution curriculum **with emphasis on integrated learning units;**

3. Local curriculum or educational institution curriculum **with emphasis on integrated units : projects ;**

4. Activities for enhancing moral values and discipline;

5. Activities for enhancing wisdom; and

6. Amicable supervision process.

For flexibility in the application of these models, the researcher wishes to present the concept of each model through a figure, to be followed by authentic examples from the schools, with the exception of activities for enhancing moral values and discipline of which there is a variety of models. The relevant concepts will be presented through description with the view to facilitating initiation by those interested.

1. Management for the benefit of learning

Findings from the data analysis have revealed that the learning process reform could not be met with success, unless the administrators have academic leadership and are able to provide a management system to support the various activities organized by the teachers. The management of the teaching-learning process aimed at developing learning quality comprises 6 elements affecting the quality of learners, as presented in the following figure :

Management of teaching-learning process



The relevant data regarding the educational institutions at secondary, primary and pre-school levels have shown a number of administrators who have created interesting models for management of academic affairs. These models have administrative features well aligned to the 6 academic elements. The examples presented do not represent the schools' entire tasks, nor are they models for management of the schools in all aspects. Only outstanding management features of the learning process reform for each element in 1-2 schools are presented.

2. Local curriculum or educational institution curriculum

2.1 Integrated learning units

2.2 Integrated units : projects

The information gleaned from the content and learning process models from various data sources, and the conclusions of the reviews of the reports submitted by the reform schools, the local research teams and the master teachers are all based on the schools' implementation of the previous curricula, namely : the Primary and Lower Secondary Education Curricula of 1978 (revised in 1980) and the Upper Secondary Education Curricula of 1981 (revised in 1990).

On November 2, 2001, the Ministry of Education issued an announcement requiring implementation of the Basic Education Curriculum of 2001 with the following effective dates :

- Education year 2003 : Grades 1, 4, 7 and 10;
- Education year 2004 : Grades 1, 2, 4, 5, 7, 8, 10 and 11; and
- Education year 2005 : All grades

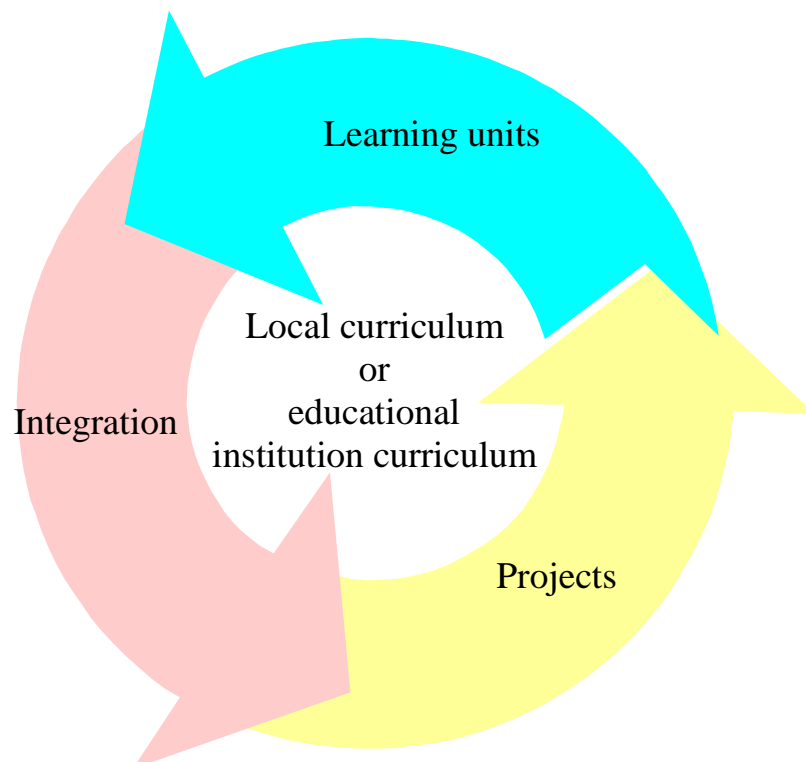
The new curriculum prescribes learning standards for the different subject groups for each key stage. It also provides broad structures in the core curriculum while the educational institutions are required to prepare the curricular substances, taking into consideration their own prevailing problems, readiness, unique features, local wisdom and desirable characteristics. The substances will have to be prepared by the education institutions subjectwise to include all subject groups in accord with the standards prescribed.

Although the content and activities included in the models comprising learning units, the projects and integrated plans of the reform schools are regarded as those of the local curriculum, it is considered by the researcher that presentation of the various models implemented by the reform schools will provide other educational institutions with useful guidelines for preparing their own learning content as required by the new curriculum.

The necessary steps for preparing the education institution curriculum as prescribed by the Basic Education Curriculum of 2001 are highly complex. Apart from the mandatory linking with learning content of the 8 subject areas specified in the core curriculum, the preparation also involves setting of visions, goals, learning standards, learning substances on an annual/semester basis, standards and features of activities for learner development on an annual/semester basis in order to create learning content, unified/integrated learning units forming an instructional series based on theme/project and plan for learning provision.

The complexity of the preparation of the educational institution curriculum necessitates more intensified orientation and provision of clear guidelines for the schools' benefit. The data for this study were collected at the time when the new curriculum was announced (November 2, 2001). The findings of the data analysis reveal preparations made by the reform schools to meet the changes required by the basic education curriculum. The sequence of the steps for such preparations, however, has not been completely observed as prescribed in the Basic Education Curriculum.

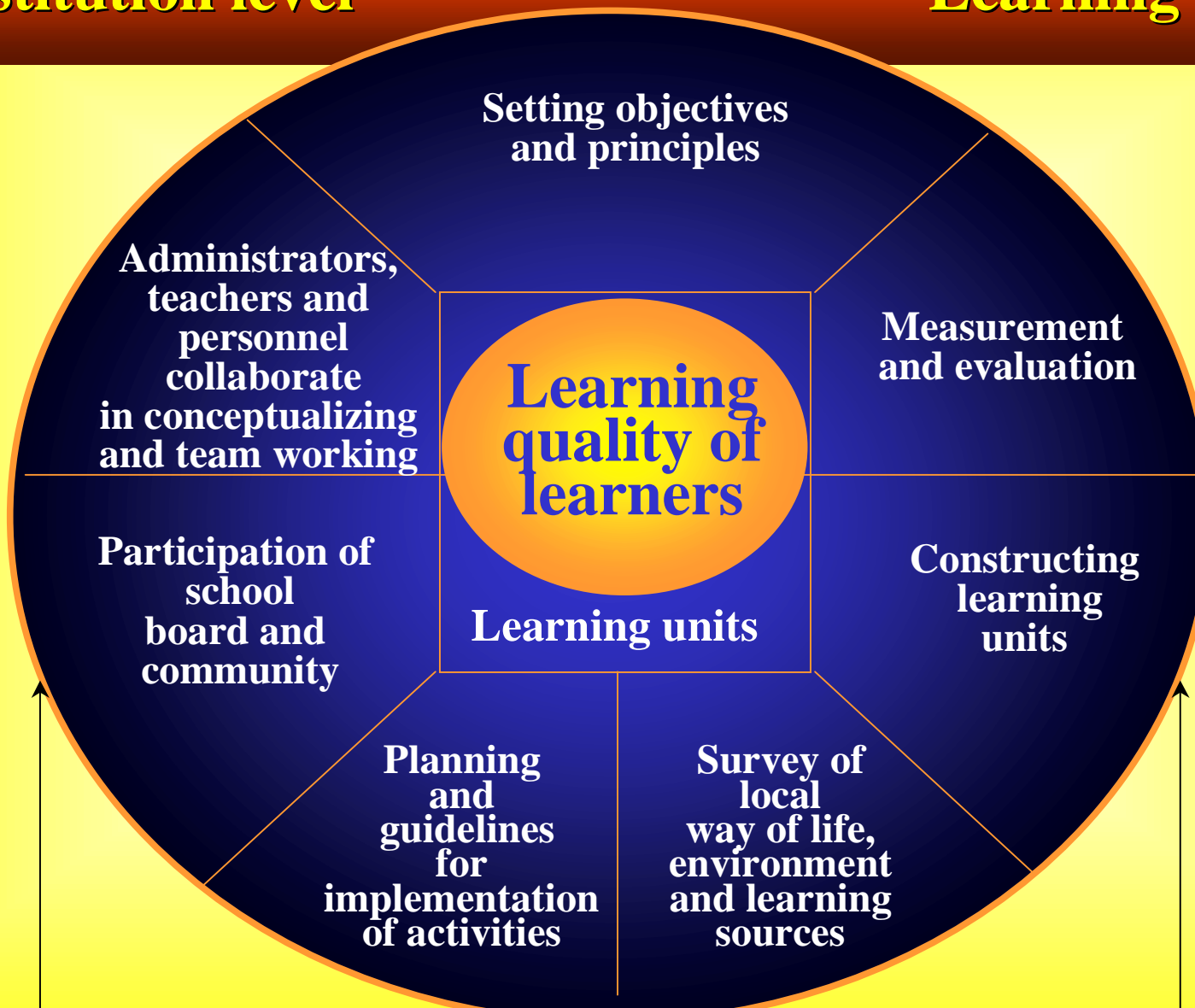
This report of the Study therefore presents the model, as actually implemented by the schools concerned, in the forms of learning unit, integration and project as follows :



