

LICENSED EDUCATION PROFESSION

Characteristics of Licensed Profession

Profession is a career that provides services to the public; that requires knowledge and specialization without any overlaps with those of other professions; and that has standards of professional practice. Professional practitioners need sufficient both theoretical and practical training to enable the practice of the profession. Profession differs from **Career**, which is an activity needed to be accomplished, with an aim to solely deriving consideration to make a living.

A profession which is praised as a highly respected profession always comes high responsibility required of its practitioners, as such a profession always influences its clients and the public. Thus, the practice of such profession needs to be specifically controlled to build confidence among clients and the public. Professional practitioners shall practice the profession by way of an intellectual method, have undergone a long period of training, enjoy professional autonomy, and adhere to the professional ethics, as well as having a professional institution or professional organization as a center of constructing and developing the profession.

Treating Education Profession as a Licensed Profession

Education profession is not only considered a type of highly respected professions like such other highly respected professions as physician, engineer, architect, lawyer, nurse and veterinarian, that render professional services to the public in context of the respective professional environments, but also plays a vital role to society and the prosperity of the country, i.e.

1. **Producing good citizens for the country** by providing them with basic education that makes them become good citizens as anticipated by the country.
2. **Developing human resources** in response to the economic and social development of the country.
3. **Passing on national traditions and cultures** from generation to generation to preserve and perpetuate the national legacy.

Keeping in mind the roles and magnitude of such profession as described above, the National Education Act B.E. 2542 (1999) thus stipulates guidelines for supervising, monitoring and developing the education profession, by establishing an organization for the professions of teachers, educational institution administrators and education administrators, which shall have the powers and duties to set professional standards; issue and revoke professional licenses; oversee and monitor to ensure the compliance with the professional standards and ethics. In addition, the Teachers and Educational Personnel Council Act B.E. 2546 (2003), as a law governing education profession, regards the education profession as a licensed profession, consisting of:

1. **Teachers;**
2. **Educational institution administrators;**
3. **Education administrators;**
4. **Other licensed professions as specified in the ministerial regulations.**

The fact that the education profession is regarded as a licensed profession shall guarantee and provide protection for clients to obtain quality education, as well as developing and upgrading the professional standards.

Practice of Licensed Profession

Teachers, educational institution administrators, education administrators and other educational personnel as specified in the ministerial regulations as a licensed profession, shall practice the profession subject to the restrictions and conditions as set out by the Teachers Council of Thailand, as follows:

1. Practitioners shall obtain a license to practice the profession, by applying for a license to practice the profession, as stipulated by the Teachers Council of Thailand, provided that those practitioners without a license or any educational institutions that employ those without a license to practice the licensed profession in their educational institutions shall be subject to penalty under law.

2. Practitioners shall conduct themselves in accordance with the professional standards and ethics as well as evaluate on a continual basis to ensure the retention of knowledge, capabilities and expertise at the professional practice quality standards.

3. Any person who sustains injury arising from any violation of the professional ethics is entitled to file an accusation or Members of the Teachers Council of Thailand Board, of the Professional Standards Committee or other persons are entitled to file a denunciation against those practicing the profession for violations of the professional ethics.

4. In case of such accusation or denunciation, the Professional Standards Committee may make a final decision for dismissal of the accusation/denunciation, warning, probation, suspension of the license or revocation of the license to practice the profession, and those whose licenses are suspended or revoked shall no longer be allowed to practice the profession.

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

Definition of Education Professional Standards

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 the quality in the practice of the profession, build confidence and trust among clients that they would obtain quality services, and address to the public that the law recognizes the significant of and regards the education profession as a licensed profession for the fact that it is a profession with particular characteristics that require knowledge, skills and expertise in the practice of the profession.

Pursuant to the Teachers and Educational Personnel Council Act B.E. 2546 (2003), Section 49 stipulates three aspects of the professional standards, consisting of:

1. **Standards of professional knowledge and experience** refer to such requirements that those who intend to practice the profession shall have sufficient knowledge and professional experience to practice the profession so as to be eligible to apply for a license to practice the profession. Such a license shall serve as evidence showing that the license holder has knowledge, capabilities and experience to practice the education profession.

2. **Standards of performance** refer to such requirements governing the performance in the profession to accomplish the expected results, along with continual self-development for expertise in the practice of the profession, both in terms of specialization and expertise at the level of quality in accordance with the standards of performance or, at least, demonstrate improvement in accordance with the criteria used to consider whether or not he or she has sufficient knowledge, capabilities and expertise to maintain the status as a professional practitioner. Therefore, the professional practitioners shall be required to renew their licenses every 5 years.

3. **Standards of conduct** refer to such requirements governing the conduct of the professional practitioners, having the professional ethics as guidelines and cautions on conduct to uphold the reputation, status, honor and dignity of the profession in accordance with the behavior model under the professional ethics to be further set out by the Teachers Council of Thailand. If any professional practitioner violate the professional ethics to the extent that damage is caused other party and that a complaint is lodged to the Teachers Council of Thailand, the said practitioner may be subject to any of the following final decisions by the Professional Standards Committee, namely (1) dismissal of the charge; (2) warning; (3) probation; (4) suspension of the license for a period as appropriate, but not to exceed five years; or (5) revocation of the license (*Section 54*).

The Secretariat Office of the Teachers Council of Thailand has studied and analyzed all related documents and research papers, conducted opinion surveys, organized seminars and workshops as well as discussion forums among all concerned parties in the areas of production, development and practice of the profession, including qualified experts, to obtain information to set out the essence of the professional standards, with approval of the Teachers Council of Thailand Board Meeting No. 5/2005 on March 21, 2005. In addition, the Teachers Council of Thailand Board Meeting No. 6/2005 on April 18, 2005 has approved the issuance of the regulations on professional standards and ethics.

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

Professional Standards for Teachers

- **Standards of Professional Knowledge and Experience**

Standards of Teachers' Knowledge

Have minimum qualifications with Bachelor's degree in education or the equivalent or other degrees as accredited by the Teachers Council of Thailand, with the knowledge in the following areas:

1. Language and technology for teachers.
2. Curriculum development.
3. Learning management.
4. Psychology for teachers.
5. Educational measurement and evaluation.
6. Classroom management.
7. Educational research.
8. Educational innovation and information technology.
9. Teachership.

Essence of Knowledge and Proficiency for Teachers

1. Language and technology for teachers

Essence of knowledge

- 1) Thai language for teachers.
- 2) English or other foreign languages for teachers.
- 3) Information technology for teachers.

Proficiency

- 1) Able to apply the skills of listening, speaking, reading and writing in Thai to communicate correctly.
- 2) Able to apply the skills of listening, speaking, reading and writing in English or other foreign languages to communicate correctly.
- 3) Able to use basic computing programs.

2. Curriculum development

Essence of knowledge

- 1) Philosophy, concept and theory of education.
- 2) Background and educational administration system in Thailand.
- 3) Vision and development plan for education in Thailand.
- 4) Curriculum theory.
- 5) Curriculum development.
- 6) Curriculum standards and intended levels.
- 7) Curriculum development for educational institutions.
- 8) Problems and trend of curriculum development.

Proficiency

- 1) Able to analyze curriculum.
- 2) Able to improve and develop diverse curricula.
- 3) Able to evaluate curriculum both before and after implementation.
- 4) Able to establish curriculum.

