



**Notification of the Teachers Council of Thailand Board
on Standards of Training Courses for Educational Institution Administrators in
accordance with Professional Standards**

By virtue of Clause 6 of the Regulation of the Teachers Council of Thailand on Professional Practice License B.E. 2547 (2004) and by virtue of Clause 4 and Clause 6 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. 15/2005 on December 27, 2005, the Teachers Council of Thailand Board hereby establishes the standards of training courses for educational institution administrators in accordance with the professional standards as follows:

1. The standards of training courses for educational institution administrators in accordance with the professional standards shall serve as criteria for the Teachers Council of Thailand Board to consider and certify the training courses for educational institution administrators in accordance with the standards of professional knowledge and experience of educational institution administrators, and also serve as part of the qualifications in respect of the standards of knowledge of applicants for licenses to practice the profession of educational institution administrators.

2. The standards of training courses for educational institution administrators in accordance with the professional standards comprise:

(1) Course objectives, which shall aim for developing trainees' knowledge, skills, attitude and competencies in professional practice in accordance with the professional standards of educational institution administrators and to be able to apply body of knowledge in operation in line with the professional standards;

(2) Course structure, which shall focus on competencies in educational institution administration and management, comprising two material parts, as follows:

(a) Training in theories and application, e.g., application of knowledge and learning of new theories or body of knowledge to work operations to give rise to significant competencies in work operations, for a period of not less than sixty hours;

(b) Training in experience, e.g., operational training or study visits to improve skills on educational institution administration, including seminar for exchange and learning each other, for a period of not less than thirty hours.

Competencies, objectives of the training and essence of knowledge shall be in accordance with the training course structure attached hereto.

(3) Training styles and methods

(a) Training style: to promote learning from work operations in educational institutions and use the educational institutions as training base or any other styles giving rise to the required competencies;

(b) Training methods: to use various forms and methods, e.g., self-study, lecture, group discussion, participatory meeting, workshop, role playing, practice during training, actual practice in educational institutions, case study, study visit, seminar, group dynamics, etc.

(4) Qualifications of trainees

Trainees shall meet the standards of professional knowledge and experience as follows:

(a) Standards of knowledge: having 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 as per the standards of professional knowledge of educational institution administrators;

(b) Standards of professional experience: having experience in teaching operations at a minimum of five years or having experience in teaching operations and also have experience in the position of division head or department head or section head or other administrative positions in educational institutions at a minimum of two years.

(5) Evaluation

(a) The results of training shall be evaluated, whereby trainees are required to pass the evaluation criteria as follows:

- (1) Attending the training in theories and application at a minimum of 80 percent of the training period in each section;
- (2) Passing the evaluation of all work operations as required in the course;
- (3) Passing the summative evaluation of at least one significant work production from work operations or study visit.

(b) The overall project shall be evaluated at the end of the training as per the course.

3. Standards of training unit

Training unit shall organize training by taking the following actions:

(a) Provide training course, list and profiles of lecturers who provide training, and list of documents and training materials.

(b) Provide lecturers who have specific knowledge, experience and skills.

(c) Provide various documents and materials relating to administration as per the mission of educational institution administrators for trainees to study prior to the training.

(d) Provide particulars covering body of knowledge as specified in the course and arrange for integrated activities of theoretical and practical contents.

(e) Provide trainees with operational training or study visits in relation to educational institution administration.

(f) Provide seminars for trainees after operational training or study visits.

4. Issuance of certificates

The Secretariat Office of the Teachers Council of Thailand and the training unit shall jointly issue training certificates to trainees who pass the training evaluation.

Notified on this 10th day of April 2006.

Sermak Wisalaporn

(Professor Sermak Wisalaporn)

Chairperson of the Teachers Council of Thailand Board

Training Course Structure for Educational Institution Administrators in accordance with Professional Standards

Competency-Based Curriculum (CBC) comprises two parts, namely, training in theories and application, and training in experience, as follows:

1. Training in theories and application refers to application of knowledge and learning of new theories or body of knowledge to work operations to give rise to nine significant competencies in the practice of the profession, consisting of:

Competency 1: IQ - Intelligence Quotient or Mental Horsepower

Efficient leaders shall have a high level of general intellectual competency to handle complexity arising from roles and duties of administration, e.g., understanding of conceptual thinking, analysis, synthesis, application, strategic thinking and ability to solve problems.

