SCHOOL-BASED TRAINING AT PILOT SCHOOLS IN PICHIT PROVINCE

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ABSTRACT

The purpose of this research was to experiment the school-based training (SBT) model initiated by the research team supported by the Office of the National Education Commission (ONEC). The model was based on the Kalayanamitr Supervision Technique developed by Prof.Sumon Amornwiwat. The technique involved the Four Stages called “Haijai – Ruamjai – Tungjai – Perdjai” (Self-initiation – Cooperation – Commitment – Open Communication). The experiment took place at 260 pilot schools, in 2001. In each school, one Model Teacher was nominated as the program director of the training program self-designed for a group of 10 teachers, of less.

As a mentor of three SBT teams in Pichit Province, the researcher met with the managers of the SBT teams at the meetings held by ONEC. After that, she and a colleague from the Faculty of Education of Naresuan University visited the teams at their schools to give academic and managerial advices, and to collect the qualitative data related to the results of the experiment which lasted about five months. The findings were : (1) the project schools had the needs to improve the teachers’ knowledge related to lesson planning, development of computer-assisted instruments, and evaluation techniques (2) the three schools applied common strategies at first stage of the Kalayanamitr Supervision, but somewhat different at the second to the fourth stages; (3) the immediate results related to the trained teachers were good (4) the factors influencing behavioral changes of the participants were both external and internal; (5) learning outcomes of students involved were improved by the school-based training of teachers in all of the three schools (6) it was possible for 100 % of the trained teachers to become model teachers for the expansion of the school-based training networks.

BACKGROUND OF THE STUDY

Prior to the reform of educational administrative structure in 2003, the Office of the National Education Commission (ONEC) of Thailand used to be under the jurisdiction of the Office of the Prime Minister. Its major functions were to conduct follow-up research, and to lead necessary pilot projects, in order to actualize the implementation of national education policies by the departments and the schools under the jurisdiction of the Ministry of Education.

Thus, to emphasize the educational reform in comply with the intentions of the National Education Act of 1999, ONEC put its strong efforts of encouraging educational quality improvement by means of the School-Based Management (SBM) that suited the socio-economical and ideological contexts of Thailand, as well as the school-based training (SBT) model that fit actual situations of each school.

Sumon Amornwiwat, a senior professor of Chulalongkorn University, well known for her application of Buddhist philosophy to classroom and school management of today, was approached by ONEC to actualize her idea of the Kalayanamitr Supervision Technique – the peer-supervision based on the Buddhist philosophy of “friendship” and the four continuing steps called “Haijai – Ruamjai – Tungjai – Perdjai (Self-initiation – Cooperation – Commitment – Open Communication). Consequently, the participatory action research was supported by ONEC in 1998 – 2001.

At the first stage, in 1998, thirty (30) model teachers were supported so that each of them could transfer his/her instructional expertise to 10 other teachers in one’s own school or near-by schools. During the second stage, the number of model teachers under ONEC’s supports were increased to 96 in fiscal year 1999, and 200 in fiscal year 2000.

Results of the research during the first and the second stages revealed that the model teachers were highly recognized for their instructional leadership, but their principals quite dissatisfied with the teachers who had to spend time outside of their own schools to assist outside-teachers.

Therefore, in 2001 , the research project was adjusted so that only the model teachers who were supported by their principals would be selected. Also, the trainees and the model teacher of each team had to be in the same school. In addition, faculty members of education faculties located not too far from the schools were appointed as mentors, Data-collectors, and researchers for each particular area. As a result, 260 model teachers and almost 2,600 trainees – or the so-called model teachers' networks – and about 80 mentors, were involved.

The selection of the pilot schools for the experimentation in the year 2001 was carefully conducted. The researchers from various education faculties were invited to participate in the preparatory meeting, together with the selected model teachers. The mentors-to-be and the model teachers were arranged to work out in groups, to modify the visit plans and to become familiar with each other.

After the first meeting, the mentors formed their teams. Each mentoring team was consisted of at least 2 researchers. At least one of the two would be from a faculty of education, and the rest might be an educational supervisor under the office of Educational Service Area which supervised the schools. To work closely with each other, the writer formed the team with Monasit Sithisomboon, an associate professor with doctoral degree in Curriculum and Instruction and a master degree in Measurement and Evaluation; while the writer herself was an associate professor in Educational Administration with master and doctoral degrees in Fundamentals of Education. The mentoring and data-collecting process began in June 2001 and the training program in each school took part for one semester. Each school was visited by the mentor and/or her colleague twice, not including the advices given through telephone conversations.