3. Learning management

Essence of knowledge

- 1) Learning and teaching theories.
- 2) Learning models and instructional model development.
- 3) Design and management of learning experiences.
- 4) Integration of contents for learning groups.
- 5) Integration for group learning.
- 6) Techniques and know-how in learning management.
- 7) Media implementation and production and innovative development for learning.
- 8) Learner-oriented learning management.
- 9) Learning evaluation.

Proficiency

- 1) Able to compile courses to formulate a learning plan for each term and the entire semester.

- 2) Able to design a learning model appropriate to the learners' ages.
- 3) Able to select, develop and produce media and instrument that promote learning.
- 4) Able to organize activities that promote learning and classify the learners' levels based on evaluation.

4. Psychology for teachers

Essence of knowledge

- 1) Basic psychology relating to human development.
- 2) Educational psychology.
- 3) Guidance and counseling psychologies.

Proficiency

- 1) Understand the nature of learners.
- 2) Able to assist the learners to learn and develop according to their potentiality.
- 3) Able to provide learners with guidelines and assistance to have improved quality of life.
- 4) Able to promote learners' aptitude and interest.

5. Educational measurement and evaluation

Essence of knowledge

- 1) Principles and techniques of educational measurement and evaluation.
- 2) Creation and implementation of educational measurement and evaluation tools.
- 3) Authentic assessment.
- 4) Portfolio assessment.
- 5) Performance assessment.
- 6) Formative and summative evaluations.

Proficiency

- 1) Able to perform the authentic assessment and measurement.
- 2) Able to use the evaluation results to improve the learning and curriculum management.

6. Classroom management

Essence of knowledge

- 1) Management theory and principles.
- 2) Educational leadership.
- 3) Systematic thinking.
- 4) Learning of organizational culture.
- 5) Organizational human relations.
- 6) Organizational communication.
- 7) Classroom management.
- 8) Educational quality assurance.
- 9) Teamwork.
- 10) Academic program preparation.
- 11) Occupational training program.
- 12) Development programs and activities.
- 13) Information system for management.
- 14) Community development education.

Proficiency

- 1) Possess leadership.
- 2) Able to manage classroom.
- 3) Able to communicate effectively.
- 4) Able to ensure value congruence.
- 5) Able to implement innovation in the management.

7. Educational research

Essence of knowledge

- 1) Research theory.
- 2) Research model.
- 3) Research design.
- 4) Research process.

- 5) Statistics for research.
- 6) Classroom action research.
- 7) Research training.
- 8) Research presentations.
- 9) Search and study on research for development of learning management process.
- 10) Use of research process for problem solving.
- 11) Project proposals for research.

Proficiency

- 1) Able to apply research results to the instructional management.
- 2) Able to conduct research for instructional development and improvement of learners.

8. Educational innovation and information technology

Essence of knowledge

- 1) Educational concept, theory, technology and innovation that promote the learning quality development.
- 2) Technology and information.
- 3) Analysis of problems arising from use of technology and information innovation.
- 4) Learning sources and network.
- 5) Innovation design, creation, implementation, evaluation and improvement.

Proficiency

- 1) Able to select, design, create and improve innovation for learners to achieve good learning.
- 2) Able to develop technology and information for learners to achieve good learning.
- 3) Able to locate a variety of learning sources to promote the learning by learners.

9. Teachership

Essence of knowledge

- 1) Importance of the teaching profession and teachers' roles, duties and workload.

- 2) Development of the teaching profession.
- 3) Characteristics of good teachers.
- 4) Building positive attitude towards the teaching profession.
- 5) Strengthening teachers' potentiality and capabilities.
- 6) Being learning persons and academic leaders.
- 7) Criteria and standards for the teaching profession.
- 8) Teaching professional ethics.
- 9) Laws governing education.

Proficiency

- 1) Care for, be merciful and kind to learners.
- 2) Be patient and responsible.
- 3) Be learning persons and academic leaders.
- 4) Be visionary.
- 5) Have faiths in the teaching profession.
- 6) Comply with the teaching professional ethics.

Standards of Teachers' Experience

Have completed the teaching operations in educational institutions under the educational degree curriculum for a minimum of one year and passed the criteria for evaluation of the teaching operations in accordance with the rules, procedures and conditions as set out by the Teachers Council of Thailand Board as follows:

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

Essence of Skill Training and Proficiency for Teachers

1. Training on professional practice during study

Essence of skill training

- 1) Integration of all knowledge for use in the training on professional experience in educational institutions.
- 2) Training on learners educational planning through observations, interviews, information collection and presentation of study results.
- 3) Coordination with educational institutions on development, improvement and implementation of curriculum.
- 4) Training on preparation of learning plans with educational institutions.
- 5) Training on arrangement for activities relating to learning management with participation in educational institutions.
- 6) Preparation for academic projects.

Proficiency

- 1) Able to study and classify learners based on their differing attributes.
- 2) Able to prepare learning plans.
- 3) Able to perform the teaching operations, from preparation of teaching plans, teaching operations, evaluation and improvement.
- 4) Able to prepare academic projects.

2. Teaching operations in educational institutions on specific subjects

Essence of skill training

- 1) Integration of all knowledge for use in the training on teaching operations in educational institutions.
- 2) Preparation of learner-oriented learning plans.
- 3) Learning process management.
- 4) Selection and production of media and innovation in conformity with the learning management.
- 5) Use of techniques and strategies for learning management.

- 6) Learning measurement and evaluation.
- 7) Classroom research for development of learners
- 8) Use of the evaluation results to improve learning management and develop learners' quality
- 9) Recording and reporting on results of learning management
- 10) Educational seminars.

Proficiency

- 1) Able to manage learning on specific subjects.
- 2) Able to evaluate, improve and develop learning management to be appropriate to learners' potentiality.
- 3) Able to conduct classroom research for development of learners.
- 4) Able to prepare report on results of learning management and development of learners.

• **Standards of Performance**

Standard 1 Regularly practice academic activities relating to development of the teaching profession

Practicing academic activities relating to development of the teaching profession means studying and searching for self-development, disseminating academic works and participating in academic activities arranged by organizations or agencies or associations, such as, meetings, training, seminars and workshops, provided that the works or reports must be apparent.

Standard 2 Make decisions to practice various activities taking into account consequences on learners

Making decisions on practice of various activities taking into account consequences on learners means making wise selection with love and good intention for learners. Thus, teachers shall mainly take the interest on learners into consideration when choosing instructional and other activities.

Standard 3 Be committed to developing learners to reach their full potentiality

Commitment to developing learners means exercising efforts to teachers' full capability to ensure that learners would learn as much as possible, based on their aptitude, interest, requirement, with an analysis

and consideration of learners' problems, actual desires, adjust the teaching methods to ensure an improved result, as well as promote the systematic development of various aspects of learners in accordance with their respective potentiality.

Standard 4 Develop teaching plans for effective implementation

Developing teaching plans for effective implementation means selecting, improving or creating teaching plans, teaching records or preparing for other types of teaching that can be applied in instructional activities to ensure that learners achieve the learning objectives.

Standard 5 Regularly develop instructional media to be effective

Developing instructional media to be effective means inventing, producing, selecting, improving various tools and instruments, printed documents and techniques to ensure that learners achieve the learning objectives.

