



**Notification of the Teachers Council of Thailand Board
on Criteria of Qualifications of Educational Institutions
for Teaching Operations**

To ensure compliance with Section 44 (a)(3) of the Teachers and Educational Personnel Council Act B.E. 2546 (2003), which stipulates that the applicant for a license to practice a licensed profession shall have completed practical training in an educational institution in accordance with educational curriculum of not less than one year and passed the teaching operations requirements in accordance with the rules, procedures and conditions as set out by the Teachers Council of Thailand Board, and the Notification of the Teachers Council of Thailand on Accreditation of Educational Degrees and Diplomas for Professional Practice stipulates that educational institutions for teaching operations shall possess the qualifications as set out by the Teachers Council of Thailand Board, along with the resolution of the Teachers Council of Thailand Board Meeting No. 3/2006 on March 20, 2006, the Teachers Council of Thailand Board hereby stipulates the qualifications of educational institutions for practical training as follows:

Clause 1 Educational institutions for practical training shall possess the qualifications as follows:

(1) Meeting the standards of qualifications as stipulated, in the attachment hereto; or

(2) Being an educational institution passing the external assessment of quality standards from the Office of National Education Standards and Quality Assessment (Public Organization).

Clause 2 An institute providing education under bachelor's degree curriculum in education (5 years) shall submit a list of educational institutions for practical training, which are the institute's network, to the Secretary-General of the Teachers Council of Thailand for further submission to the Teachers Council of Thailand Board for consideration and approval.

In this regard, the institute shall systematically provide support and development to the institutes in the network to ensure the quality in accordance with the required standards, and shall report to the Teachers Council of Thailand every 5 years.

In case of any change or addition of educational institutions for practical training, the institute shall propose the matter to the Teachers Council of Thailand Board for additional consideration and approval.

Clause 3 In case any educational institution for practical training does not meet the criteria in Clause 1, the institute providing education under bachelor's degree curriculum in education (5 years) shall propose the matter to the Teachers Council of Thailand Board for consideration and approval on a case by case basis.

Clause 4 The Secretary-General of the Teachers Council of Thailand shall issue a notification of the list of approved educational institutions for practical training under Clause 2 and inform the institute accordingly.

Notified on this 23rd day of August 2006.

Sermak Wisalaporn

(Professor Sermak Wisalaporn)
Chairperson of the Teachers Council of Thailand Board

Standards of Qualifications of Educational Institutions for Teaching Operations

A. Process standards comprise the standards and indicators for consideration as follows:

(1) Educational institutions fully and systematically organize the organization, structure and administration to achieve the educational objectives, taking into account the following indicators:

(1.1) Educational institutions systematically organize the organization, administration structure and administration system;

(1.2) Educational institutions implement strategic administration;

(1.3) Educational institutions implement administration on a participatory basis;

(1.4) Educational institutions have audit and counterbalance systems.

(2) Educational institutions promote relationship and cooperation with the community in educational development, taking into account the following indicators:

(2.1) Educational institutions have systems and mechanisms to promote relationship and cooperation with the community in educational development;

(2.2) Educational institutions carry out activities promoting relationship and cooperation with the community in educational development.

(3) Educational institutions arrange for supportive learning environment, promote sanitation and safety of learners, taking into account the following indicators:

(3.1) Educational institutions have clean, tidy and safe environment;

(3.2) Educational institutions implement systems preventing toxic substances, narcotics, crimes and all vices;

(3.3) Educational institutions have good public utilities;

(3.4) Educational institutions have sufficient facilities for teachers and personnel, and have supportive learning environment.

(4) Educational institutions regularly promote and develop personnel /teachers as necessary and appropriate, taking into account the following indicators:

(4.1) Educational institutions provide teachers to teach in accordance with their fields of studies or skills or knowledge or abilities;

(4.2) Teachers are developed in their teaching fields or perform work continuously and in line with changes;

(4.3) Educational institutions promote teamwork.

(5) Educational institutions provide teaching and learning in consistence with the curriculums as per the requirements of learners and locality, taking into account the following indicators:

(5.1) Educational institutions develop their curriculums to be consistent with the conditions and local requirements by way of the community's participation;

(5.2) Educational institutions provide the teaching and learning guidelines to be in consistence with the curriculums and requirements of learners/locality and economic and social changes to resolve local problems, and put into practice.

(6) Educational institutions arrange for activities and learner-oriented teaching and learning, taking into account the following indicators:

(6.1) Educational institutions arrange for administrative activities, teaching and learning activities and a variety of extra-curriculum activities which are appropriate to nature and consistent with requirements of learners;

(6.2) Educational institutions arrange for administrative activities, teaching and learning activities and extra-curriculum activities which stimulate learners to study for knowledge, seek answers and create the body of knowledge by themselves;

(6.3) Educational institutions arrange for administrative activities, teaching and learning activities and extra-curriculum activities which stimulate learners to utilize analytical thinking, synthetic thinking, creative thinking, problem-solving and decision-making thinking;

(6.4) Educational institutions arrange for administrative activities, teaching and learning activities and extra-curriculum activities which integrate and connect to the essence of knowledge and skills including the idea regarding classroom study and real life, as well as instill morality and ethics as needed in treating others in society;

(6.5) Educational institutions arrange for administrative activities, teaching and learning activities and extra-curriculum activities which promote democracy, working with others and responsibility towards the public;

(6.6) Educational institutions arrange for administrative activities, teaching and learning activities and curriculum supporting activities for learners to be fully developed in terms of music, arts and sports;

(6.7) Educational institutions assess development of learners by various and continual methods;

(6.8) Educational institutions arrange for administrative activities, teaching and learning activities and extra-curriculum activities to encourage learners to be enthusiastic in learning and love their educational institutions.