OBJECTIVES OF THE STUDY

To comply with the Terms of Reference, the researcher aimed at conducting a follow-up research at the three pilot schools in Pichit Province to answer how the Kalayanamitr Supervision was implemented and what were the outputs or outcomes of the experimentation. The answers concerned with : (1) the schools' profiles and reasons for participation; (2) the Kalayanamitre Supervision strategies at each school; (3) the immediate results of the training programs; (4) the factors influencing behavioral changes of the teachers; (5) the learning outcomes of the students involved; and (6) the possibility to expand the model teachers' networks.

METHODS OF THE STUDY

As mentors and project evaluators, the writer and her colleague applied a few qualitative research methods which included (1) participatory action research at the preparatory stage of the experimentation (2) school visits and observation of organization climates (3) unstructured interviews with model teachers, trainees, school principals, and tentatively selected key informants (4) analyses of related documents and training materials (5) informal advices and interviews by telephone. A follow-up meeting held by ONEC with comments from the experts and fellow-researchers allowed the adjustment of the interpretation of the data and the improvement of the research report.

THE FINDINGS :

The Schools's Profiles and Reasons for Participation

1. Sam-ngarm Chanupatam School : a medium-sized secondary school consisted of 39 teachers and 771 students from M.1-6 (G.7-12). The model teacher was a 47 year-old female who was recognized by her colleagues for of her instructional leadership and her continuous commitment to the school. The trainees consisted of 1 male and 9 female teachers who wanted to learn more about lesson planning; designing of integrated learning programs; planning of project lesson; preparation of computer-based teaching aids; and authentic assessment techniques. The school had been nominated as the Dream School for Sam-ngarm District – the school were child-centered philosophy and information technology were to be actively introduced into the teaching and learning processes. However, the external assessment results revealed that learning achievement of the students were below standards and still needed to improve thinking skills, working skills, sense of responsibility, love of learning, expressive behaviors, and communication skills. Participating in the Kalayanamitr Supervision project was viewed as a good opportunity to prepare for the Dream School Project, as well as to improve teaching abilities which would bring about better learning outcomes among their students.

2. Saaklek Witayakom School : another medium-sized secondary school located in another district of Phichit Privince. This school consisted of 38 teachers and 4 administrative staff. There were 816 students in M.1-6 (G.7-12). The trainees were 3 male and 7 female teachers who worked closely with the model teacher in order to improve their knowledge about lesson planning, evaluation methods, and classroom research methods. This school had also been nominated as the Dream School for

Saaklek District, but the learning achievement of students were below standards in Mathematic, Sciences, Thai, English, Social Studies, and Computer Education. The school members agreed that participation in the school-based training project would allow them to become a Dream School, and should affect better learning achievement of their students.

3. Aunbal Poe-Pratabchang School : a medium-sized primary school located in Poe-Pratabchang District, composed of 20 teachers including a principal. There were 461 students, from pre-primary 1 and 2 to P.6 (K1-2 and G1-6). The trainees consisted of 3 male and 7 female teachers, led by the model teacher who in the past used to be an educational supervisor – a lady with the age of approximately 40 years old. The training contents focused on lesson planning, teaching aids preparation, measurement and evaluation, supplement teaching, and classroom research methods. This school was also nominated as the Dream School for Poe-Pratabchang District. Also the learning achievement of their students in Thai Language and Career Study were at moderate level, and the school members wanted to improve the standards of these subjects. Therefore, the trainees requested the model teachers to apply for the Kalayanamitr Supervision project.

In summary, the pilot schools wanted to prepare themselves to become Dream Schools where child-centered philosophy and computer-assisted instruction could be actively practiced. The needs which were in common in the three schools concerned with lesson planning, preparation of computer-assisted teaching instruments, and evaluation techniques. The psychological needs were closely related to the teachers' realization of the educational quality problems after being evaluated by external assessors.

The Strategies for Kalayanamitre Supervision

Each of the three schools for this study experimented the training program using the Kalayanamitre Supervision strategies which the peer-supervision team had autonomously designed, such as summarized in Table 1 – 3.