Standard 6 Organize instructional activities focusing on permanent results for learners

Organizing instructional activities focusing on permanent results means organizing instruction by emphasizing the achievement of knowledge acquirement to learners based on individual distinguish using actual practices and ability to gather knowledge acquired themselves which result in goodwill and permanent habits.

Standard 7 Systematically report on results of learners' quality development

Systematically reporting on results of learners' quality development means reporting on results of learners' development derived from instructional practices, covering causes, factors and related operations, with detailed practice report by teachers, as follows:

1) *Problems concerning learners' requirements for development and objectives of learners' development.*

2) *Instructional techniques, methods or innovation used for developing learners' quality and procedures for use of such techniques, methods or innovation.*

3) *Results of instructional activities to learners based on specified methods.*

4) *Suggestions on new direction for improvement and development of learners' capability to become more effective.*

Standard 8 Conduct themselves as a good role model for learners

Conducting themselves as a good role model means always expressing, conducting and behaving in terms of general personality, dressing, gesture, speech and morality as appropriate to the teacher status, thereby resulting in learners' respect, trust as well as following good example.

Standard 9 Constructively cooperate with others in educational institution

Constructively cooperating with others in educational institution means realizing the importance of listening to others' opinions, recognizing knowledge and ability of others, fully cooperating in colleagues' activities, so as to achieve the objectives of the educational institution and share the consequences of such actions.

Standard 10 Constructively cooperate with others in community

Constructively cooperating with others in community means realizing the importance of listening to other people's opinions, recognizing knowledge and ability of others in the community, and cooperating in the development of the educational institution's works, in order that the educational institution and the community recognize the role of one another and willingly cooperate with each other.

Standard 11 Seek and use information for development

Seeking and using information for development means searching, observing, memorizing and collecting information from social events in all aspects, especially such information regarding the teaching profession, so as to be able to analyze and criticize reasonably, and appropriately use such data in support of the problem solving, self-development, work improvement and social development.

Standard 12 Create opportunities for learners to learn under all circumstances

Creating opportunities for learners to learn means creating learning activities by raising problems or needs of development, which occur during the learning, and setting other activities organized in schools as learning activities, in order to lead to learners' permanent

development and serve as another guidance for teachers to turn crisis into opportunity for development. In this regard, teachers need to view all angles of problems and direct such problems towards development. Teachers, therefore, need to have positive attitude towards various circumstances and dare to encounter problems with concentration on problem solving, without responding to problems with emotions or from a straightforward angle. Teachers must be able to twist the viewing angles under any circumstances and see an effective approach to progress for learners.

- **Standards of Conduct**

Personal ethics

1. Education professional practitioners shall have self-discipline and improve their professional practice, personality and vision to keep up with the academic, economic, social and political development.

Professional ethics

2. Education professional practitioners shall have love, faith, integrity and responsibility for the profession and act as a good member of professional organizations.

Client centered ethics

3. Education professional practitioners shall care for and be merciful to, pay attention to, assist and encourage their students and clients on an equal treatment basis, in accordance with their roles and duties.

4. Education professional practitioners shall encourage their students and clients to achieve learning, skills, good and proper conduct, in accordance with their roles and duties, to the full capability and generosity.

5. Education professional practitioners shall conduct themselves as a good role model in terms of physical conduct, speech and mental conduct.

6. Education professional practitioners shall not act in any manner which is against the physical, intellectual, mental, emotional and social development of their students and clients.

7. Education professional practitioners shall provide services honestly and equally without asking for, accepting or acquiring any interests which would be considered abuses of their authority.

Collegial ethics

8. Education professional practitioners shall provide assistance and support to one another constructively by adhering to the morality and create synergy among themselves.

Societal ethics

9. Education professional practitioners shall conduct themselves as leaders in economic, social, religious, art and cultural, intellectual and environmental conservation and development as well as

preserve the public interests and adhere to the democratic regime of government with the King as Head of the State.

Professional Standards for Educational Institution Administrators

• Standards of Professional Knowledge and Experience

Standards of Knowledge

1. Have minimum qualifications with Bachelor's degree in educational administration or the equivalent or other degrees as accredited by the Teachers Council of Thailand, with the knowledge in the following areas:

- 1) Principles and procedures for educational administration.
- 2) Educational policy and planning.
- 3) Academic administration.
- 4) Administrative, financial, procurement and building management.
- 5) Personnel administration.
- 6) Student activities administration.
- 7) Educational quality assurance.
- 8) Information technology management.
- 9) Public and community relations administration.
- 10) Morality and ethics for educational institution administrators.

2. Have completed training course on educational institution administration as accredited by the Teachers Council of Thailand Board.

Standards of Professional Experience

1. Have experience in teaching operations at a minimum of five years; or

2. Have experience in teaching operations and also have experience in the position of division head/department head/section head/other administrative positions in educational institutions at a minimum of two years.

Essence of Knowledge and Proficiency for Educational Institution Administrators

1. Principles and procedures for educational institution administration

Essence of knowledge

- 1) Administrative principles and theories and educational administration.

- 2) Administrative systems and procedures and modern educational management.
- 3) Creation of visions in educational administration and management.
- 4) Laws governing education.
- 5) Context and trend of educational management.

Proficiency

- 1) Able to apply knowledge and understanding of educational administration principles and theories into the educational administration.
- 2) Able to analyze, synthesize and create body of knowledge for educational administration and management.
- 3) Able to set educational visions and goals.
- 4) Able to manage organization and administrative structure and appropriately set missions for teachers and educational personnel.

2. Educational policy and planning

Essence of knowledge

- 1) Economic, social, political and technology backgrounds affecting the educational management.
- 2) Planning system and theory.
- 3) Analysis and determination of educational policy.
- 4) Planning for educational quality development.
- 5) Educational policy development.
- 6) Educational policy evaluation.

Proficiency

- 1) Able to analyze data to prepare for educational policy.
- 2) Able to set policy, plan for operation and evaluate quality of educational management.
- 3) Able to prepare educational quality development plan which focuses on positive results worthwhile for education, society and the environment.
- 4) Able to put the educational quality development plan into operation.

- 5) Able to follow up, evaluate and report on results of the operations.

3. Academic administration

Essence of knowledge

- 1) Learning-oriented learning administration and management.
- 2) Principles and models of curriculum development.
- 3) Local curriculum development.
- 4) Principles and concepts on supervision.
- 5) Strategies on educational supervision.
- 6) Planning and evaluation on educational supervision.
- 7) Educational research methodology.
- 8) Principles and techniques for educational measurement and evaluation.
- 9) Statistics and computers for research.

Proficiency

- 1) Able to perform the learning administration and management.
- 2) Able to develop curriculum for educational institutions.
- 3) Able to supervise the learning management in educational institutions.
- 4) Able to promote research for development of the learning management quality.

4. Administrative, financial, procurement and building management

Essence of knowledge

- 1) Laws governing administrative, financial, procurement and building tasks.
- 2) Internal control system management.
- 3) Techniques for administration and management of environment in educational institutions.

Proficiency

- 1) Able to efficiently manage the archive system.
- 2) Able to carry out accurate and systematic budget administration and management.
- 3) Able to set up an efficient resource administration and management system in educational institutions.
- 4) Able to develop physical environment to promote the learning management.

5. Personnel management

Essence of knowledge

- Personnel management principles.

