

## **Education Professional Standards in Thailand**

**Methi Pilanthanonond, Ph.D.**

Dean, Faculty of Education  
Assumption University  
Thailand

### **Abstract**

*Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potential. Education can be provided through formal, non-formal, and informal approaches, with emphasis on knowledge, morality, the learning process, and integration of the following factors depending on their appropriateness for each level of education:*

- *Knowledge about oneself and the relationship between oneself and society.*
- *Scientific and technological knowledge and skills as well as knowledge, understanding and experience in management, conservation, and utilization of natural resources and the environment in a balanced and sustainable manner.*
- *Knowledge about religion, art, culture, sports, Thai wisdom and the application of wisdom.*
- *Knowledge and skills in mathematics and languages, with emphasis on proper use of the Thai language.*
- *Knowledge and skills in pursuing one's career and capability of leading a happy life.*

The Ministry of Education has played major roles in this regard, providing supervisory and co-coordinating functions so that the institutions responsible for production and development of teachers, faculty staff, and educational personnel shall be ready and capable of preparing new staff and continually developing in-service personnel, including sufficient funds allocated by the State for the budget required for development of teachers, staff, and educational personnel. The Secretariat Office of

the Teachers' Council of Thailand is an organization for teachers, educational institution administrators, and educational administrators that has the power and duty for setting professional standards; issuance and withdrawal of licenses; overseeing the maintenance of professional standards and ethics; and developing the profession of teachers, educational institution administrators, and educational administrators. Then, teachers, administrators of educational institutions, educational administrators and other educational personnel of both the state and private sectors shall have professional licenses as provided by the law.

Education professional standards are provisions relating to desirable characteristics and quality in the practice of the education profession, to which the education profession practitioners shall adhere to ensure quality in the practice of the profession; build confidence and trust among clients that they would obtain quality services; and address the public that the law recognizes the significance of the education profession as a licensed profession because of the fact that it is a profession with particular characteristics that requires knowledge, skills and expertise in the practice of the profession.

The Teachers' Council of Thailand was incorporated with the principal objective to determine professional standards, issue and revoke licenses, supervise and monitor compliance with the profession standards and code of ethics, including professional development, so that education professional practitioners, (those who are licensed to practice the teaching profession, educational institution administrators, educational administrators and other educational personnel such as educational supervisors) shall have knowledge and understanding in the practice of the education profession which is a licensed profession under the National Educational Act.

Accordingly, The Secretariat Office of the Teachers' Council of Thailand, prepared education professional standards which consist of standards of professional knowledge and experience, standards of performance, and standards of conduct which

have been announced as the Teachers Council of Thailand Regulations on Professional Standards and Ethics B.E. 2548 (A.D. 2005).

In education professional practice, those who enter this profession shall meet the specified standards of professional knowledge and experience in order to be eligible to obtain a license to practice the profession. Upon entering the profession, they shall comply with the standards of performance and the standards of conduct. The details for compliance with the education professional standards for each area shall be separately delivered to the education professional practitioners as follows:

### **Professional Standards for Teachers**

There are 4 main standards required for teachers.

#### **1. Standards of Teachers' Knowledge.**

A teacher must have minimum qualifications with a Bachelor's degree in education or the equivalent or other degrees as accredited by the Teachers' Council of Thailand, with knowledge in the following areas: language and technology for teachers, curriculum development, learning management, psychology for teachers, educational measurement and evaluation, classroom management, educational research, educational innovation and information technology, and teachership.

#### **2. Standards of Teachers' Experience**

A teacher is required to have completed teaching functions in educational institutions under an educational degree curriculum for a minimum of one year and passed the criteria for evaluation of the teaching functions in accordance with the rules, procedures, and conditions as set by the Teachers' Council of Thailand Board as follows:

1. Training on professional practice during study.
2. Teaching functions in educational institutions on specific subjects.