From the above figure, it can be seen that projects, learning units and integration share similar forms and processes, depending on the objectives, characteristics of the subjects and the problems leading to construction of the content and designing of learning activities. In this report on the Study, the three learning models will not be separately presented; outstanding features of some content and activities will nevertheless be highlighted.

Content of learning process (curriculum) at educational institution level

Learning units



Factors conducive to improving quality and efficiency of learning units

The above figure shows that learning units are formulated through setting of principles and objectives, collective conceptualization and teamwork of all the schools personnel, participation of the school boards and resource persons in the communities. These will be followed by planning for preparation of the learning content and organization of activities; studying local way of life; environment and learning sources; construction of the learning units as well as measurement and evaluation of the extent of the attainment of the learner quality as prescribed in the objectives.

The situation and environment of each school are entirely different. Although the respective authorities and the supervisory process have assisted in providing knowledge, and understanding and making available the necessary manuals and guidelines for preparing the learning content, the data analysis reveals that each school has its own model for providing the learning units in its own style.

The models to be presented represent those of the local curriculum or the education institution curriculum which are different and at the same time share some similar elements. The presentation will begin with those with outstanding features in their learning units to be followed by those with outstanding features in integration and projects respectively.

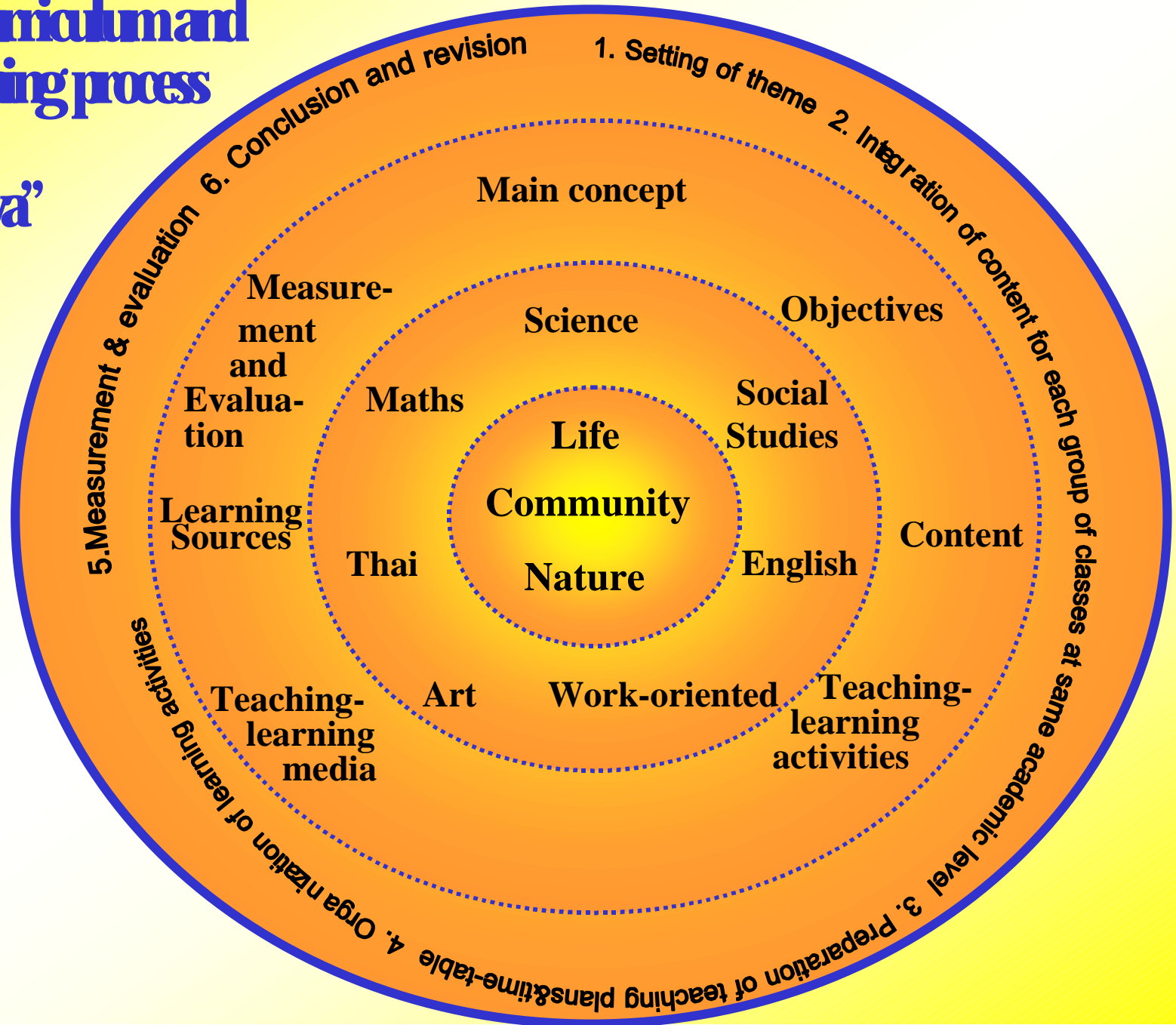
Regarding the learning models, an attempt has been made by the researcher to select those with outstanding features in their process. Limitation in the length of the report, however, does not allow the presentation of all the numerous examples available. Those interested can seek information from the full reports of the schools under the National Pilot Study on Learning Reform for Improving Quality of Learners available at the ONEC.

2.1 Integrated learning units

Exhibits :

1. Baan Sapam “Mongkhon Vidhaya” School, Phuket Province;
and
2. School in Honour of HRH Princess Srinagarindra the Princess Mother, Phuket Province.

Exhibit 1 :
Model of local curriculum and
integrated learning process
Baan Saram
“Mongkol Vidhaya”
School
Phuket Province



Exhibits 2 : Case Study of the School in Honour of HRH Princess Srinagarindra the Princess Mother, Phuket Province

Model of Learning from Community and Nature

under the theme of **“Economic, Social and Religious Features and Social Changes in Thailand”**

Presented by Ms Kanchana Karlakanchana
(Instructor)