Proficiency

- 1) Able to recruit efficient personnel for work performance.
- 2) Able to assign personnel to appropriate duties and responsibilities.
- 3) Able to develop teachers and personnel in educational institutions to be able to perform their duties efficiently.
- 4) Able to promote the morale and encouragement for teachers and personnel in educational institutions.
- 5) Able to provide counseling and solve work problems for teachers and personnel in educational institutions.

6. Student activities administration

Essence of knowledge

- 1) Morality, ethics, values and desirable characteristics.
- 2) Learner care and assistance system.
- 3) Arrangement of activities to encourage and develop learners.

Proficiency

- 1) Able to administer and manage to have activities for development of learners.
- 2) Able to administer and manage to arrange for services for learners.
- 3) Able to promote extra activities to develop various aspects of learners' potentiality.
- 4) Able to promote a sense of disciplines, morality, ethics and synergy among colleagues.

7. Educational quality assurance

Essence of knowledge

- 1) Principles and procedures for educational quality assurance.
- 2) Elements of educational quality assurance.
- 3) Educational standards.

- 4) Internal and external quality assurance.
- 5) Roles of administrators on the educational quality assurance.

Proficiency

- 1) Able to prepare plan for quality development of educational institutions.
- 2) Able to evaluate, follow up and inspect the educational quality and standards of educational institutions.
- 3) Able to prepare self-evaluation report of educational institutions in support of external evaluation.

8. Information technology management

Essence of knowledge

- 1) Information technology for education.
- 2) Information technology for administration and management.
- 3) Information technology for learning management.

Proficiency

- 1) Able to appropriately use and administer information technology for education and performance.
- 2) Able to evaluate the use of information technology to improve the administration and management.
- 3) Able to promote and encourage the use of information technology for education.

9. Public and community relations management

Essence of knowledge

- 1) Principles of public relations.
- 2) Strategies on creating relationships with the community.

Proficiency

- 1) Able to administer and manage information and news to be disseminated to learners, teachers and personnel in educational institutions.
- 2) Able to disseminate information, news and activities of educational institutions to the community.
- 3) Able to apply appropriate strategies for public relations.

- 4) Able to create activities to develop good relationship with the community with an objective to helping the community and providing opportunity for the community to take part in the activities.
- 5) Able to mobilize local resources and intellect to promote educational management.

10. Morality and ethics for educational institution administrators

Essence of knowledge

- 1) Morality and ethics for administrators.
- 2) Professional ethics for educational institution administrators.
- 3) Development of ethics for administrators to conduct themselves morally.
- 4) Good governance.

Proficiency

- 1) Be moral and ethical leaders and conduct themselves as a good role model.
- 2) Conduct themselves in compliance with the professional ethics for educational institution administrators.
- 3) Promote and develop their colleagues to have appropriate morality and ethics.

• Standards of Performance

Standard 1 Carry out academic activities relating to the development of the educational administration profession

One of the important preliminary qualifications of professional administrators is being a good member of the professional organization by participating in various activities relating to professional development, in the capacity as an initiator, attendee, co-organizer of the event or activity, as well as personnel presenting and disseminating works of the organizations so that members would adopt and recognize administrators' values towards the organization development as well as introducing the organization to be recognized by society as a whole.

Standard 2 Make decisions to practice various activities taking into account consequences on development of personnel, learners and community

Professional administrators express their love, mercy and good intention to organizations, colleagues, learners and the community, by making decisions to carry out various tasks for development to be benefited by all parties concerned. Decisions by administrators shall analyze the relation between such action and its consequences. This is because the administrators' decision would affect the organization as a whole. Therefore, the administrators shall select only such activities giving rise to good and positive results to the development of all parties concerned, and shall also be prudent regarding any unintentional negative results, so as to lead to trust, faith and creditability for all persons.

Standard 3 Be committed to developing colleagues to perform tasks to reach their full potentiality

An administrative achievement relies on ensuring that the personnel in organization or colleagues develop themselves to reach their full potentiality. Professional administrators shall seek ways to develop their colleagues by studying their strong and weak points, setting up points of individual development, and selecting methods appropriate to such development. The administrative techniques and internal supervision shall be used to allow colleagues to actually perform, evaluate and improve to allow them to realize their potentiality, select appropriate direction, and actually perform to the extent that the potentiality of colleagues improves, develops and progresses continuously, thereby leading to being learning persons.

Standard 4 Develop work plans for the organization for effective implementation

Professional administrators shall strategically set out work plans for the organization appropriate to conditions and limitations of learners, teachers, colleagues, community, resources and environment, and in line with policies, direction and objectives for development for effective implementation. Such plans shall contain important activities that lead to the development results. The consistency of objectives, activities and results is an important quality leading to highly efficient and worthwhile performance with actual results.

Standard 5 Develop and use administrative innovation to gradually bring an improved quality

Administrative innovation is an important tool for administrators to ensure gradually improved quality and efficiency of performance. Professional administrators shall possess knowledge of new administrative direction, select, improve and apply diverse innovations in accordance with circumstances, conditions and restrictions of tasks and organization, thereby leading actual results. This would also result in continual development and progress to the organization. All colleagues

shall be able to exercise their full potentiality and be proud of their collaboration.

Standard 6 Perform tasks of the organization focusing on permanent results

Professional administrators shall select and use administrative activities that lead to improved changes in terms of personnel and organization, to ensure continual self-development in personnel. Administrators shall endeavor to motivate, provoke, and challenge their personnel from time to time to share a sense of ownership and appreciate their achievement. In doing this, administrators should begin with initiative approach, mutual development, data support and encouragement to their personnel to study, search, perform and improve various tasks by themselves until this becomes value in normal work development, which is a desirable personality of personnel and organization, including their capability is appreciated and recognized by all personnel in the organization.

Standard 7 Systematically report on results of educational quality development

Professional administrators shall be able to present their completed work with report showing careful analysis, and covering the determination of tasks to lead to the development, actual performance and results with apparent evidence. The report presentation is an opportunity for administrators to review their works in terms of restrictions, negative and positive aspects and unnoticed impacts. If the work is good, which parts thereof are to be appreciated and proud of, as well as to be presented to others. If the work is incomplete, they should know how to improve or supplement them and how to further apply such experience to the work performance. Another benefit of a good report is to use the evaluation results for self-evaluation, including appreciation of all colleagues. Realizing their ability and potentiality is an important step for practitioners to appreciate their values.

Standard 8 Conduct themselves as a good role model

Administrators have duties to suggest, remind, control, monitor and supervise personnel in the organization. To perform such duties effectively, administrators shall conduct themselves as a good role model, otherwise their suggestion, warning or supervision shall be insignificant and unrecognized among personnel in the organization. Administrators who conduct themselves as a good role model in all respects, in terms of, such as morality, ethics, justice and personality, shall be highly accepted by personnel in the organization, with respect and faith in their administration, thereby resulting in their willingness to follow.

Standard 9 Constructively cooperate with the community and other agencies

Educational agency is an organization in the community and forms a part of the social system which comprises other organizations as its components. All agencies share a mission to cooperate to develop society pursuant to their roles and duties. Educational administrators are important personnel of society or community, who shall provide guidance for social development into the desired direction. Professional administrators shall collaborate with the community and other agencies to provide practical guidelines, suggest and improve operations, as well as solve problems of the community or other agencies for the benefit of society as a whole, by way of sharing ideas and planning, cooperating with willingness and full capability as well as recognizing other people's abilities and opinions and allowing them to demonstrate their capabilities to the full potentiality. This aims at encouraging a democratic atmosphere and social collaboration which would result in recognition and respect with pride.