### **3. Standards of Teachers' Performance**

A teacher has to maintain the standards of his/her performance as follows:

- Regularly practice academic activities relating to development of the teaching profession.
- Make decisions to practice various activities, taking into account their consequences on learners.
- Be committed to developing learners to reach their full potential.
- Develop teaching plans for effective implementation.
- Regularly develop effective instructional media.
- Organize instructional activities focusing on permanent results for learners.
- Systematically report on the results of learners' quality development.
- Conduct themselves as good role models for learners.
- Constructively cooperate with others in their educational institution.
- Constructively cooperate with others in the community.
- Seek and use information for development.
- Create opportunities for learners to learn under all circumstances.

### **4. Standards of Conduct**

A teacher is required to adhere to the following standards of conduct:

- personal ethics
- professional ethics
- client-centered ethics
- collegial ethics
- societal ethics

## **Professional Standards for Educational Institution Administrators**

There are 4 main standards for educational institution administrators.

### **1. Standards of Educational Institution Administrators' Knowledge**

1.1 An educational institution administrator must have minimum qualifications with a Bachelor's degree in educational administration or the equivalent or other degrees as accredited by the Teachers' Council of Thailand, with knowledge in the following areas:

Principles and procedures for educational administration.

- Educational policy and planning.
- Academic administration.
- Administrative, financial, procurement, and building management.
- Personnel administration.
- Student activities administration.
- Educational quality assurance.
- Information technology management.
- Public and community relations administration.
- Morality and ethics for educational institution administrators.

1.2 An educational institution administrator must have completed a training course on educational institution administration as accredited by the Teachers' Council of Thailand Board.

### **2. Standards of Educational Institution Administrators' Professional Experience**

An educational institution administrator must have experience in teaching functions for a minimum of five years or have experience in teaching functions and also have experience in the position of division head, department head, section head, other administrative positions in educational institutions, for a minimum total of two years.

### **3. Standards of Educational Institution Administrators' Performance**

Carry out academic activities relating to the development of the educational administration profession

- Make decisions on the practice of various activities, taking into account their consequences on the development of personnel, learners, and community.
- Be committed to developing colleagues to perform tasks to reach their full potential.
- Develop work plans for the organization for effective implementation.
- Develop and use administrative innovation to gradually bring about and improve quality.
- Perform tasks of the organization focusing on permanent results.
- Systematically report on the results of educational quality development.
- Conduct themselves as good role models.
- Constructively cooperate with the community and other agencies.
- Seek and use information for development.
- Be a leader and create leaders.
- Create opportunities for development under all circumstances.

### **4. Standards of Educational Institution Administrators' Conduct**

- Personal ethics
- Professional ethics
- Client-centered ethics
- Collegial ethics
- Societal ethics

## **1. Professional Standards for Educational Administrators**

There are 4 main standards for education administrators.

### **1. Standards of Educational Administrators' Knowledge**

1.1 An educational administrator must have minimum qualifications with a Bachelor's degree in educational administration or the equivalent or in other degrees as accredited by the Teachers' Council of Thailand, with knowledge in the following areas:

- Principles and procedures for educational administration.
- Educational policy and planning.
- Educational administration and management.
- Resource administration.
- Educational quality assurance.
- Educational supervision.
- Curriculum development
- Information technology management.
- Educational research.
- Morality and ethics for educational administrators

1.2 An educational administrator must have completed a training course on educational administration as accredited by the Teachers' Council of Thailand Board.

### **2. Standards of Educational Administrators' Professional Experience**

An Educational Administrator must have experience as follows:

- Experience in teaching function for at a minimum of eight years; or
- Experience in the position of educational institution administrator for a minimum of five years; or
- Experience in the position of non-educational institution administrator at a level not lower than the division level or the equivalent for a minimum of five years; or

- Experience in the position of other educational personnel in operations relating to instructional process management, supervision, and educational administration for a minimum of five years; or
- Experience in teaching functions and also have experience in the position of educational institution administrator or educational administrator or other educational personnel in operations relating to Instructional process management, supervision, and educational administration, for at a minimum total of 10 years.