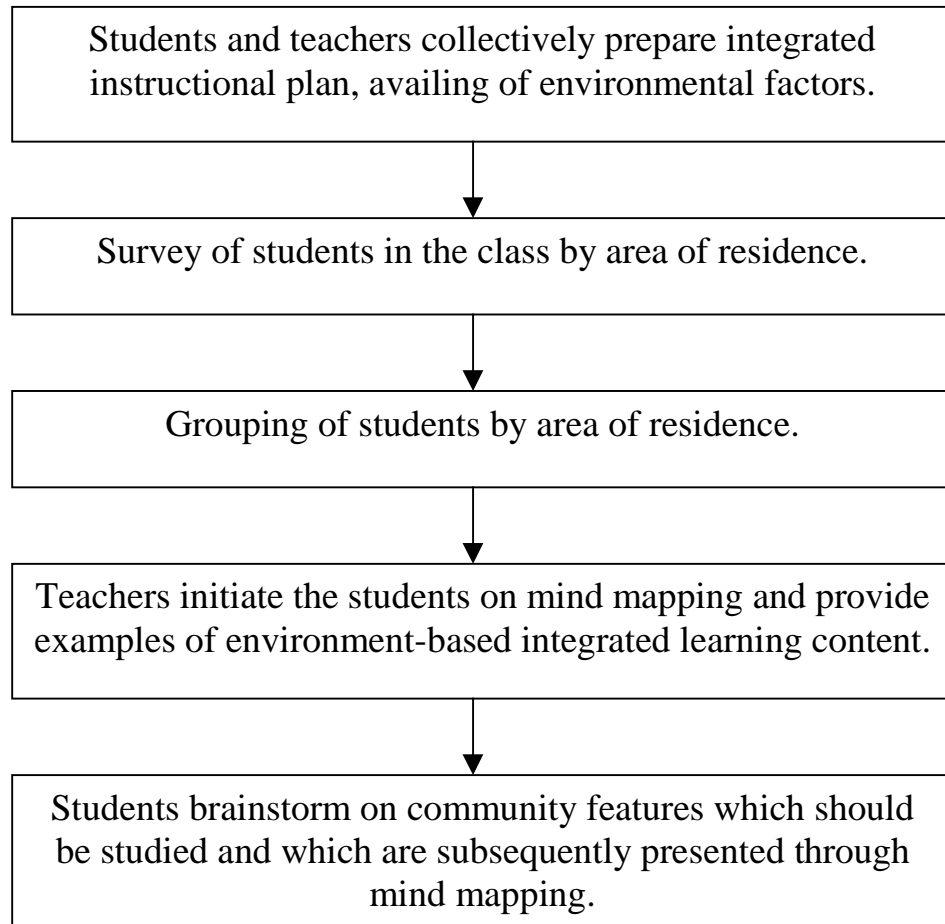
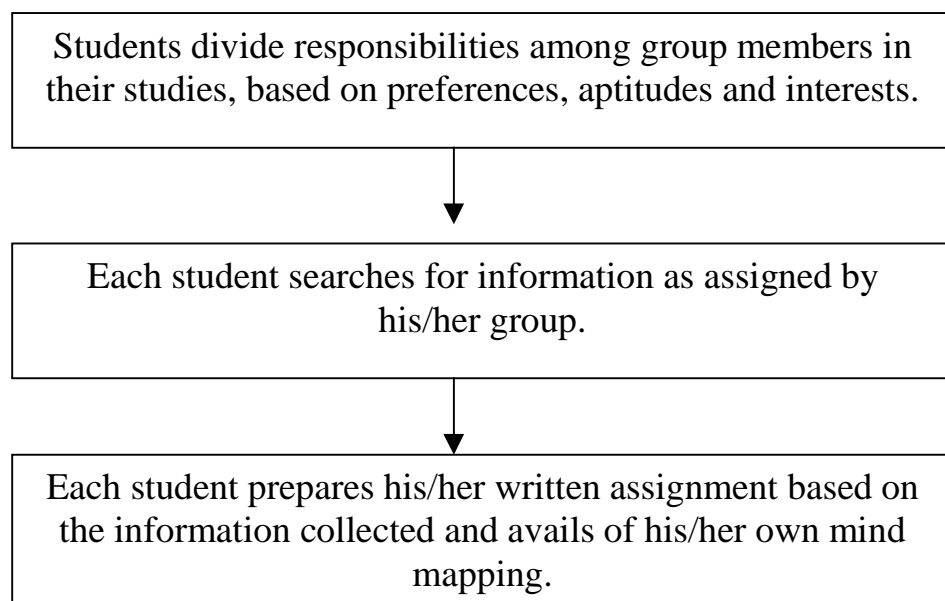
1. Rationale

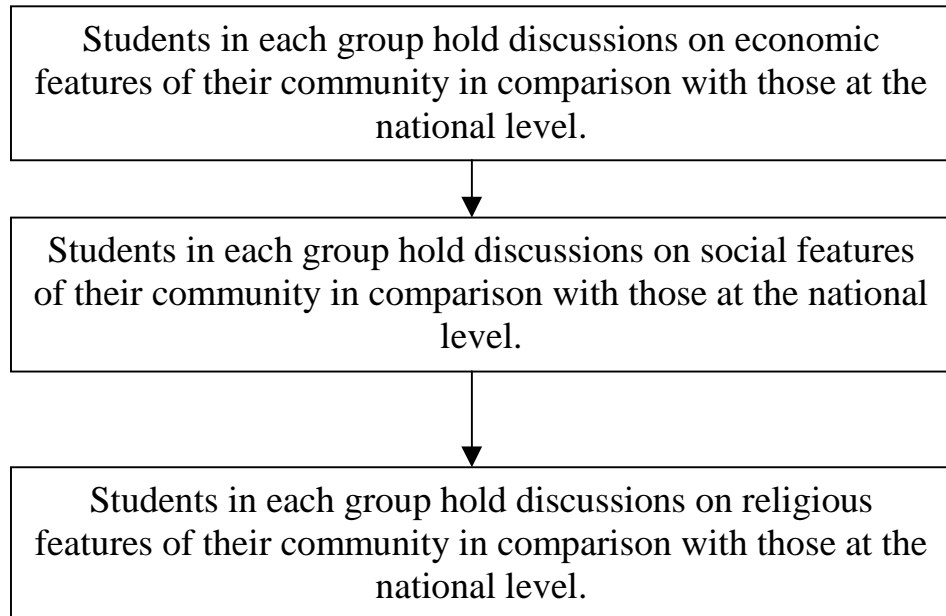
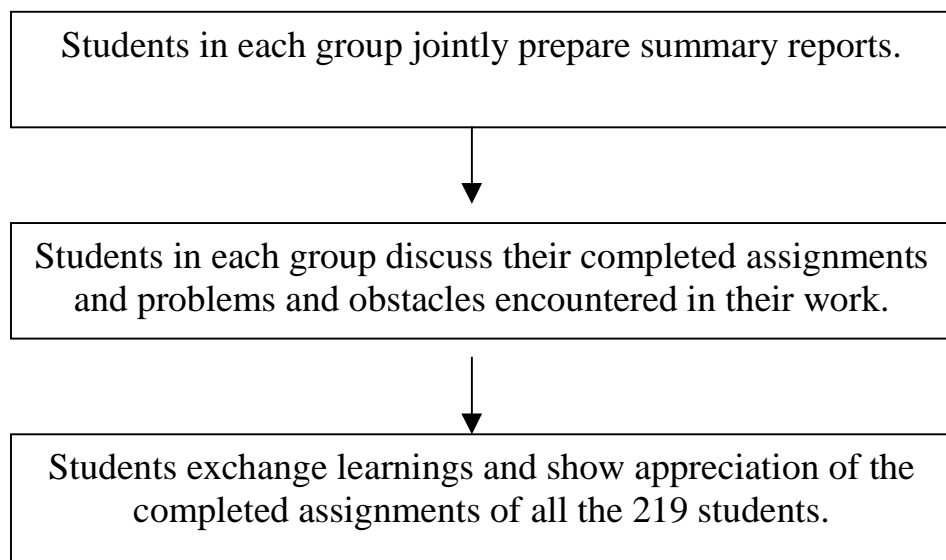
The School in Honour of HRH Princess Srinagarindra the Princess Mother, Phuket province, admits both boarders and non-boarders. Its service area includes 5 provinces of Trang, Krabi, Phangnga, Ranong and Phuket. Although the overall economic, social and religious situation of the entire country shares certain similarities, the characteristics of individual local area and community naturally vary.

Requiring the students themselves to search for the relevant information or enquire the local resource persons will allow them access to clear and accurate data, resulting in exchange of learnings among the students living in different communities.

2. Learning Process

The instructor has required the students to follow the following steps in the learning process :

Step 1**Step 2**

Step 3**Step 4**

3. Student Outcomes

1. The students have been able to work in teams and assist one another, leading to solidarity.
2. The students have been able to construct their own knowledge through mind mapping.
3. The students have learned how to search for additional information from other sources.
4. The students have enjoyed learning.
5. The students have become aware of the values of their communities which they appreciate.
6. The students have been able to exchange knowledge.

4. Teacher Outcomes

1. The teachers have been able to exchange learnings with their students.
2. The teachers take pride in their students' ability to learn through group system, mutual assistance in working and collective efforts in seeking knowledge.
3. Pleasure has been received from learning with the students and joint efforts in problem solving.
4. Authentic evaluation has become possible.