Standard 10 Seek and use information for development

One of colleagues' impressions towards their administrator is his or her attribute of being extensively knowledgeable, up-to-date, and visionary. Professional administrators shall keep up with the world's changes in all aspects, and thus be able to discuss with other people with up-to-date information and apply the available information to improve works and colleagues' performance. Staying active, recognizing and keeping up-to-date information shall not only benefit work development, but also result in recognition and trust among colleagues, which are preliminary conditions leading to further in-depth development.

Standard 11 Be a leader and create leaders

Professional administrators create the organizational culture through their leading role in verbal expression, performance and organizing tasks in conformity with the culture, with reward to those who can accomplish their works, which should lead to self-development, self-initiation and self-decision for all colleagues. Thus, professional administrators shall express themselves clearly and regularly towards the organizational culture in order to encourage their colleagues to have confidence in their operations and thus be able to select actions that conform to the culture as well as expressing themselves and appreciating their achievements. Administrators shall thus create a sense of achievement among their personnel individually and as a whole until leadership is recognized at all levels which would lead to a true learning organization.

Standard 12 Create opportunities for development under all circumstances

To ensure a sustainable organizational development in line with the ever-changing progress of the world, administrators need to keep up with changes, be able to adjust works to in line with such changes and be able to manage those changes with consistency, balance and support among themselves. Professional administrators shall thus be active, aware of all surrounding changes, including changes in the future, and dare to make decisions for intended results in the future. However, keeping up with these changes would assure that chances of making mistakes in the future would be less. The fact that an organization can keep up with such changes would result in a sustainable development in line with the world's progress.

- **Standards of Conduct**

Personal ethics

1. Education professional practitioners shall have self-discipline and improve their professional practice, personality and vision to keep up with the academic, economic, social and political development.

Professional ethics

2. Education professional practitioners shall have love, faith, integrity and responsibility for the profession and act as a good member of professional organizations.

Client centered ethics

3. Education professional practitioners shall care for and be merciful to, pay attention to, assist and encourage their students and clients on an equal treatment basis, in accordance with their roles and duties.

4. Education professional practitioners shall encourage their students and clients to achieve learning, skills, good and proper conduct, in accordance with their roles and duties, to the full capability and generosity.

5. Education professional practitioners shall conduct themselves as a good role model in terms of physical conduct, speech and mental conduct.

6. Education professional practitioners shall not act in any manner which is against the physical, intellectual, mental, emotional and social development of their students and clients.

7. Education professional practitioners shall provide services honestly and equally without asking for, accepting or acquiring any interests which would be considered abuses of their authority.

Collegial ethics

8. Education professional practitioners shall provide assistance and support to one another constructively by adhering to the morality and create synergy among themselves.

Societal ethics

9. Education professional practitioners shall conduct themselves as leaders in economic, social, religious, art and cultural, intellectual and environmental conservation and development as well as preserve the public interests and adhere to the democratic regime of government with the King as Head of the State.

Professional Standards for Educational Administrators

• Standards of Professional Knowledge and Experience

Standards of Knowledge

1. Have minimum qualifications with Bachelor's degree of educational administration or the equivalent or other degrees as accredited by the Teachers Council of Thailand, with the knowledge in the following areas:

- 1) Principles and procedures for educational administration.
- 2) Educational policy and planning.
- 3) Educational administration and management.
- 4) Resource administration.
- 5) Educational quality assurance.
- 6) Educational supervision.
- 7) Curriculum development.
- 8) Information technology management.
- 9) Educational research
- 10) Morality and ethics for educational administrators.

2. Have completed training course on educational administration as accredited by the Teachers Council of Thailand Board.

Standards of Professional Experience

1. Have experience in teaching operations at a minimum of eight years; or

2. Have experience in the position of educational institution administrator at a minimum of five years; or

3. Have experience in the position of non-educational institution administrator at a level not lower than division level or the equivalent at a minimum of five years; or

4. Have experience in the position of other educational personnel in operations relating to instructional process management, supervision and educational administration at a minimum of five years; or

5. Have experience in teaching operations 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, altogether at a minimum of 10 years.

Essence of Knowledge and Proficiency for Educational Administrators

1. Principles and procedures for educational administration

Essence of knowledge

- 1) Administrative principles and theories and educational administration.
- 2) Administrative systems and procedures and modern educational management.
- 3) Creation of visions in educational administration and management.
- 4) Laws governing education.
- 5) Context and trend of educational management.

Proficiency

- 1) Able to apply knowledge and understanding of educational administration principles and theories into the educational administration.
- 2) Able to analyze, synthesize and create body of knowledge for the educational administration and management.
- 3) Able to set educational visions and goals.
- 4) Able to manage organization and administrative structure and appropriately set missions for teachers and educational personnel.

2. Educational policy and planning

Essence of knowledge

- 1) Economic, social, political and technology backgrounds affecting the educational management.
- 2) Planning system and theory.
- 3) Analysis and determination of educational policy.
- 4) Planning for educational quality development.
- 5) Educational policy development.
- 6) Educational policy evaluation.

Proficiency

- 1) Able to analyze data to prepare for educational policy.
- 2) Able to set policy, plan for operation and evaluate quality of educational management.
- 3) Able to prepare educational quality development plan which focuses on positive results worthwhile for education, society and the environmental.
- 4) Able to put the educational quality development plan into operation.
- 5) Able to follow up, evaluate and report on results of the operations.

3. Educational administration and management

Essence of knowledge

- 1) Principles and systems of educational management.
- 2) Techniques of effective educational administration and management.
- 3) Roles of administrators' on promoting community and local participation in educational management.

Proficiency

- Able to perform educational administration and management with quality results.

4. Resource management

Essence of knowledge

- 1) Search and use of educational resources.
- 2) Human resource management.
- 3) Administration and management of learning, environmental and energy sources

Proficiency

- 1) Able to set up an efficient resource management system.
- 2) Able to carry out accurate, transparent and budget, finance and accounting administration and management.

5. Educational quality assurance

Essence of knowledge

- 1) Principles and procedures for educational quality assurance.
- 2) Elements of educational quality assurance.
- 3) Educational standards.
- 4) Internal and external quality assurance.
- 5) Roles of administrators on the educational quality assurance.

Proficiency

- 1) Able to prepare plan for quality development of educational institutions/agencies.
- 2) Able to evaluate, follow up and inspect the educational quality and standards of educational institutions/agencies.
- 3) Able to prepare self-evaluation report of agencies in support of external evaluation.

6. Educational supervision

Essence of knowledge

- 1) Principles and concepts on educational supervision.
- 2) Techniques for educational supervision.
- 3) Relation between educational supervision and educational administration.

Proficiency

- 1) Able to supervise, monitor, follow up and evaluate the operations in a systematic manner with a variety of methods.
- 2) Able to develop educational supervision system in response to changes.

7. Curriculum development

Essence of knowledge

- 1) Principles of curriculum development.
- 2) Curriculum administration and development.
- 3) Problems and trend of curriculum development.

Proficiency

- Able to lead the curriculum development and monitor and follow up the preparation of curriculum in line with local requirements and needs.

8. Information technology management

Essence of knowledge

- 1) Information technology for education.
- 2) Information technology for administration and management.
- 3) Information technology for learning management.

