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The Comparative Study Of Professional Standards For Thai Teachers And For Asean Teachers

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Abstract

The research on the comparative study of professional standards for Thai teachers and for ASEAN teachers was aimed to 1) study and comparatively study for professional standards for teachers in ASEAN community, 2) establish guidelines for development of professional standards for Thai teachers in order to support the upcoming ASEAN community in 2015. Data collection was from documents, interviewing and focus group discussion. Data of professional standards for Thai teachers and others in ASEAN community was done by the content analysis. Findings indicated that (1) the ASEAN professional standards for teachers consisted of 7 aspects. (2) Guidelines for development of professional standards for Thai teachers were; Knowledge standards; Professional experience standards; Operation standards; Professional ethics standards; Individual characteristics standards; Professional participation and development standards and Participation and social relation standards.

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1. Introduction

With the development of science and technology, the world community has rapidly changed in every dimension. The world becomes inter-connected with a blur land boundary. Therefore, the free flow of information in terms of economy, society, culture, politics and governance has been noticeable everywhere. The new era of economy which concerns the development of knowledge and innovations has started. The cooperation, coordination and inter-dependability between countries are required for the changing situation. Hence, Association of South East Asia :

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ASEAN has emerged aiming at promoting cooperation and mutual support to each other in terms of economy, society, culture, technology, science and management. The kind of cooperation also aims at enhancing the regional peace and stability. Educational cooperation is part of ASEAN's functional cooperation and it has been conducting since the first decade of ASEAN's existence. It has been gradually developed both in managing and cooperating aspects. The ASEAN Declaration related to education aspect was approved by the leaders in the 15th ASEAN Summit which has put an emphasis on the 3 pillars. In educational field, it focuses on establishing the connecting education system, unifying the variety yet still preserving each identity and difference, coordinating and exchanging academic resources within the region. Moreover, the kind of cooperation is one of the important keys to enter the ASEAN Economic Community (AEC) which concerns more on workforce's education, ability and skills in certain professions and free flow of workforce's movement. Therefore, in order to be ready for AEC and free flow of education which creates high competition in providing educational services, the Teachers' Council of Thailand as a professional organization needs to obtain information related to professional standards of teachers in ASEAN members so that it can be used to compare with the council's existing standard and to be the guideline to develop the Thai teachers' professional standard to the international level. It will respond to the change and demand of the labor markets in the member countries.

2. Objectives

The research on the comparative study of professional standards for Thai teachers and for ASEAN teachers was aimed to

1. Comparatively study for professional standards for teachers in ASEAN community.
2. Establish guidelines for development of professional standards for Thai teachers in order to support the upcoming ASEAN community in 2015.

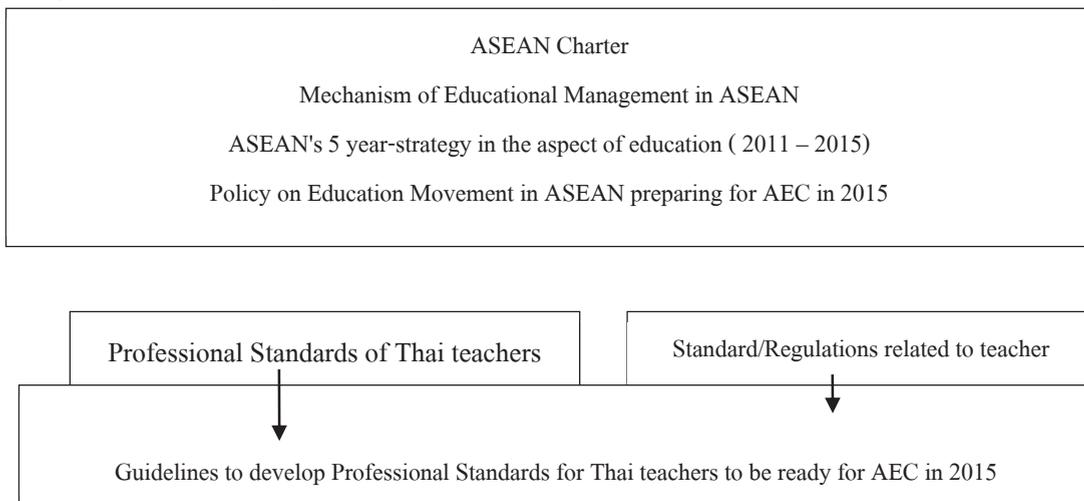


Figure 1.

4. Method

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4.1 Research Procedures

Stage 1 Study the Professional Standards of Thai teachers and of those from ASEAN members by researching through document and interviewing with experts and those working in the field of education in ASEAN member countries

Stage 2 Analyze and compare the professional standards between Thai teachers and those from ASEAN members

Stage 3 Set the guideline to develop professional standards for Thai teachers to be ready for AEC in 2015

Stage 4 Organize focus group of experts in order to gather information and advices to set the final guideline of professional standards for Thai teachers to be ready for AEC in 2015.

4.2 Sample

The study applied the Purposive sampling to select the samples as following.