Competency 2: EQ - Emotional Quotient or Emotional Intelligence

Efficient leaders shall have emotional stability, be able to understand and recognize feelings of others, anticipate reactions of others, understand the work morale and atmosphere, as well as understand human nature and corporate culture.

Competency 3: Knowledge - Business and Technical Acumen

Efficient leaders shall have accurate knowledge of works relating to administration, understand limitations of application of the knowledge to real situations and be able to apply body of knowledge and experience to support decision making.

Competency 4: Growth - Personal Development

Efficient leaders shall be learning persons, participate in new situations and learning by actual practice, flexible, open-minded, able to turn crisis in opportunity of learning tool and encourage others to act likewise.

Competency 5: Ego - Strong Sense of Self

Efficient leaders shall have self-confidence and be decisive based on morality and professional ethics, stable, strong, determined, accept consequences of their acts and perform works based on integrity and adhere to ethics.

Competency 6: Directing - Giving Direction

Efficient leaders shall be able to give directions for achievement, possess the art of delegation, authorization and control, command, as well as allow work operations to be audited.

Competency 7: Selling - Influencing Others

Efficient leaders shall be able to convince others to agree with their opinions and willingly perform duties as assigned until completion, encourage teamwork, create a conducive work atmosphere, including support work operation by using skills and expertise as well as regular communication.

Competency 8: Initiating - Making Things Happen

Efficient leaders shall be visionary, able to perform works aggressively, stimulate improvement and change for effective work development, dare to risk and make decisions to always seek new opportunities for work.

Competency 9: Human Relations - Building Relationships

Efficient leaders shall realize the significance of interpersonal relationships arising from trust and respect, and be able to build relationships with persons, both inside and outside the organization, to facilitate work operations to success.

Objectives of the training and essence of knowledge in theories and application shall be divided into 3 chapters as follows:

Chapter 1 Development of desirable characteristics**Objectives of the training**

To provide trainees with knowledge, understanding relating to procedures for modern educational administration and management, positive attitudes and values, suitable personality for leading an educational reform, thereby generating desirable characteristics of educational institution administrators, focusing on development of Competencies 1, 2 and 4.

Essence of knowledge comprising:

1. Psychology for administrators.
2. Development of personality.

Chapter 2 Development of competencies of educational institution administration**Objectives of the training**

To provide trainees with technical skill development and ability to apply relevant laws on administration and management to develop educational institutions to become learning institutions of community, thereby influencing quality of learners and development of the profession, focusing on development of Competencies 3, 6, 7, 8 and 9.

Essence of knowledge

1. Paradigm of strategic administration.
2. Development of educational institution curriculum.
3. Information technology and communication for administration.
4. Knowledge management.
5. Development of relationship with community.
6. Use of laws for educational administration and management.

Chapter 3 Self-development in accordance with professional code of ethics**Objectives of the training**

To promote the knowledge and understanding relating to the professional ethics, development of ethical thinking process, self-conduct in compliance with morality and ethics and self-evaluation in respect of the professional ethics, focusing on development of Competencies 2 and 5.

Essence of knowledge

1. Professional ethics in accordance with the Teachers and Educational Personnel Council Act B.E. 2546 (2003);
2. Moral Quotient (MQ) and Emotional Quotient (EQ).

2. Training in experience refers to operational training or study visits to improve skills on educational institution administration, including seminar for exchange and learning each other, as follows:

2.1 Trainees shall perform works or participate in study visits in respect of educational institution administration of educational institution administrators with good models in various aspects, e.g., academic administration and activities for development of learners, personnel administration, budgetary administration, finance and procurement, administrative work management, buildings and premises, relationship with community and quality assurance in educational institutions.

2.2 Trainees shall participate in seminars for exchange and learning after operational training or study visits.