Proficiency

- 1) Able to appropriately use and administer information technology for education and performance.
- 2) Able to evaluate the use of information technology to improve the administration and management.
- 3) Able to promote and encourage the use of information technology for education.

9. Educational research

Essence of knowledge

- 1) Educational research methodology.
- 2) Statistics and computers for educational research.
- 3) Principles and techniques for educational measurement and evaluation.

Proficiency

- Able to apply the research process, measurement and evaluation to the educational administration and management.

10. Morality and ethics for educational administrators

Essence of knowledge

- 1) Morality and ethics for administrators.
- 2) Professional ethics for educational administrators.
- 3) Development of ethics for administrators to conduct themselves morally.
- 4) Good governance.

Proficiency

- 1) Be moral and ethical leaders and conduct themselves as a good role model.
- 2) Conduct themselves in compliance with the professional ethics for educational administrators.
- 3) Promote and develop their colleagues to have appropriate morality and ethics.

- **Standards of Performance**

Standard 1 Carry out academic activities relating to the development of the educational administration profession

One of the important preliminary qualifications of professional administrators is being a good member of the professional organization by participating in various activities relating to professional development, in the capacity as an initiator, attendee, co-organizer of the event or activity, as well as personnel presenting and disseminating works of the organizations so that members would adopt and recognize administrators' values towards the organization development as well as introducing the organization to be recognized by society as a whole.

Standard 2 Make decisions to practice various activities taking into account consequences on development of personnel, learners and community

Professional administrators express their love, mercy and good intention to organizations, colleagues, learners and the community, by making decisions to carry out various tasks for development to be benefited by all parties concerned. Decisions by administrators shall analyze the relation between such action and its consequences. This is because the administrators' decision would affect the organization as a whole. Therefore, the administrators shall select only such activities giving rise to good and positive results to the development of all parties concerned, and shall also be prudent regarding any unintentional negative results, so as to lead to trust, faith and creditability for all persons.

Standard 3 Be committed to developing colleagues to perform tasks to reach their full potentiality

An administrative achievement relies on ensuring that the personnel in organization or colleagues develop themselves to reach their full potentiality. Professional administrators shall seek ways to develop their colleagues by studying their strong and weak points, setting up points of individual development, and selecting methods appropriate to such development. The administrative techniques and internal supervision shall be used to allow colleagues to actually perform, evaluate and improve to allow them to realize their potentiality, select appropriate direction, and actually perform to the extent that the potentiality of colleagues improves, develops and progresses continuously, thereby leading to being learning persons.

Standard 4 Develop work plans for the organization for effective implementation

Professional administrators shall strategically set out work plans for the organization appropriate to conditions and limitations of learners, teachers, colleagues, community, resources and environment, and in line with policies, direction and objectives for development for effective implementation. Such plans shall contain important activities that lead to the development results. The consistency of objectives, activities and results is an important quality leading to highly efficient and worthwhile performance with actual results.

Standard 5 Develop and use administrative innovation to gradually bring an improved quality

Administrative innovation is an important tool for administrators to ensure gradually improved quality and efficiency of performance. Professional administrators shall possess knowledge of new administrative direction, select, improve and apply diverse innovations in accordance with circumstances, conditions and restrictions of tasks and organization, thereby leading actual results. This would also result in continual development and progress to the organization. All colleagues shall be able to exercise their full potentiality and be proud of their collaboration.

Standard 6 Perform tasks of the organization focusing on permanent results

Professional administrators shall select and use administrative activities that lead to improved changes in terms of personnel and organization, to ensure continual self-development in personnel. Administrators shall endeavor to motivate, provoke, and challenge their personnel from time to time to share a sense of ownership and appreciate their achievement. In doing this, administrators should begin with initiative approach, mutual development, data support and encouragement to their personnel to study, search, perform and improve various tasks by themselves until this becomes value in normal work development, which is a desirable personality of personnel and

organization, including their capability is appreciated and recognized by all personnel in the organization.

Standard 7 Systematically report on results of educational quality development

Professional administrators shall be able to present their completed work with report showing careful analysis, and covering the determination of tasks to lead to the development, actual performance and results with apparent evidence. The report presentation is an opportunity for administrators to review their works in terms of restrictions, negative and positive aspects and unnoticed impacts. If the work is good, which parts thereof are to be appreciated and proud of, as well as to be presented to others. If the work is incomplete, they should know how to improve or supplement them and how to further apply such experience to the work performance. Another benefit of a good report is to use the evaluation results for self-evaluation, including appreciation of all colleagues. Realizing their ability and potentiality is an important step for practitioners to appreciate their values.

Standard 8 Conduct themselves as a good role model

Administrators have duties to suggest, remind, control, monitor and supervise personnel in the organization. To perform such duties effectively, administrators shall conduct themselves as a good role model, otherwise their suggestion, warning or supervision shall be insignificant and unrecognized among personnel in the organization. Administrators who conduct themselves as a good role model in all respects, in terms of, such as morality, ethics, justice and personality, shall be highly accepted by personnel in the organization, with respect and faith in their administration thereby resulting in their willingness to follow.

Standard 9 Constructively cooperate with the community and other agencies

Educational agency is an organization in the community and forms a part of the social system which comprises other organizations as its components. All agencies share a mission to cooperate to develop society pursuant to their roles and duties. Educational administrators are important personnel of society or community, who shall provide guidance for social development into the desired direction. Professional administrators shall collaborate with the community and other agencies to provide practical guidelines, suggest and improve operations, as well as solve problems of the community or other agencies for the benefit of society as a whole, by way of sharing ideas and planning, cooperating with

willingness and full capability as well as recognizing other people's abilities and opinions and allowing them to demonstrate their capabilities to the full potentiality. This aims at encouraging a democratic atmosphere and social collaboration which would result in recognition and respect with pride.

Standard 10 Seek and use information for development

One of colleagues' impressions towards their administrator is his or her attribute of being extensively knowledgeable, up-to-date, and visionary. Professional administrators shall keep up with the world's changes in all aspects, and thus be able to discuss with other people with up-to-date information and apply the available information to improve works and colleagues' performance. Staying active, recognizing and keeping up-to-date information shall not only benefit work development, but also result in recognition and trust among colleagues, which are preliminary conditions leading to further in-depth development.

Standard 11 Be a leader and create leaders

Professional administrators create the organizational culture through their leading role in verbal expression, performance and organizing tasks in conformity with the culture, with reward to those who can accomplish their works, which should lead to self-development, self-initiation and self-decision for all colleagues. Thus, professional administrators shall express themselves clearly and regularly towards the organizational culture in order to encourage their colleagues to have confidence in their operations and thus be able to select actions that conform to the culture as well as expressing themselves and appreciating their achievements. Administrators shall thus create a sense of achievement among their personnel individually and as a whole until leadership is recognized at all levels which would lead to a true learning organization.

Standard 12 Create opportunities for development under all circumstances

To ensure a sustainable organizational development in line with the ever-changing progress of the world, administrators need to keep up with changes, be able to adjust works to in line with such changes and be

able to manage those changes with consistency, balance and support among themselves. Professional administrators shall thus be active, aware of all surrounding changes, including changes in the future, and dare to make decisions for intended results in the future. However, keeping up with these changes would assure that chances of making mistakes in the future would be less. The fact that an organization can keep up with such changes would result in a sustainable development in line with the world's progress.