4.2.1 The samples for the first stage of the study were

- 1) 10 samples from members of Teachers' Council of Thailand and members of Professional Standards of Thai Teachers who were or currently are members of Teachers' Council of Thailand or have had experiences in field of professional standard of teacher .
- 2) 9 representatives working in the educational organization related to other ASEAN members.
- 3) 4 persons responsible for identifying and supervising the professional standard in Singapore and Malaysia.

4.2.2 The 15 samples for the third stage consisted of members of Teachers' Council of Thailand, members of Professional Standards of Thai Teachers, educators, rectors of universities providing degrees in education and teacher representatives.

4.3 Research Instruments

Research tool consisted of 1) Data collection form used for data gathered from document related to teacher professional standards in ASEAN members 2) Structured interview form related to teacher professional standards and 3) Interview recorded form of the experts' discussion.

4.4 Data Analysis

Data gathered from document and in-depth interview of the experts was analyzed using content analysis.

5. Results

- The comparison of professional standards for teachers in ASEAN community indicated that there were both differences and consistencies in various issues depending on contexts of the countries which could be classified into two groups: the first one consisted of the countries that clearly determined professional

standards of teachers consisting of Thailand, Malaysia, Indonesia, Philippines, and Singapore; the second one consisted of the countries that incompletely determined professional standards of teachers consisting of Cambodia, Vietnam, Lao PDR, and Myanmar.

The essence analysis of professional standards for teachers from all countries might be concluded that the ASEAN professional standards for teachers consisted of 1) knowledge standards, 2) professional experience standards, 3) operation standards, 4) professional ethics standards, 5) individual characteristics and behavior standards, 6) professional participation and development standards, 7) participation and social relation standards.

- Guidelines for development procedures of Thai teacher professional standards to support the forwarding movement to ASEAN community were mostly the recommendations that focused on the related aspects for Thai teacher development for instances;
- Knowledge standards should emphasize 1) English for communications and information presentation, 2) knowledge management, 3) systematic and analytical thinking, 4) laws related to teachers including laws and/or mutual regulations of ASEAN countries, 5) ASEAN, 6) map/strategic maps of countries in ASEAN, 7) empowerment for learners, 8) children rights and protection guidelines, 9) democracy and peace studies
- Professional experience standards should be arranged for one academic year, dividing into 2 periods of time for reviewing and discussion during internship
- Operation standards consisted of 1) input factors such as planning to teach, and 2) procedure factors such as teaching operation, classroom management, learning assessment and evaluation, and reporting
- Professional ethics standards should emphasize the direct professional practice and awareness of impact of faith on stakeholders
- Individual characteristics and behavior standards included: 1) having virtues and ethics, 2) being enthusiastic to learn and continuously improving oneself, 3) respecting opinion of the others, 4) being self-disciplined, holding public mind, having decent human relation, 5) having respectable personality and being trustworthy, 6) possessing analytical thinking skill, and 7) respecting human dignity
- Professional participation and development standards comprised 1) believing in and committing to teaching profession, 2) promoting for recognition of working and behaving according to professional standards to professional personnel, 3) being membership of professional organizations both in national and ASEAN level, 4) participating in professional development activities in the country and abroad, 5) helping in valuing teaching profession, 6) contributing to create the society of learning, 7) maintaining virtuous relationship with professional associates, community, and society
- Participation and social relation standards included 1) promoting peacefulness and harmony in school, community, and society, 2) demonstrating leadership, 3) endorsing unity and participating in social activities, 4) supporting the preservation of Thai cultural heritage, 5) learning and recognizing the diversified cultures of Thai, ASEAN, and the world, 6) finding creative ways to uphold democracy system, and 7) helping to generate ASEAN identity.

6. Discussion

For readiness preparation for AEC and free flow of education opportunity, the Teachers' Council of Thailand is required to upgrade the teacher professional standard to international level and be prepared for the change and demand of labor markets in ASEAN member countries. This is relevant to the research of Southeast Asian Ministers of Education Organization Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH) which studied the teachers' standards in the context of Southeast Asia. The results from the study reflected that the core competency of teachers in South East Asia consisted of 1) teaching preparation that is in accordance with vision and obligations 2) constructing learning environment 3) resources developing and utilizing 4) developing the skills of advanced idea organizing 5) facilitating the learning process 6) promoting moral and ethics 7) professional developing 8) evaluating learners 9) creating network of people involved 10) developing the network and 11) establishing students' welfare (SEAMEO INNOTECH, 2010).

7. Recommendations

7.1 Recommendation for Thai Teacher Council of Thailand

(1) The standard of Thai teachers in terms of knowledge should be improved. The institutes producing teachers for the market should rearrange the curriculum to be relevant to the standards found in this study.

(2) It needs to be proactive in controlling the teacher professional standards by establishing the system that every 5 year, teachers' standard need to be tested using the criteria from Thai Teacher Council of Thailand.

7.2 Recommendation for Ministry of Education

There should be policy promoting and encouraging Thai teachers to use English as teaching medium by setting practical system in awarding the teachers who can use English to teach other subjects.

7.3 Recommendation for Future Research

A study on coordination pattern between organizations involving in specifying, monitoring and controlling the teachers' conduct to make sure it follows the professional standards should be conducted to be the concrete guideline for future application.

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