5. Community Outcomes

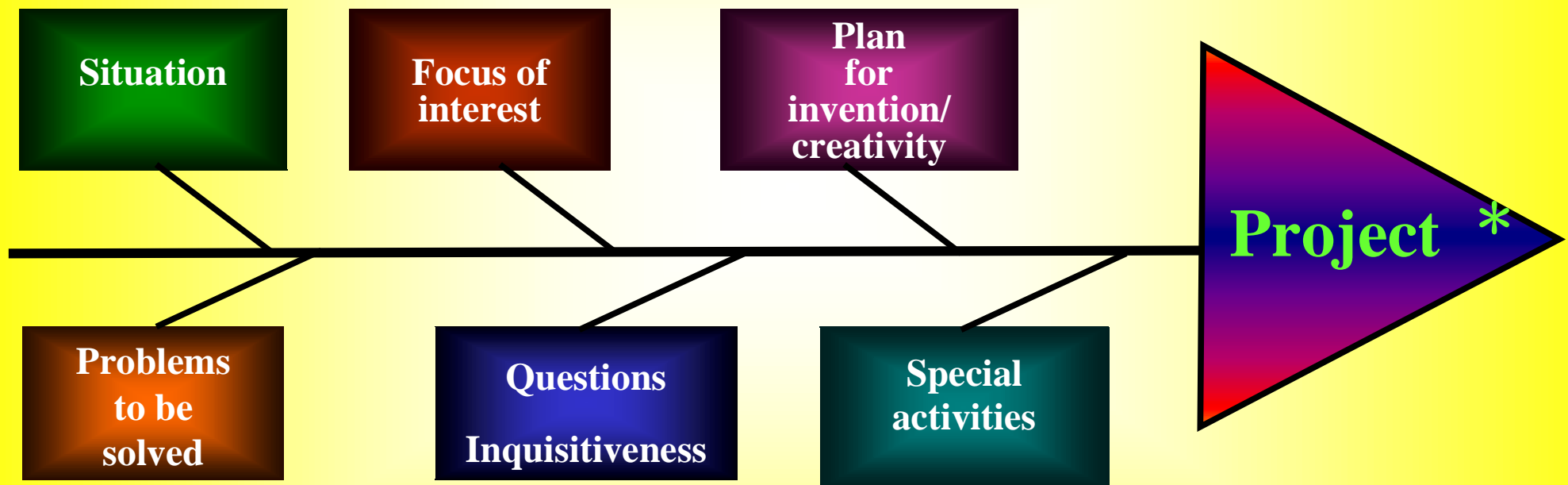
1. The students have been able to apply the knowledge gained for the benefit of their community.
2. The students have been able to avail of the desirable attributes of other societies for the benefit of their own.

6. School Outcome

The students have become avid learners, thus free from the evil influence of drugs and other vices.

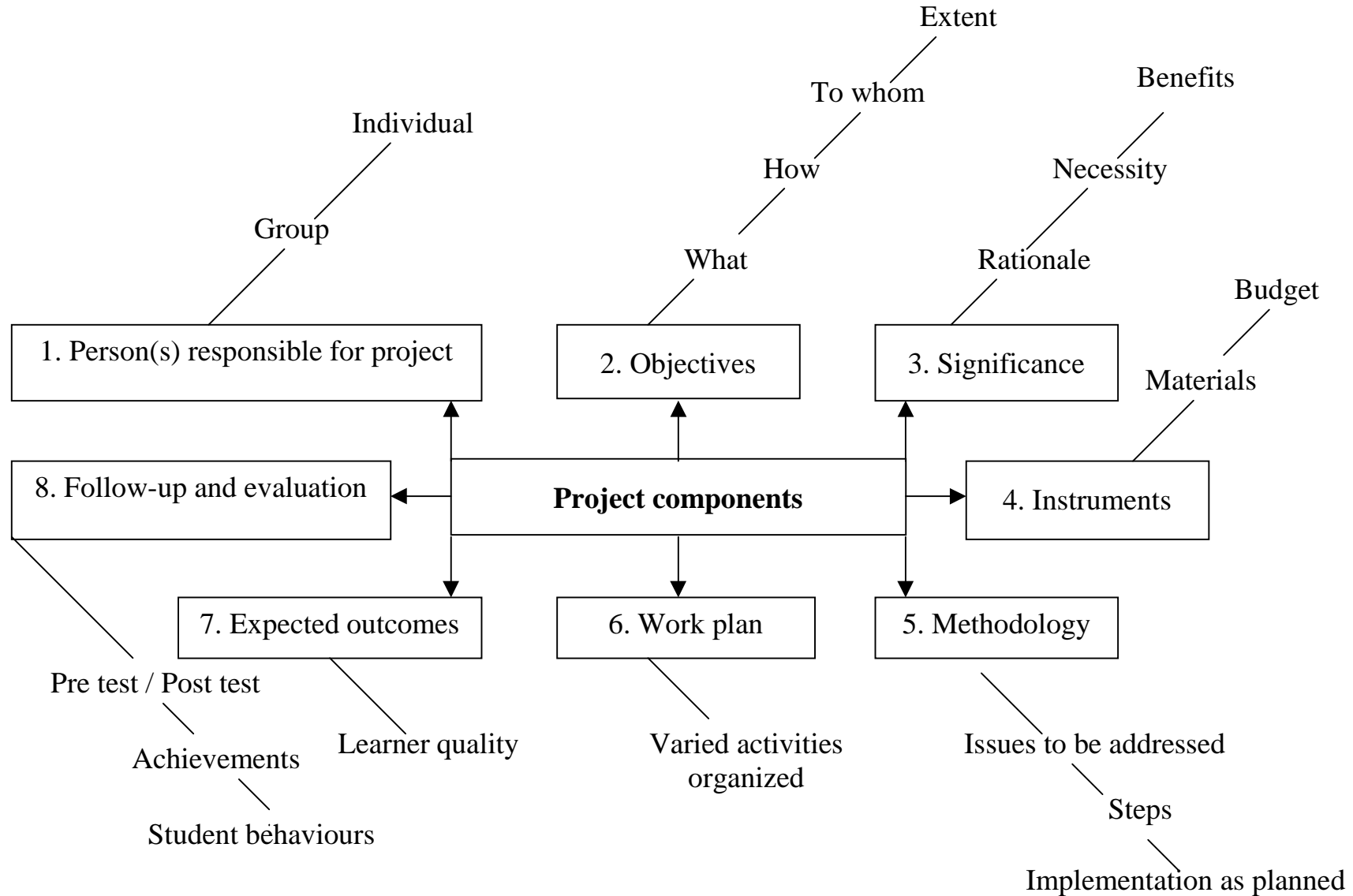
2.2 Integrated unit : Project

Model of project activities



Project components

Exhibit Noen Muang Vidhayakarn School, Nong Bua Lam Phu Province



3. Activities for Enhancing Moral Values and Discipline

Organizing activities for enhancing moral values, discipline and desirable attributes of the learners at different educational levels is based on a variety of concepts, depending on the perspectives of the persons concerned in each situation as well as the standard expected in each society. Some salient differentiated concepts are as follows :

1. The inculcation of moral values necessarily begins at home and continues as a lifelong process with the support of the educational institutions and all parties in the society. Such inculcation is effected through teaching, training and fostering of desirable behaviour.

2. The inculcation of moral values necessarily begins with religious teaching, e.g. Buddhism, at all levels of educational institutions and in all types of education – formal, non-formal and informal. Sufficient instructional time and content are called for. Teachers who specialize in Buddhism and who have a thorough knowledge as well as convincing teaching method are also available.

3. Moral values should be integrated in all subjects and all teaching-learning activities. It is incumbent upon all teachers to imbue their students with moral values by setting themselves as good examples, remedying undesirable behaviours, planning for prevention of moral degeneration and teaching them to appreciate virtue.

4. The inculcation of moral values involves the building of a learning society enabling the students to practise and exchange learnings, study for acquisition of knowledge which is subsequently interwoven with virtue. It also involves organizing group process, activities for practising religious teachings and availing of the valuable local wisdom in the community for imbuing the students with moral values and training them in the acquisition of desirable behaviours, thus constituting an efficient way of enhancing morality.

There are still many other concepts, some of which are harmonious, others vary. Opinions also differ on the aspects to be given special emphasis in the inculcation of moral values. One extreme is to provide maximum religious teachings while the other extreme is to provide selected ones. One practice prefers prioritization of the religious principles depending on the students' maturity, while another practice argues that virtue cannot be prioritized according to the grades the students are in.

The data analysis of the activities for enhancing moral values of the reform schools reveal that activities have been organized, enabling the students to study the religion which they profess. The researcher has

already presented such findings from the focus groups in the schools offering interesting courses on proper manners of the Buddhists, religious ceremonies and religious' teachings.