Table 1

The Strategies for Kalayanamitre Supervision at Sam-ngarm Chanuatam School

Kalayanamitre Supervision Process	Strategies/Activities
Step 1 : Haijai (Self-initiation)	- Project preparation with full involvement of the trainees - School administrators and a senior teacher appointed formally as advisory committee
Step 2 : Ruamjai (Cooperation)	- Training and supervision by model teacher, advisory board members and trainees themselves, according to needs
Step 3 : Tungjai (Commitment)	- Continuous improvement based on collective thinking and systematic problem solving strategy called “Think-together, Construction-together” (Ruam-Kid-Ruam-Saang) held every Monday with supports from principal i.e. additional budget & study tours to best-practiced schools, ect.
Step 4 : Perdjai (Open-communication)	- 360° evaluation system & Five-dimension Approach; pre/post teaching performance, in-class evaluation, student achievement, trainees’ knowledge, self-designed and variation of evaluation instruments

Table 2

The Strategies for Kalayanamitre Supervision at Saaklek Witaya School

Kalayanamitre Supervision Process	Strategies/Activities
Step 1 : Haijai (Self-initiation)	- Project preparation with full involvement of the trainees - School administrators and 7 other model teachers appointed as advisory committee
Step 2 : Ruamjai (Cooperation)	- Training and supervision by model teacher as director/demonstrator of workshops
Step 3 : Tungjai (Commitment)	- Continuous improvement based on the training designed called “Lead-to-think, Lead-to-do” (Pa-Kid-Pa-Tam) - Administrative supports from principal, i.e. workload adjustment
Step 4 : Perdjai (Open-communication)	- Two-way evaluation system & Seven – dimension Approach; content-oriented, students’ satisfaction, lesson-plan quality, lesson plan implementation, classroom research quality, self-confidence after being trained, students’ achievement of learning

Table 3

The Strategies for Kalayanamitre Supervision at Anubal Poe-Pratabchang School

Kalayanamitre Supervision Process	Strategies/Activities
Step 1 : Haijai (Self-initiation)	- Project preparation with full involvement of the trainees - School administrators as advisory committee - All other teachers shared extra workloads
Step 2 : Ruamjai (Cooperation)	- Training and supervision by model teacher as team leader - Group meeting on Friday (2 hrs), while other teachers looked after the students
Step 3 : Tungjai (Commitment)	- Continuous improvement based on the idea called “Meet-our-group” (Pob-Klum)

Step 4 : Perdjai (Open-communication)	- Performance management through on – time-evaluation and improvement which applied qualitative-quantitative approach

In summary, at the first supervisory stage of the school-based training programs, each of the three schools actively involved the trainees-to-be in the project proposal preparation and the principal took the active advisory roles; but in stages 2-4 the models for cooperation, commitment and open-communication varied to some extent due to the different levels of strengths and weaknesses among the schools.

IMMEDIATE RESULTS OF TRAINING PROGRAMS

The immediate results of the training programs concerned with the changes in trainees' teaching behaviors and collective working skills. The results were quite good, as explained below :

1. At Sam-ngarm Chanupatam School – Related to the management of learning activities, 100% of the trainees changed from using market – prepared lesson plans to self-prepared lesson plans, the 60% who could not prepare computer-based teaching instruments were able to do so, and the 30% who had never developed project-based lesson plans viewed that they would be able to do so, but everyone felt that they to needed to learn more about integrated learning methods. About learning evaluation and classroom research, 100% of them felt that they better understood the what's and how's of authentic assessment methods but needed to learn more about classroom research. Concerning collective working skills, the school principal and other advisory committee members agreed that the trainees who had been self-centered did change to the preferable working behaviors.

2. At Saaklek Witakom School – Related to learning management, 100% of the trainees could prepare good lesson plans, and one of them used various instructional methods. About classroom research, 100% could successfully conduct the brief action research called "One-page Classroom Research". All of the trainees felt confident in their own lesson planning and felt good about their capability to conduct classroom research. The principal also satisfied with the idea exchanging among the teachers, the instructional behavior improvement, and the improved ability in classroom research.

3. At Anubal Poe-Pratanchang School – Related to learning management, 100% of the trainees changed from lecture-based chalk-and-talk and drilling from practice books and

adopted hand-ons activities such as mind mapping, drama, mini-book writing, debates, scientific experiments, etc. About learning evaluation, many of the trainees used various methods and devices such as observation, oral report, port-folio, etc. which aimed at learning improvement. About classroom research, the results were fair because most of the trainees had had no research backgrounds before the training.

FACTORS INFLUENCING BEHAVIORAL CHANGES OF TEACHERS

There were both external and internal factors which influenced behavior changes of the trainees in all of the three pilot schools. These factors were :

1. External factors included (1) the quality assurance which stressed continual internal – external assessment; (2) supportive leadership styles of the school administrators and the administrative teams; (3) additional academic supports from senior teachers or other model teachers; (4) instructional leadership of the model teachers; (5) the supervision system with friendly and open atmosphere; and (6) budgetary supports from ONEC and the schools.

