



**Notification of the Teachers Council of Thailand Board**  
**on Essence of Knowledge and Competencies for Teachers, Educational Institution**  
**Administrators and Educational Administrators in accordance with the Standards of**  
**Professional Knowledge and Experience**

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By virtue of the provisions of Clause 4 and Clause 9 of the Regulation of the Teachers Council of Thailand on Professional Standards and Ethics B.E. 2548 (2005), along with the resolution of the Teachers Council of Thailand Board Meeting No. 10/2005 on July 18, 2005, the Teachers Council of Thailand Board hereby establishes the essence of knowledge and competencies for educational professional practitioners in accordance with the standards of professional knowledge and experience as follows:

**Chapter 1**  
**Teachers**

Essence of Knowledge and Competencies for Teachers under the Standards of Knowledge

1. Language and technology for teachers, consisting of:
  - (a) Essence of knowledge
    - (1) Thai language for teachers.
    - (2) English or other foreign languages for teachers.
    - (3) Information technology for teachers.
  - (b) Competencies
    - (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 computer programs.

2. Curriculum development, consisting of:
  - (a) 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.
  - (b) Competencies
    - (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, consisting of:
  - (a) 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.
  - (b) Competencies
    - (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, consisting of:

(a) Essence of knowledge

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

(b) Competencies

- (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

(a) 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.

(b) Competencies

- (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, consisting of:

(a) 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.
- (b) Competencies
  - (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, consisting of:
  - (a) 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.
  - (b) Competencies
    - (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, consisting of:

(a) 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.

(b) Competencies

(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, consisting of:

(a) 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) Professional ethics for teachers.

(9) Laws governing education.

(b) Competencies

(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.

Essence of Skill Training and Competencies for Teachers under the Standards of Professional Experience

10. Training on professional practice during study, consisting of:

(a) 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 programs.

(b) Competencies

(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 programs.

11. Practical Training in educational institutions on specific subjects, consisting of:

(a) 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.
- (b) Competencies
  - (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.

## **Chapter 2**

### **Educational Institution Administrators**

Essence of Knowledge and Competencies for Educational Institution Administrators under the Standards of Knowledge

12. Principles and procedures for educational institution administration, consisting of:

- (a) 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.
- (b) Competencies
  - (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.

## 13. Educational policy and planning, consisting of:

## (a) 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.

## (b) Competencies

(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.

## 14. Academic administration, consisting of:

## (a) Essence of knowledge

(1) Learner-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.

## (b) Competencies

(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.

15. Administrative, financial, procurement and building management, consisting of:

(a) 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.

(b) Competencies

(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.

16. Personnel management, consisting of:

(a) Essence of knowledge

Personnel management principles.

(b) Competencies

(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.

17. Student activities administration, consisting of:

(a) 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.

(b) Competencies

(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.

18. Educational quality assurance, consisting of:

(a) 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.

(b) Competencies

(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.

19. Information technology management, consisting of:

(a) Essence of knowledge

(1) Information technology for education.

(2) Information technology for administration and management.

(3) Information technology for learning management.

(b) Competencies

(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.

20. Public and community relations management, consisting of:

(a) Essence of knowledge

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

(b) Competencies

- (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.

21. Morality and ethics for educational institution administrators, consisting of:

(a) 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.

(b) Competencies

- (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.

### **Chapter 3** **Educational Administrators**

Essence of Knowledge and Competencies for Educational Administrators  
under the Standards of Knowledge

22. Principles and procedures for educational administration, consisting of:

(a) 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.

(b) Competencies

(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.

23. Educational policy and planning, consisting of:

(a) Essence of knowledge

(1) Economic, social, political and technological 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.

(b) Competencies

(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.

24. Educational administration and management, consisting of:

(a) 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.

(b) Competencies

Able to perform educational administration and management with quality results.

25. Resource management, consisting of:

(a) Essence of knowledge

(1) Search and use of educational resources.

(2) Human resource management.

(3) Administration and management of learning, environmental and energy sources.

(4) Budget, finance and accounting administration.

(b) Competencies

(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.

26. Educational quality assurance, consisting of:

(a) 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.

(b) Competencies

(1) Able to prepare plan for quality development of educational institutions or agencies.

(2) Able to evaluate, follow up and inspect the educational quality and standards of educational institutions or agencies.

(3) Able to prepare self-evaluation report of agencies in support of external evaluation.

27. Educational supervision, consisting of:

(a) Essence of knowledge

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

(b) Competencies

- (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.

28. Curriculum development, consisting of:

(a) Essence of knowledge

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

(b) Competencies

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

29. Information technology management consisting of:

(a) Essence of knowledge

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

(b) Competencies

- (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.

30. Educational research, consisting of:

(a) Essence of knowledge

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

(b) Competencies

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

31. Morality and ethics for educational administrators, consisting of:

(a) 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.

(b) Competencies

- (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.

Notified on this 8<sup>th</sup> day of February 2006.

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