Wat Ruang Community School, Nakhon Ratchasima province, has organized activities for observing student behaviours. Relevant notes have been made on behaviours which need remedying, namely : lack of discipline, quarrel, impolite manners. Activities have been organized for behavioural adjustment through joint efforts of all teachers in providing advice and positive encouragement for self-improvement. Simulation situations have also been provided for analysis and self-evaluation by the students. The results of these activities during the period of June-September 2001 have shown notable behavioural changes which include orderly walking in line, better manners in paying respect to teachers on all occasions, no more bullying, sound reasoning and compromise.

Ms Sudawan Suppakesorn of Tarn To Watanawit School, Yala province, has noted in the field notes of the master teachers for the first week of August regarding solution to the problems of teenagers at risk under the "Home Sweet Home Project". The project involves organization of activities enabling the students and their parents to understand one another through mutual appreciation of problems encountered and unrevealed feelings. The parents have been invited by the teaches to join in the conversation with their children in the course of which the teachers have played the role of moderators. Eventually the teachers and the parents have successfully solved the problems of absenteeism, smoking and drinking as well as those faced by some children at risk. The method adopted by teachers involves **planning of activities with an emphasis on collaboration, consultation, co-ordination of co-operative efforts, communication within a group of persons and expression of opinions** until the mutual understanding has been reached among the adults and the children, who join hands in finding final solutions to the various problems.

Mr Sukhapong Tasanakulkij, a master teacher, has reported, in his field notes, on the activities under the project "Being Close Together". The project requires all teachers to organize 20-30 minute conversation groups in the morning immediately after the paying of respect to the national flag. Each teacher takes care of around 20 multiclass students. The conversation allows the teachers to learn of the students' problems as well as appreciate their capabilities. On these occasions, the teachers also take an opportunity to teach their students to avail of the moral teachings in problem solution.

Dr Sirichai Yokota of Plub Pla Siri School, Nondhaburi province, has organized activities for systematic inculcation of discipline, based on the guidelines for development of fundamental ethical values of Phra Kru Smu Chalor Kuttadhammo, abbot of Plub Pla Temple as well as the Islamic concept and perspective preached by the imam of Riya Dissunun Khun Sanan Miskij Mosque.

The activity begins with the question on the meaning of self-discipline and then proceeds to the selection of activities for promoting discipline for the purpose of their prioritization in the routine in daily life, criteria for behavioural evaluation, the roles of parents and teachers and methods for organizing the activities for collective evaluation by all parties concerned and further improvement of student behaviour.

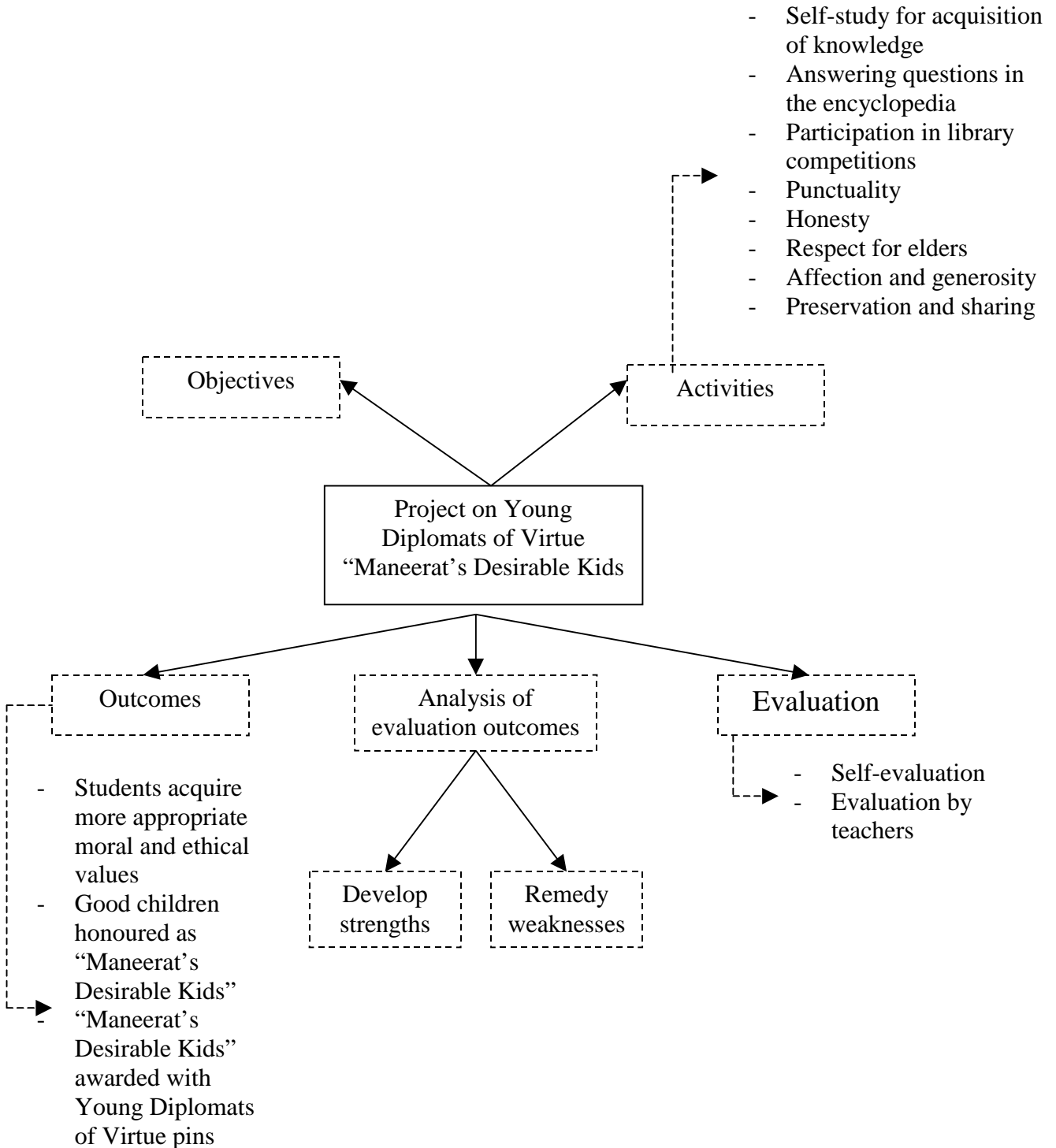
The activities for enhancing discipline which have to be followed include :

- a) Going to bed, sleeping and getting up;
- b) Making one's bed;
- c) Oral and dental cleansing;
- d) Preparation and checking of objects to be taken to school;
- e) Preparation and checking of objects and assignments to be taken home;
- f) Taking sufficient breakfast;
- g) Taking lunch during a limited period of time;
- h) Taking dinner slowly;
- i) Doing obeisance by joining the hands together; manners in paying respect and greeting;
- j) Arriving at school before 7.50 hrs.;
- k) Showing discipline in lining up for the hoisting of the national flag;
- l) Daily physical exercise;
- m) Spending and saving money as planned;
- n) Discussion on donation;
- o) Reading, watching television, videotapes and browsing on the Internet with the parents; and
- p) Drill in proper breathing.

Based on the criteria for joint evaluation of the children's behaviours by the teachers and the parents, it can be seen that these

activities involve self-control. Thus the students can concentrate the whole day long on what are expected of them, from morning until night time. This model of systematically organized activities therefore deserves our attention.