B. Factor standards comprise the standards and indicators for consideration as follows:

(1) Administrators have morality, ethics and are good role models, taking into account the following indicators:

(1.1) Administrators continuously dedicate themselves in performing work in the educational institutions;

(1.2) Administrators are sympathetic and merciful, responsible, just and honest;

(1.3) Administrators have good conduct, and neither be insolvent nor involve with vices or narcotics.

(2) Administrators have leadership as well as administrative and managerial abilities, taking into account the following indicators:

(2.1) Administrators have vision in educational management to be up-to-date with changes;

(2.2) Administrators have leadership, human relations and are well respected by the relevant persons;

(2.3) Administrators are democratic;

(2.4) Administrators have academic knowledge and ability as well as administrative and managerial principles.

(3) Teachers have teachership spirit, morality and ethics, taking into account the following indicators:

(3.1) Teachers are attentive, understand and take care of every learner regularly and equally;

(3.2) Teachers have human relations, control their emotion and listen to others' opinions;

(3.3) Teachers are responsible, honest, punctual, and dedicate themselves to the development of learners;

(3.4) Teachers behave properly as good role models in behavior and personality;

(3.5) Teachers have positive attitude towards the teaching profession;

(3.6) Teachers always study and develop their teaching.

(4) Teachers have ability to efficiently manage teaching and learning and mainly focus on learners, taking into account the following indicators:

(4.1) Teachers know the goals of the educational management and curriculums;

(4.2) Teachers have ability to analyze the curriculums and prepare learner-oriented learning plans;

(4.3) Teachers are able to arrange for learner-oriented teaching and learning, ranging from classes 1 to 4;

(4.4) Teachers are able to conduct authentic assessment of teaching and learning based on the development of learners, assessment to identify strengths and weak points, assessment to improve the teaching and learning, and assessment to conclude learning result;

(4.5) Teachers use the assessment results of teaching and learning to adjust the learning and change the teaching for continuous quality development.

(5) Teachers have ability to seek knowledge, think analytically and create the body of knowledge for development of teaching and learning, taking into account the following indicators:

(5.1) Teachers love to seek knowledge, news and information from various sources for development of teaching and learning;

(5.2) Teachers have ability to study and research for development of teaching and learning process;

(5.3) Teachers have ability in problem analysis and resolution.

(6) Teachers have educational qualifications/knowledge and competencies corresponding to their responsible work, taking into account the following indicators:

(6.1) Teachers graduate with Bachelor's degree or higher;

(6.2) Teachers teach in accordance with their major/minor subjects;

(6.3) Teachers teach in accordance with their competencies;

(6.4) Teachers are developed in their teaching subjects for not less than 20 hours per year.

(7) Educational institutions have appropriate curriculums for learners and locality, instructional media supportive to learning, taking into account the following indicators:

(7.1) Educational institutions have curriculums and their subject matters which are appropriate and consistent with the goals of education and requirements of learners and locality;

(7.2) Educational institutions have instructional media which are appropriate and supportive to learning.

(8) Educational institutions have sufficient buildings, premises and facilities:

(8.1) Educational institutions have sufficient buildings, premises and facilities;

(8.2) Educational institutions have classrooms and laboratories which are necessary to the teaching and learning.

(9) Educational institutions systematically organize the organization, structure and administration to ensure that schools are ready for joint development of the teaching profession:

(9.1) Educational institutions set out plans relating to the teaching professional experience training in their development plans;

(9.2) Educational institutions designate responsible persons relating to the teaching professional experience training;

(9.3) Educational institutions have systems for monitoring, supervising and evaluating performance of students;

(9.4) Educational institutions arrange for and promote student teachers to arrange for teaching and learning activities which stimulate learners to study and seek knowledge, acquire answers and create knowledge by themselves;

(9.5) Educational institutions assign appropriate works for student teachers according to their fields;

(9.6) Educational institutions determine strategic plans based on participation of relevant personnel as master plan in development of school for joint development of the teaching profession;

(9.7) Educational institutions arrange for activities building good relationship between student teachers and the relevant personnel of the school;

(9.8) Educational institutions arrange for local activities for student teachers to participate and meet important people and familiarize with local traditions;

(9.9) Educational institutions provide necessary welfares for student teachers;

(9.10) Educational institutions are able to provide opportunity for student teachers to participate in activities for development of educational institution curriculum, classroom research, development of media innovations for learning, development of students and other activities for development of the teaching profession.

(10) Administrators have ability to manage teaching professional experience training units, taking into account the following indicators:

(10.1) Administrators have knowledge and understanding in goals and process of teaching professional experience training process;

(10.2) Administrators have administrative and management plan for being a teaching professional experience training unit;

(10.3) Administrators have ability to coordinate and cooperate with the production teacher institutes and the relevant persons in development of students and management for teaching professional experience training to ensure the optimal efficiency.

(11) Teachers have ability to be helping teachers for student teachers, taking into account the following indicators:

(11.1) Teachers know and understand goals and process of teaching professional experience training process;

(11.2) Teachers have user-friendly supervision skills and techniques;

(11.3) Teachers are good role models in accordance with ethics for teachers and being professional teachers;

(11.4) Teachers have ability to coordinate and cooperate with teacher production institutes and the relevant persons in development of students and management for teaching professional experience training.