### **3. Standards of Educational Administrators' Performance**

- Carry out academic activities relating to the development of the educational administration profession.
- Make decisions on the practice of various activities, taking into account their consequences on development of personnel, learners, and community.
- Be committed to developing colleagues to perform tasks to reach their full potential.
- Develop work plans for the organization for effective implementation.
- Develop and use administrative innovation to gradually bring about improved quality.
- Perform tasks of the organization focusing on permanent results.
- Systematically report on the results of educational quality development.
- Conduct themselves as good role models.
- Constructively cooperate with the community and other agencies.
- Seek and use information for development.
- Be a leader and create leaders.
- Create opportunities for development under all circumstances.

### **4. Standards of Educational Administrators' Conduct**

- Personal ethics
- Professional ethics
- Client- centered ethics



- Collegial ethics
- Societal ethics

## **Professional Standards for Educational Supervisors**

There are 4 main standards for educational supervisors.

### **1. Standards of Educational Supervisors' Knowledge**

1.1 An educational supervisor must have minimum qualifications with a Master's degree in education or the equivalent or other degrees as accredited by the Teachers' Council of Thailand, with knowledge in the following areas:

- Educational supervision.
- Educational policy and planning.
- Curriculum and instruction development.
- Educational quality assurance.
- Educational administration and management.
- Educational research.
- Tactics on transfer of academic knowledge, concepts, theory, and work.
- Information technology management.
- Morality and ethics for educational supervisors.

1.2 An educational supervisor must have completed a training course on educational supervision as accredited by the Teachers' Council of Thailand Board.

### **2. Standards of Educational Supervisors' Professional Experience**

An educational supervisor has to maintain professional experience as follows:

- Experience in teaching functions for a minimum of 10 years or have experience in teaching operations and also have experience in the position of educational institution administrator and/or educational administrator for a minimum total of 10 years.
- Experience in producing quality academic work that has been disseminated.

### **3. Standards of Educational Supervisors' Performance**

- Carry out academic activities relating to the educational supervision development for a result of educational profession development.
- Make decisions to practice educational supervision activities, taking into account their consequences on subordinates.
- Be committed to developing supervisees to perform tasks to reach their full potential.
- Develop educational supervision plans for effective implementation.
- Develop and use educational supervisory innovation to gradually bring about improved quality.
- Perform educational supervision-oriented activities focusing on permanent results from subordinates.
- Systematically report on the results of educational supervision.
- Conduct themselves as good role models.
- Constructively cooperate with others.
- Seek and use information for development.
- Be a leader and create leaders.
- Create opportunities for development under all circumstances.

### **4. Standards of Educational Supervisors' Conduct**

- Personal ethics
- Professional ethics
- Client - centered ethics
- Collegial ethics
- Societal ethics

The education professional standards serve as an important tool for professional practitioners to conduct themselves for the benefit of clients, which is deemed the primary objective of the practice of the education profession. Professional practitioners are required to familiarize themselves with such standards so as to be

well-informed on proper information and understanding that would be applicable in the practice of the profession to the level expected of a highly respected profession and as highly recognized and respected in society.

The fact that the education profession is regarded as a licensed profession signifies progress and raises the professional standards in Thailand, which would benefit clients by providing quality education with higher standards, and which would also bring trust, respect, honor and dignity in society to the education profession and its practitioners.

This article provides readers only brief information about the education professional standards in Thailand. There are many more details that readers can ask for from the Secretariat Office of the Teachers' Council of Thailand, Ministry of Education.

## **References**

Office of the National Education Commission, Office of the Prime Minister. National Education Act, B.E. 2542(A.D. 1999), and Amendments of Second National Education Act B.E. 2545(A.D. 2002). Bangkok: ONEC, 2545.

Office of the National Education Commission, Office of the Prime Minister. Education in Thailand 2004. Bangkok: OEC Publication, 2004.

Secretariat Office of the Teachers' Council of Thailand. Education Professional Standards. Bangkok: Kurusapha Publishers, 2548.

Secretariat Office of the Teachers' Council of Thailand. The Teachers and Educational Personnel Council. Bangkok: Kurusapha Publishers, 2546.