Samut Maneerat School, Samut Sakhon province, has organized activities under the project on young diplomats of virtue entitled “Maneerat’s Desirable Kids”, which can be illustrated through the following figure :



4. Model of Activities for Enhancing Wisdom or Interest Group Activities

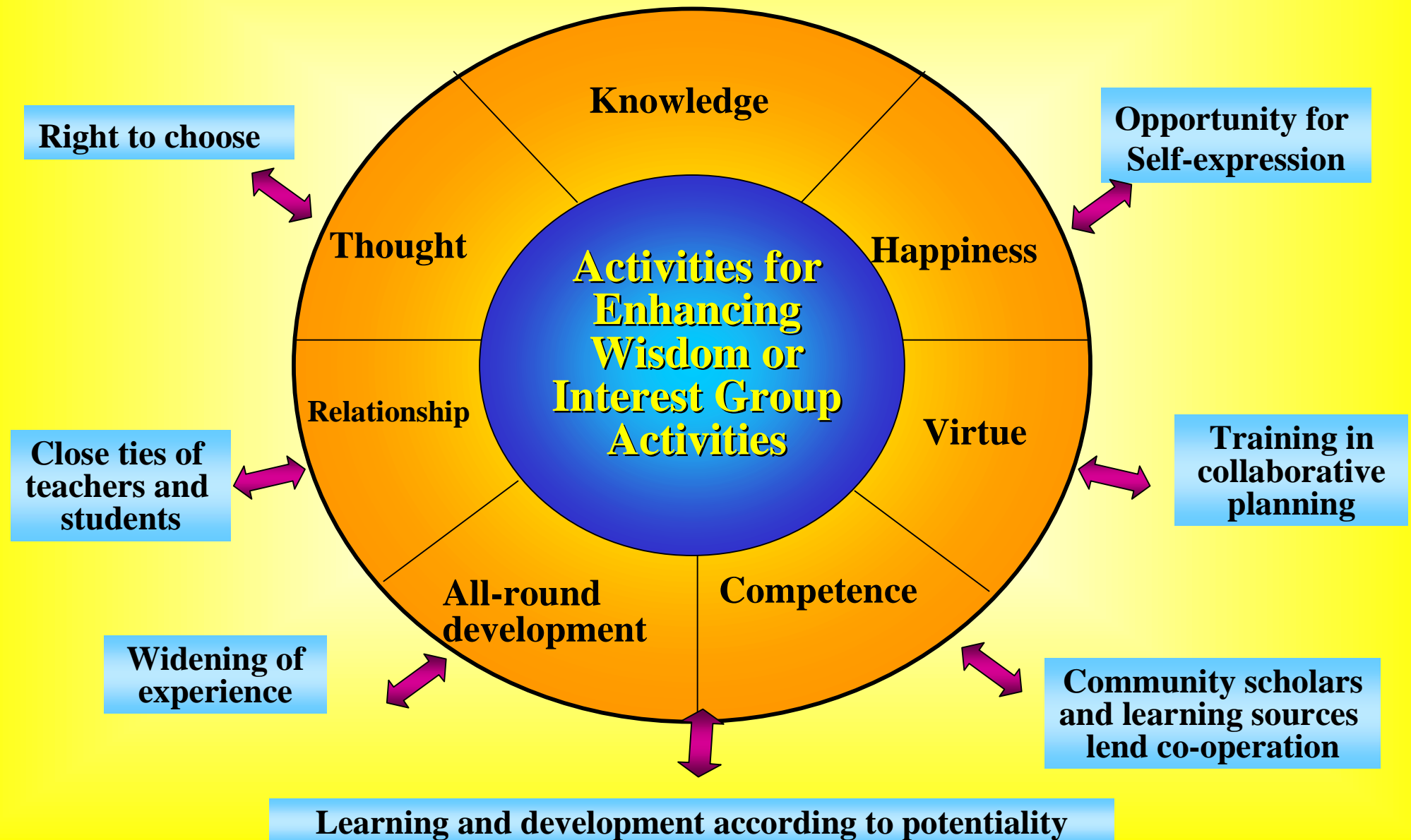
The activities for enhancing wisdom originate from the concept of learning reform process of the school under the jurisdiction of the Bangkok Metropolitan Administration (BMA) in 1997. Their objectives are to allow the students to develop their learning in accord with the aims of a variety of principles, depending on their aptitudes and interests. Both the teachers and the students are not hampered by monotonous teaching-learning behaviours, and hence the students have been able to learn happily.

The concept underlying the significant change is “Less time for explanation, but more time devoted to learning” or in other words “Less time for teaching, but more time for learning”. The relevant activities are organized for 60-90 minutes each day. Such activities are varied and suitable to the students’ ages, interests and needs, depending on the schools’ readiness regarding personnel, relations with the community and the schools’ environment.

As already mentioned, the model entitled “Activities for Enhancing Wisdom” has been adopted by the BMA schools. There are, however, similar models under different names which have adopted by many other schools. These models share the same philosophy and basic principles e.g. “Interest Group Activities” of Baan Khum (Prasarn Rat Vidhaya) School; “Learning Corner” of Pathai Udom Suksa School; “Learning Point” of Baan Tha Chamuang School; “Life Skills Club” of Baan Thung Mok School; and “Club of Students’ Own Interests” of Baan Wang Luek (Yuwanat Chanuthis) School etc.

To avoid confusion in the presentation, the widely known title of “**Activities for Enhancing Wisdom**” will be used. **Sumon Amornvivat : 2 1997** has provided the step-by-step explanation for appreciation of the overall picture of this model of learning activities. There are, however, many other schools under the reform project which have implemented such model. Those interested can find further detailed information from the schools’ complete reports.

Model of Activities for Enhancing Wisdom or Interest Group Activities
Based on Additional Analysis of Activities of Learning Reform School : 2001



5. Model of Amicable Supervision

Educational supervision is a process of strengthening the capacity of administrators and teachers. Being a personnel development process, it logically contributes to improving the quality of both formal and non-formal education. Educational supervision in Thailand during the past 5 decades has evolved from a process of inspection and evaluation to a variety of working models to enhance the quality of the teaching profession. Through supervision, educational administrators have acquired the capability of initiating an internal supervisory system and process in the schools. Teaching activities have also been linked with the various factors conducive to effective teaching and learning, resulting in the desirable quality among learners. Furthermore, the supervisors play an important role in the adoption and actual implementation of the learning content and standards prescribed in the curriculum as well as projects of the respective authorities through supervision of the school personnel.

On the whole, the supervisors of the various authorities of the schools at all levels are well qualified persons with extensive experience in organizing the learning process. They logically enjoy a rather high status in administration, development and solution of the various problems faced in the learning process. Their functions also include monitoring and assessment of the quality of the educational institutions. At times, the supervisory process is hampered by the lack of the necessary manpower and budgetary support which prevents the supervisors from visiting all of the educational institutions. Some of the supervisors are unable to effectively demonstrate organization of relevant teaching-learning activities, which can serve as examples to the teachers, hence supervision merely involves presentation of theoretical principles and educational innovations which the teachers do not know how to put into practice.

In 1998, the Centre for Development of the Teaching-Learning Quality, ONEC, began the efforts of identifying ways of developing the learning process and improving the quality of the school personnel, Professor Sumon Amornvivat, a specialist of the Centre, initiated a project with the view to searching for and honouring master teachers with interesting teaching methods, enabling the students to enjoy learning, adopt a participatory approach, and practise critical thinking and teamworking. The first group of 30 master teachers have been selected and engaged to supervise the teachers in their network, comprising at least 10 members, through demonstration, practice, experiment and assessment of the teachers' development.

The master teachers being ordinary teachers who are highly diligent, able to teach well, willing to volunteer and sacrifice, their status is in no way higher than that of the administrators and the teachers in the schools or groups of schools nearby. **The master teachers' supervisory process necessarily indicates the approach of colleagues and friends.** On the contrary, if the master teachers consider themselves as **knowledgeable persons who dictate and give out commands**, this might result in resistance or lack of co-operation. Sumon Amornvivat (1998) has therefore initiated a model of amicable supervision to provide the master teachers with guidelines for efficient demonstration to the network teachers. The findings from the assessment reveal that the model of amicable supervision has received recognition and encouraging collaborative efforts from the network teachers. As a result, some of the master teachers have succeeded in expanding their networks even after the project completion, while the 1999-2000 master teachers have also continued with the model of amicable supervisory process.

Conceptual Framework

The conceptual framework for the underlying principles of the amicable supervision model are the teachings on amicability of the Buddhist philosophy and Thai cultural perspective i.e. generosity, solidarity, assistance and support and recommendation on appropriate direction through mutual recognition and respect. The master teachers and those in their networks therefore enjoy an equal status. They exchange their learnings as well as experiences with the sole objective of attaining an effective development of the student learning.

Principles

The master teachers are well recognized for their capability and instructional creativity. They have adopted the learner-centred approach with clear steps for teaching which can be learnt and emulated by the teachers wishing to enhance the quality of their teaching.

The improvement of the teaching-learning quality begins with the teachers' determination to ameliorate their own teaching methods. The administrators and supervisors can well provide support through relevant advice. With another **source of support** through suggestion, assistance and demonstration from **colleagues** based on **the amicable supervision model**, the teachers will be enabled to see the succinct instructional steps which have, actually been implemented and can be applied to their classrooms.