- **Standards of Conduct**

Personal ethics

1. Education professional practitioners shall have self-discipline and improve their professional practice, personality and vision to keep up with the academic, economic, social and political development.

Professional ethics

2. Education professional practitioners shall have love, faith, integrity and responsibility for the profession and act as a good member of professional organizations.

Client centered ethics

3. Education professional practitioners shall care for and be merciful to, pay attention to, assist and encourage their students and clients on an equal treatment basis, in accordance with their roles and duties.

4. Education professional practitioners shall encourage their students and clients to achieve learning, skills, good and proper conduct, in accordance with their roles and duties, to the full capability and generosity.

5. Education professional practitioners shall conduct themselves as a good role model in terms of physical conduct, speech and mental conduct.

6. Education professional practitioners shall not act in any manner which is against the physical, intellectual, mental, emotional and social development of their students and clients.

7. Education professional practitioners shall provide services honestly and equally without asking for, accepting or acquiring any interests which would be considered abuses of their authority.

Collegial ethics

8. Education professional practitioners shall provide assistance and support to one another constructively by adhering to the morality and create synergy among themselves.

Societal ethics

9. Education professional practitioners shall conduct themselves as leaders in economic, social, religious, art and cultural, intellectual and environmental conservation and development as well as

preserve the public interests and adhere to the democratic regime of government with the King as Head of the State.

Professional Standards for Other Educational Personnel (Educational Supervisors)

- **Standards of Professional Knowledge and Experience**

Standards of Knowledge

1. Have minimum qualifications with Master's degree in education or the equivalent or other degrees as accredited by the Teachers Council of Thailand, with the knowledge in the following areas:

- 1) Educational supervision.
- 2) Educational policy and planning.
- 3) Curriculum and instruction development.
- 4) Educational quality assurance.
- 5) Educational administration and management.
- 6) Educational research.
- 7) Tactics on transfer of academic knowledge, concept, theory and work.
- 8) Information technology management.
- 9) Morality and ethics for educational supervisors.

2. Have completed training course on educational supervision as accredited by the Teachers Council of Thailand Board.

Standards of Professional Experience

1. Have Experience in teaching operations at 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, altogether at a minimum of 10 years.

2. Have quality academic works that have been disseminated.

Essence of Knowledge and Proficiency for Educational Supervisors

1. Educational supervision

Essence of knowledge

- 1) Principles and models of educational supervision.
- 2) Method and process of educational supervision.

- 3) Strategies on educational supervision regarding analysis of educational supervision behavior, development of educational supervision skills, use of strategies on educational supervision, application of innovations in educational supervision, control and evaluation for educational quality development.
- 4) Internal supervision.

Proficiency

- 1) Able to analyze, research, promote, provide suggestions to develop the supervision system in educational institutions.
- 2) Able to follow up, evaluate and report on results of learning process management, instruction and educational administration and management.
- 3) Able to coordinate, support and disseminate educational supervision works to related agencies.
- 4) Able to use a variety of user-friendly supervision techniques.

2. Educational policy and planning

Essence of knowledge

- 1) Planning system and theory.
- 2) Economic, social and political contexts influencing education.
- 3) National and other levels of educational plans.
- 4) Analysis and determination of educational policy.
- 5) Planning for educational quality development.
- 6) Educational policy development and evaluation.

Proficiency

- 1) Able to provide suggestions and consultation on data analysis, and report on results thereof for preparing educational policy, plan and evaluation.
- 2) Able to provide suggestions and consultation on determination of operation policy and planning and evaluation of educational management quality.
- 3) Able to provide suggestions and consultation on preparation of educational quality development plan which focuses on positive results worthwhile for

sustainable quality development of education, society and environment.

3. Curriculum and instruction development

Essence of knowledge

- 1) Knowledge on curriculum.
- 2) Creation of curriculum for educational institutions.
- 3) Principles of curriculum development.
- 4) Learning management.
- 5) Educational psychology.
- 6) Measurement and evaluation.
- 7) Special educational management.

Proficiency

- 1) Able to provide suggestions and consultation on curriculum development and preparation for educational institutions.
- 2) Able to demonstrate and suggest teachers to organize activities that promote learning to the full potentiality of learners.
- 3) Able to evaluate and implement curriculum.

4. Educational quality assurance

Essence of knowledge

- 1) Quality administration.
- 2) Educational quality assurance.
- 3) Educational quality standards.
- 4) Quality evaluation process inside and outside educational institutions.

Proficiency

- 1) Able to study, analyze and research the preparation of standards and development of internal quality assurance of educational institutions.
- 2) Able to supervise, monitor, follow up and evaluate internal quality assurance of educational institutions.
- 3) Able to provide consultation and suggestions as well as setting up a system for self-evaluation report of

educational institutions for continual development and external evaluation.

5. Educational administration and management

Essence of knowledge

- 1) Principles and scope of educational management.
- 2) Principles of school-based educational administration and management.
- 3) Education reform.
- 4) Laws and regulations relating to educational management.

Proficiency

- 1) Able to provide suggestions and consultation on educational management to fulfill the educational objectives.
- 2) Able to supervise the educational institution administration and management to become a learning organization.
- 3) Able to perform the school-based educational administration and management.

6. Educational research

Essence of knowledge

- 1) Research methodology.
- 2) Research process.
- 3) Use of research results.

Proficiency

- 1) Able to provide suggestions and consultation on use of research process for problem solving and instructional development.
- 2) Able to provide suggestions and consultation on use of research results for development of instructional management.
- 3) Able to perform research to construct new bodies of knowledge on learning and educational management.

7. Tactics on transfer of academic knowledge, concept, theory and work

Essence of knowledge

- 1) Tactics on presenting knowledge, concept and theory appropriate for learning.
- 2) Writing of reports, articles, products, research results, etc.
- 3) Constructive analysis and criticism of academic works.

Proficiency

- 1) Able to write different types of academic documents.
- 2) Able to provide suggestions and consultation on writing of academic work for teachers and educational personnel.
- 3) Able to present knowledge, concept, theory in various methods and appropriate for learning.

8. Information technology management

Essence of knowledge

- 1) Principles of use of information technology.
- 2) Internet.
- 3) Computer-assisted instruction.
- 4) Interactive multimedia system.
- 5) Automated office.

Proficiency

- 1) Able to use information technology for individual and work development appropriately.
- 2) Able to provide consultation and suggestions on the use of information technology to develop educational management for educational institutions.

9. Morality and ethics for educational supervisors

Essence of knowledge

- 1) Morality and ethics for educational supervisors.
- 2) Professional ethics for educational supervisors.
- 3) Good governance.

Proficiency

- 1) Conduct themselves in compliance with the professional ethics for educational supervisors.

- 2) Adhere to the morality of supervision and conduct themselves as a good role model.

- **Standards of Performance**

Standard 1 Carry out academic activities relating to the educational supervision development for a result of educational Profession development

One of the important preliminary qualifications of professional educational supervisors is being a good member of the professional organization by participating in various activities relating to professional development, in the capacity as an attendee co-organizer of the event or activity, as well as personnel presenting and disseminating works of the organizations so that members would adopt and recognize the educational supervisors' values towards the organization development as well as introducing the organization to be recognized by society as a whole.