2. Internal factors included : (1) sense of belongingness among the trainees; and (2) the immediate feedback systems.

LEARNING OUTCOMES OF STUDENTS

Concerning the learning outcomes of the students who were instructed by the teachers in this project, evidenced by both quantitative and qualitative types of data revealed the learning achievement and the desirable behaviors of the students significantly improved. Significant data were as follows :

1. At Sam-ngaam Chanupatam School, all of the 10 groups of students taught by the participants of the project improved their average achievement test scores ranging from + 0.07 to +7.16. The behavioral changes which could be witnessed included the ability to plan their own studies; the ability to express themselves; the ability to present ideas with reliable background data; the data searching ability based on publications, TV and radio; and the teamwork ability. But, the data collecting ability through computers was still weak due to the insufficient number of the school’s computers.

2. At Saaklek Witaya School, the average achievement test scores collected from the 10 groups taught by the project participants leveled up from “fair” to “good” (67.87%). The behavioral changes included the enthusiasm to learn; the cooperativeness and

willingness to join educational activities; the sense of responsibility for classroom and school assignments; and the self-disciplinary.

3. At Anubal Poe-Pratabchang School, all of the 10 groups of students taught by the project participants improved their average achievement test scores ranging from + 0.57 to +8.45. The behavioral changes included the self-planning ability; the ability to express themselves; the presentation ability; the data collecting ability based on publications, TV and radio; the teamwork ability; and the happiness to learn and to acquire the chances to express their opinions. But, the data collecting ability through computers was not so good.

The trainees and the trainers in all of the three schools agreed that the most important factors which brought about the students' behavioral changes were the new instructional methods applied; the application of interesting teaching instruments; the variety of teaching and learning activities; the variety of evaluative methods; the on-time feedback to students after the evaluation; the emphasis of development purposes of evaluation rather than competitiveness; and the supplementary teaching for the left-behinds rather than the sticks or scandals.

POSSIBILITY TO EXPAND MODEL TEACHERS' NETWORKS

A number of evidences revealed that all of the 30 participants in the three schools would be possible to become model teachers, and could be the networks for Kalayanamitre Supervision Model of school-based training programs. The findings concerning this particular matter were as follows :

1. At Sam-ngaam Chanupatam School, the average pre-test scores related to the participants' desirable knowledge and skills ranged from 2.87 to 4.00. But, the average post-test scores ranged from 3.17 to 4.30. However, the trainer recommended that not all of them could train all things which they had been trained. They should focus on the matters which they received "high" or "very high" scores.

2. At Saaklek Witaya School, the average post-test scores which evaluated the participants' cognitive domain of learning were at "very high" level; the students' satisfaction was "very high" for 8 teachers, and "high" for the rest two; the quality of lesson planning, lesson plan implementation, and classroom research quality were rated "high" for all of the 10. Five participants felt "very high" confident, and the rest of them felt "high" confident. Nine groups of students received the achievement test scores

which achieved the standards, only one group which had been very week could not pass. However, the model teacher felt sure that all of the 10 participants would be able to become model teachers and expand the networks.

3. At Anubal Poe-Pratabchang School, all of the participants received higher than 80% when evaluated on their teaching-learning management, self-management, and community-school relationship. Therefore, the model teacher felt that all of the participants could become model teachers, the same as herself.

CONSIDERATION AND SUGGESTIONS

Consideration

The writer could conclude that the Kalayanamitr Supervision school-based training models, such as applied at the three pilot schools in Pichit, were applicable to other schools as well. The supervision processes which focused on “internal motivation,” “respects among group members,” “open communication,” “immediate feedback,” “friendly senior-junior relationship,” were responsive to the organization culture of Thai society, The mentoring system which relied on education faculty staffs was viewed by the participants and the model teachers as being more friendly than to be supervised by the upper level of their administrative line. The budget support from ONEC which limited them to use the money for teaching instruments was viewed as a good procedure, because the teachers rarely received this kind of support from the upper level of their organization line. The ONEC’s disapproval of outside trainers, except encouragement and minimum intervention from the mentors, helped bring confidence in among themselves thus increased their leadership to much higher extent.

Suggestions

1. The Office of Basic Education Commission (OBEC) should take further studies on the Kalayanamitr Supervision models, and further expand the model teachers’ networks throughout the nation.

2. Supervisors under OBEC and the 175 Offices of Educational Service Areas should be trained to become mentors in the process of Kalayanamitr Supervision.

References

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