Model of Amicable Supervision :

Sumon Amornvivat 1998



| | | | | |
|-------------------|--------------------------|--|------------------------|-----------------------------|
| Model | ☆ Creation of faith | ☆ Demonstration of models of processes | ☆ Teamwork | ☆ Monitoring and evaluation |
| Body of knowledge | Support from authorities | Administrators at all levels | Whole-school personnel | |

Model of Amicable Supervision

The Model of **Amicable Supervision** is based on the concept of advising and assisting other teachers, regarded as colleagues, in the teaching-learning activities. Such supervision includes the following 4 main aspects :

1. Building of faith to attain recognition among network teachers who will be stimulated to become eager for improving their teaching

2. Demonstration of the instructional model The master teachers have proved the feasibility of the learner-centred approach, which can be adopted by the network teachers for application in their own classrooms.

3. Collective thinking and learning exchange Both master teachers and network teachers have different teaching experiences. Regular meetings should be held for collective identification of solutions to the various problems faced and for mutual learning exchange.

4. Following-up and assessment of the entire process The master teachers will regularly prepare field notes on their supervision, observe and receive feedback information from the network teachers and identify problems as well as solutions with the view to creating a new learning society on a sustainable basis, which will continue even after termination of the project.

Objectives of the Project

1. To enable the master teachers to systematically organize the information and the instructional steps they have adopted for preparation of succinct documents for study and application by the network teachers; and

2. To enable the master teachers to function as “**amicable supervisors**” who provide 10 colleagues with advice and assistance in improving the quality of learning and teaching.

Scaling Up the Network

1. Some of the network teachers may belong to the same schools while others may teach in the schools not too far from the schools where the master teachers teach, or all of them can belong to other schools, which can also be under the authorities different than those of the master teachers.

2. The network teachers may teach in similar classes or at the same level as the master teachers. They are interested in improving the teaching and learning of the relevant subjects on a voluntary basis.

3. At the initial stage, meetings should be held at least once a week. Regular consultations should also be organized in the course of the supervision or with appointments for report of work on a regular basis.

Functions of the Master Teachers

1. Network Building The master teachers' main mission is to propagate among the network teachers the model and relevant teaching-learning methodology. For enlisting members of the network, the master teachers will mostly select those in the communities nearby, while others are from other provinces. Network building therefore involves the following :

1.1 Network building based on target groups

The master teachers will identify their target groups among outstanding teachers, those with academic excellence, dedicated teachers etc. The selection of the network teachers, who join the network on a voluntary basis, is personally made by the master teachers.

1.2 Enrolling in the network on a voluntary basis

The interested teachers will be informed through the mass media of the network building for developing teaching-learning quality. They will thus have faith in the master teachers whose networks they will willingly join.

1.3 Building of relationship and faith

The master teachers will personally meet the teachers concerned to inform the latter of details of the project and working methods as well as request them to join the network.

1.4 Dissemination of project information to school administrators

The master teachers will send details regarding the project to administrators of schools nearby for information and request them to send the name list of those wishing to join the network.

1.5 Survey and selection of network teachers

A survey will be conducted on the name list of teachers teaching the same subjects and at similar levels in communities near and far as well as those in other provinces for invitation to join the network.

2. Propagation of the model and teaching methodology to the network teachers

The master teachers can propagate the teaching methodology to the network teachers in many ways :

2.1 The network teachers can be invited to attend meetings for presentation of the model and teaching methods, introducing teaching activities, demonstration of the learner-centred teaching techniques, media construction, and practice for acquiring skills. The meetings can be held both every week and every other week, and both on non-working and working days.

2.2 Distribution of documents and prototypes of instructional media for the study and additional production by the network teachers; the master teachers can, in this regard, provide further advice both in person and by telephone.

2.3 For the network teachers living at a long distance, the master teachers will send them the relevant documents and video-tapes and pay them occasional visits.

2.4 Visits to the network teachers' classrooms for moral support (once or twice a month).

2.5 Monthly meetings with the network teachers for summary review of accomplishment.

2.6 The most frequently used methods in order to create closeness to the network teachers are provision of moral support and advice through telephone calls every week as well as informal discussions at weekends at the network teachers' homes.

2.7 Exhibition for presentation of the outcomes of the training of network teachers.

3. Co-ordination with agencies or persons concerned In co-ordinating their work, most of the master teachers receive satisfactory co-operation from administrators at all levels including the persons concerned e.g. supervisors at all ranks.

The amicable supervision model has been widely implemented with the expansion of the Spearhead Teacher Project for the education reform carried out by the Ministry of Education and the Local Education Bureau of the Ministry of Interior, which is responsible for all municipal schools in the entire country.

In implementing the Learning Reform Project for Developing Quality of Learners, the ONEC has requested the local research teams to avail of the amicable supervision process in their collaboration with the participating schools. The approach has already yielded partial results as seen in the analysis of the data regarding the focus group.

For further clarification, an example of the work of the local research team in the whole-school learning reform and staff development is briefly presented below.

Report of Assistant Professor Kittiyavadee Bunsue and Ms Vipha Tantulpong, local area researchers

Collaborative working methods with the schools

The working methods adopted by the research team and the schools in their collaboration share similarities in the principles; the differences are to be found only in the details. Emphases, nonetheless, are on the following :

1. Collaboration in thinking, developing and working as well as participation of all concerned at all stages.

2. The research team works together with the administrators and the teachers, availing of the principle of amicability to attain solidarity. The research team also plays a co-ordinating role in their collaborative efforts with the administrators and the teachers.

3. In their work, the data at the school/local area level and qualitative research are availed of for mutual development. The main objective is to seek **appropriate solutions to the problems by the parties concerned themselves**. There have been exchanges of discussions on the data, information and methods applied for problem solving or findings from their collaborative efforts (all the 4 schools) in order to attain highest benefits for the students.

Research Team's Steps of Work

In its work with the schools under its responsibility, the following steps have been taken by the research team :

1. **Preparation of the research team and collection of basic data on all the 4 schools under its responsibility** by studying details of the project, essential elements of the research framework for preparing data files and relevant documents orientation have also been provided to ensure that members of the same research team fully appreciates the methodology of collective research.

2. **Planning and preparation of the research team's work plan** by preparing a clear framework for action of the research team and the schools with the view to identifying points of common interest. A flexible calendar of activities has been made for the benefit of all the 4 schools under the research team's responsibility. The conclusion of the

researchers' actions has been made in 2 stages, depending on the emphases in their work plans as follows :

2.1 Phase 1 of the work plan (April – June 2001) with the emphases on the following :

Part 1 : Briefing the personnel concerned on the features of the research as assigned by the ONEC; learning of the strengths, weaknesses, problems faced and technical assistance needed by the schools. The research team has also studied the situations of the respective schools, the students and communities where the schools are located.

Part 2 : Learning of the teachers' capability of providing and organizing the teaching and learning services to communities and development of instructional media; the research team also studies the teachers' capacity for organizing activities conducive to learning and provides advice to the teachers in case of enquiries.

Part 3 : Providing the schools with advice on administration of academic and personnel affairs; classroom management; instructional plan preparation; designing activities to supplement teaching; task assignment; examination of the students' tasks; and use of language in task examination.

2.2 Phase 2 of the work plan (July – September 2001) with emphases on the following :

Part 1 : Maintaining the strengths (as a minimum) and further enhancement of efficiency in accord with each school's potentiality in the following aspects :

- Administrative and management system of the schools and the classrooms
- Factors contributing to the school success
- Honest self-evaluation
- Organizing the teaching and learning
- Process for evaluating learning outcomes
- Classroom research
- Co-ordination with parents and other agencies
- Self-evaluation of the schools, teachers and school personnel
- Promotion of amicability in school

Part 2 : Assisting each school to change for the better

- Planning to meet the requirements of the school charter;
- Viewing of the obstacles encountered in their functioning in the schools as well as creative solutions to these problems;
- Determination of the teachers' roles in teaching and learning;
- Adjusting the teachers' knowledge-transmitting behaviour in line with the educational reform guidelines;
- Adjusting the students' learning behaviour in line with the objectives and charter of the school;
- Adopting the learner-centred approach with activities suitable to the students' ages and maturity both on a group and individual basis;
- Promoting teachers' learning by inviting resource persons specializing in different fields to give advice;
- Co-ordinating with parents and other persons concerned to participate in development of various school activities; and
- Preparing for external evaluation by an institution outside.