Standard 2 Make decisions to practice educational supervision activities, taking into account consequences on client

Professional educational supervisors express their love, mercy and good intention to supervisees, by making decisions to carry out various tasks for development to be benefited by supervisees. Educational supervisors shall analyze the relation between their behavior and consequences to supervisees, and select only such activities giving rise to positive results, and shall also be prudent regarding any unintentional negative results, so as to lead to supervisees, trust, faith and recognition of the benefits of the educational supervision.

Standard 3 Be committed to developing supervisees to perform tasks to reach their full potentiality

The important benefit of the educational supervision is that teachers actually carry out activities for development, allowing learners to develop to their full potentiality. Professional educational supervisors shall determine and adjust the direction of educational supervision that leads to teachers' development to the full potentiality, by studying their strong and weak points, setting up points of development and selecting methods appropriate to such development. The educational supervision techniques shall be used to allow teachers to actually perform evaluate and improve to allow them to realize their potentiality, select appropriate direction, and actually perform to the extent that teachers' and educational supervisors' potentiality improves, develops and progresses continuously, thereby leading to being learning persons.

Standard 4 Develop educational supervision plans for effective implementation

Professional educational supervisors shall strategically set out educational supervision plans appropriate to conditions and limitations of supervisees, and in line with policies, direction and objectives for development for effective implementation. Such educational supervision plans shall contain important activities that lead to the development results. The consistency of objectives, activities and products is an important quality leading to highly efficient and worthwhile performance with actual results.

Standard 5 Develop and use educational supervisory innovation to gradually bring an improved quality

Educational supervisory innovation is an important tool for educational supervisors to ensure gradually improved quality and efficiency of performance. Professional educational supervisors shall possess knowledge of new educational supervision direction, select, improve and apply diverse innovations in accordance with circumstances, conditions and restrictions of tasks and supervisees, thereby leading to actual results. All supervisees shall be able to exercise their full potentiality and be proud of their collaboration and continual development.

Standard 6 Perform educational supervision oriented activities focusing on permanent results to supervisees

Professional educational supervisors shall select and use supervision activities that result in improved changes to supervisees, to ensure continual self-development. Educational supervisors shall be aware of supervisees' development, and provoke, and challenge supervisees to practice such activities for development, with achievement from time to time to share a sense of ownership of such activities and appreciate their development. The steps of the educational supervision should begin with initiative approach, mutual development, data support and encouragement to supervisees to search, perform, evaluate and improve various tasks by themselves until this becomes value and habit in normal performance for development, which becomes a permanent personality of supervisees, including their capability is appreciated and recognized.

Standard 7 Systematically report on results of educational supervision

Professional educational supervisors shall be able to present their completed work with report showing careful analysis, and covering the determination of tasks to lead to the development, actual performance and results with evidence. The report preparation is an opportunity to review their completed works in terms of restrictions, negative and positive aspects and unnoticed impacts. If the work is good, which parts thereof are to be appreciated and proud of, as well as to be presented to others. If the work is incomplete, they should know how to improve or supplement them and how to further apply such experience to the work performance. Another benefit of a good report is to use the evaluation results for self-evaluation, including appreciation of practitioners' abilities. Realizing their ability and potentiality is an important step for practitioners to appreciate their values.

Standard 8 Conduct themselves as a good role model

Educational supervisors have a mission to improving supervisees by giving consultation and suggestions or organizing activities for supervisees to perform or demonstrating key behaviors as suggested by educational supervisors. Thus, educational supervisors shall apparently conduct themselves properly so as to render their consultation, suggestions or activities justified, significant and reliable. Educational supervisors who conduct themselves as a good role model in terms of personality, behavior, morality, and ethics, shall be respected by supervisees in the educational supervision, thereby resulting in their willingness to follow.

Standard 9 Constructively cooperate with others

Professional educational supervisors shall collaborate constructively with others, provide guidance for improvement and suggest the practical guidelines for performance improvement. They shall not only criticize, but also provide guidance for problem solving with positive results, as well as sharing ideas, planning and operations to develop work for the organization, professional colleagues and the community, with willingness, full capability and optimum expectations. They shall recognize other people's importance, accept their abilities and opinions as well as allowing them to demonstrate their capabilities to the full potentiality. This aims at encouraging a democratic atmosphere in work performance to ensure the best results acceptable to teachers and colleagues. It also makes teachers to have faith in supervision for work improvement and collaboration with others.

Standard 10 Seek and use information for development

One of supervisees' impressions towards their educational supervisors is his or her attribute of being extensively knowledgeable and up-to-date. Professional educational supervisors shall keep up with the world's changes in all aspects, and thus be able to discuss with other people with up-to-date information and apply the available information to improve works and supervisees' performance. Staying active, recognizing and keeping up-to-date information shall not only benefit the educational supervision, but also result in recognition and trust among supervisees which are preliminary conditions leading to further in-depth development.

Standard 11 Be a leader and create leaders

Professional educational supervisors create an academic development culture through their leading role in verbal expression, performance and organizing tasks in conformity with such culture, with reward to supervisees who can accomplish their works, which should lead to self-development, self-initiation, self-decision for supervisees. Thus, professional educational supervisors shall express themselves clearly and regularly towards the academic development culture with enthusiasm and endeavor to provide services to their full capabilities in order to encourage their supervisees to have confidence in their operations and thus be able to select actions that conform to the culture as well as expressing themselves and appreciating their achievements. Professional educational supervisors shall thus create trust and a sense of achievement among their supervisees individually and as a whole until academic leadership is recognized which would lead to become true learning persons.

Standard 12 Create opportunities for development under all circumstances

To ensure a sustainable educational supervision development in line with the ever-changing progress of the world, educational supervisors need to keep up with changes, be able to handle those changes with consistency, balance and support among themselves. Professional educational supervisors shall thus be active, aware of all surrounding changes, at present and in the future, dare to make decisions for intended results of the educational supervision profession in the future. However, keeping up with these changes would assure that the development of the educational supervision profession shall be adjusted

in conformity with changes, thereby resulting in the continual and sustainable development of the educational supervision profession.

- **Standards of Conduct**

Personal ethics

1. Education professional practitioners shall have self-discipline and improve their professional practice, personality and vision to keep up with the academic, economic, social and political development.

Professional ethics

2. Education professional practitioners shall have love, faith, integrity and responsibility for the profession and act as a good member of professional organizations.

Client centered ethics

3. Education professional practitioners shall care for and be merciful to, pay attention to, assist and encourage their students and clients on an equal treatment basis, in accordance with their roles and duties.

4. Education professional practitioners shall encourage their students and clients to achieve learning, skills, good and proper conduct, in accordance with their roles and duties, to the full capability and generosity.

5. Education professional practitioners shall conduct themselves as a good role model in terms of physical conduct, speech and mental conduct.

6. Education professional practitioners shall not act in any manner which is against the physical, intellectual, mental, emotional and social development of their students and clients.

7. Education professional practitioners shall provide services honestly and equally without asking for, accepting or acquiring any interests which would be considered abuses of their authority.

Collegial ethics

8. Education professional practitioners shall provide assistance and support to one another constructively by adhering to the morality and create synergy among themselves.

Societal ethics

9. Education professional practitioners shall conduct themselves as leaders in economic, social, religious, art and cultural, intellectual and environmental conservation and development as well as preserve the public interests and adhere to the democratic regime of government with the King as Head of the State.