

National policies on assuring teacher quality: The Case of Thailand

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Introduction

One of the major problems in Educational Management of Thailand as a cause of big Educational Reform in 1997, was the problems regarding to the teachers as well as Educational Staffs. Those problems were the problems from the production, usage, development, and maintenance in teaching professional standard. Consequently, the Constitution of Kingdom of Thailand 1997, Section 81, also enacted the provision for teaching profession development. In addition, in National Education Act 1999, Section 9 (4), enacted the provision to include principles for enhancing the professional standard of teachers, instructors, and Educational Staffs continuously which were important rationales in specifying guidelines for teaching professional development as a part of Educational Reform in Thailand.

Teacher's Quality Development

The teacher's quality development consisted of following guidelines:

1. The system and process of production and development for teachers, instructors, as well as Educational Staffs was organized with quality appropriately for being higher level of Vocational Education, obtaining readiness and strength in preparing new staffs, and in-service staffs regularly, and establish the fund for developing the teachers, instructors, and Educational Staffs.

2. The control and maintenance of standard in teaching professional practice by establishing the teaching professional organization, and teaching professional council were organized, to be responsible for determining the

teaching standard, certifying and getting back the professional license, and developing the teaching profession, school administrators.

3. The central organization for staff management of official teachers, was organized. The teachers and Educational Staffs from both of Educational Work Unit in public school level, and Educational Service Area Level were the government officials under jurisdiction of central organization for staff management of government officials based on principle of decentralization in staff management into the Educational Service Area, and Educational institutions.

4. The laws of salary, revenue, welfare, and other fringe benefits were enacted for the official teachers as well as Educational Staffs so that they would obtain sufficient income appropriate with their social and professional status.

5. The funds enhancing teachers, instructors, and Educational Staffs were set up for allocation as the grant for creative work, excellent performances, and honorable award for teachers, instructors, and Educational Staffs.

6. The Educational Work Units united the human resources to participate in Educational Management by applying the persons' experience, expertise, skillful, and local wisdom to be useful for Education as well as providing honor and respect those who enhanced and supported the Educational Management.

Teaching Professional Standards

The guidelines for implementation as the above especially the control and maintenance of professional standard, were determined in implementation for the first time teaching profession. The professional standards were specified for giving as well as taking back the professional license, controlling, and monitoring the practices based on standards, and professional code of ethics as well as professional development.

Teaching Professional Standards were the regulations regarding to the desirable characteristics and quality needed to be occurred in teaching profession. Those who performed the teaching profession had to bring professional standard as rationale for teacher council teaching profession as the Teaching Professional Organization based on the Teacher Act 1945 which determined 3 aspects of teaching professional standard as:

1. Standards of Knowledge and Professional Experience.
2. Standards of Work Practice.
3. Standards of Conduct.

Standards of Knowledge and Professional Experience specified as follows:

- 1) Bachelor's Degree in Education as certified by Professional Council
or
- 2) Bachelor' s Degree in other academics or professions, and the study in Education or Professional Training in Education not less than 24 credits.
- 3) Experience in teaching in schools which were certified by professional council as well as being evaluated one's teaching practice based on specified criteria by professional council.

Standards of Work Practice consisted the criteria of teaching professional standard certified by teaching council (The Teachers Council of Thailand) including 12 standard criteria as follows:

Standard 1: Practice the academic activities in teaching professional development regularly.

Standard 2: Make decision in practicing different activities by considering the potential effect to be occurred with students.

Standard 3: Persist in developing the students with full potentiality.

Standard 4: Develop the lesson plan for being able to be effective.

Standard 5: Develop the instructional media to be efficient throughout the time.

Standard 6: Organize the instructional activities by focusing on the students' sustainable effect.

Standard 7: Report the findings of students' quality development systematically.

Standard 8: Behave oneself as role model for students.

Standard 9: Collaborate with the others in school creatively.

Standard 10: Collaborate with the others creatively in community.

Standard 11: Search for and use the information and news for development.

Standard 12: Create opportunity for students to learn from every situation.

Standards of Conduct were based on teacher' code of ethics specified by professional council (The Teachers Council of Thailand) in the present time as follows:

- 1) The teachers had to love and be mercy for students by caring, supporting, and encouraging them in studying equally.
- 2) The teachers had to teach, train, practice, develop knowledge, skill, good habit of good teachers for their students with full competency and sincerity.
- 3) The teachers had to behave themselves as role model for the students in physical, verbal, and mental aspects.
- 4) The teachers should not behave themselves against the students' physical, intellectual, mental, emotional, and social development.
- 5) The teachers should not take advantage from students such as money in practicing duty, or asking the students to do things for their benefit dishonestly.
- 6) The teachers should develop themselves in professional, personality, and vision in order to keep pace with development of technology, economic, social, and politics regularly.
- 7) The teachers should love and be faith with their teaching

profession as well as be good members of teaching professional organization.

8) The teachers should help and support the other teachers and community creatively.

9) The teachers should behave themselves as leaders in conservation and development of wisdom and Thai Culture.

Teaching Professional Standards were major principles in determining the characteristics of those who would have their right to obtain the teaching professional license, or renew the teaching professional license. Those persons who would receive the teaching professional license needed to have the above characteristics based on teaching professional standards.