Part 3 : Collective planning for exchange of learnings between the schools and the research team in project implementation

Part 4 : Follow-up and evaluation of project implementation

3. The researchers' actions in the 4 schools The main activities include :

3.1 Meetings and advisory service

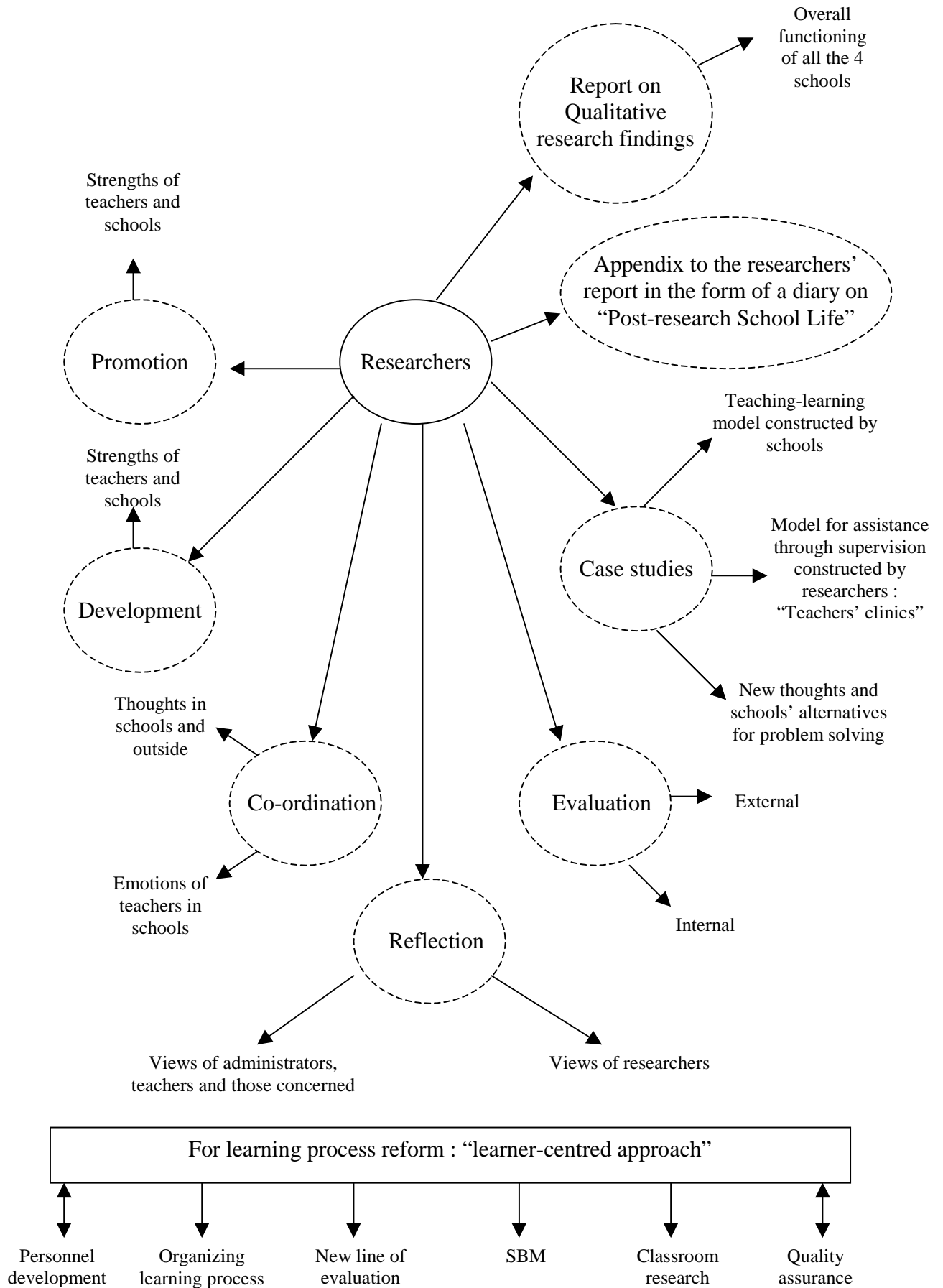
- Adopting an amicable approach; the visits and informal discussions are regarded as experience exchanges among friends; and
- Offering advice and different alternatives through consultations and collective solutions to ensure smoothness and success of the teaching and learning.

3.2 School visits for supervisory purposes

- Appointments for visits which can be frequent at first, but later leaving certain intervals for self-development; appointments can, however, be made, should the schools need assistance;

- Contract through telephone can be made at all times in case of urgent problems; and
- Observation of teaching and learning can be made upon request, concentrating on observation of the students (not the especially those faced with both academic and personal problems).

Figure Showing the Research Team’s Achievements



Conclusions and Policy Recommendations

The research findings as presented by the researcher mostly relate to various aspects of learning process and management of academic affairs, which are interesting and truly successful. From the school visits, the interviews and general discussions, the researcher has learned and identified many problems encountered by the schools, as summarized in the following conclusions :

1. During the transition period of changes in the processes of educational administration and learning in the schools both in the central and provincial areas, an awareness-rousing has been made, thus necessitating self-adjustment on the teachers' part to adapt themselves to the rapid changes. Some of the school personnel are familiar with the management procedure and teaching methods they have used for a long time, resulting in an uneasy feeling, lack of confidence and a desire to escape from the reform situation. Should these staff members have friends and sympathizers ready to recommend to them the right path as well as provide moral support, they will succeed in gradually adjusting themselves and changing their behaviours. On the contrary, if they are criticized, given a negative assessment or discouraged by the competitive process, they may decide to leave the teaching profession altogether. As it has transpired, a number of elderly teachers have joined the early retirement scheme, resulting in an increase in the lack of teachers and personnel arising from the decrease in the positions of teachers.

2. Regarding the development of educational institution curriculum and new methodology in the learning process, the core curriculum encourages the schools to freely create the learning content and to organize teaching and learning activities. Nevertheless conformation to the standards and indicators of the core curriculum as well as attainment of the learner quality as prescribed are required. However, even though the schools have been accorded complete freedom in their initiatives, they still feel uneasy and confused by the various sets of standards, indicators and criteria prescribed for the whole country, those set by their respective authorities as well as those set by an independent body responsible for evaluation and quality assurance. The reform schools have been duly advised to observe the standards of the core curriculum and those of their respective authorities.

3. The education reform process still covers various aspects on a separate basis i.e. reforms of the administrative structure, teachers and educational personnel, learning process, educational resources and investment, reform and promotion of private education etc. Besides, various bureaus, departments and divisions still carry out their reform

separately. In spite of some linkage, there are still lack of unity and different reform strategies. Differences are indeed normal and welcomed, if they can be harmonized for mutual support; some, however, have led to unnecessary conflict and competition.

4. The curriculum and teaching provided in the teacher education institutions have not been attuned the actual practice and the learning process reform in school or the concept of lifelong learning. Only some of the faculty staff of these institutions are capable of demonstrating the performance model and, as friends and colleagues, providing the administrators and teachers with necessary advice for the learning process. The training process for professional experience in the teacher education institutions must therefore be improved. The instructional theories must be harmonized with the culture and wisdom of the local communities. It is therefore gratifying to note the initiatives taken by all teacher education institutions to reform their curricula and teaching methods.

5. With the ONEC's initiative in selecting and honouring the national teachers and master teachers and with the implementation by the Ministry of Education of the Spearhead Teacher Project through improving the working system and tasks assignment to recognized teachers to expand their networks to include other teachers in the learning reform, the findings of this research reveal considerably increased workload of the spearhead teachers. Being supportive of their peers, they have to leave their classrooms to serve as resource persons, thus depriving their own students of the opportunities for full development. Faced with such problem, the master teachers have been given new guidelines for expanding their networks, resulting in the mitigation of the problem to a certain extent.

6. The pilot schools in the reform project are alert to personnel development as well as that of the learning process. In the interviews, those providing the data have indicated attempts to group the reform schools in the same or nearby provinces, and to expand the networks to include other schools in the vicinity for mutual assistance in the education reform. Such grouping and network building still lack support from the communities and the respective authorities. The schools necessarily have to find solutions to the problem by establishing relationship with the community leaders, co-ordinating and seeking mutual understanding with their respective authorities with the view to enabling the schools to truly become learning societies and learning sources of the communities.