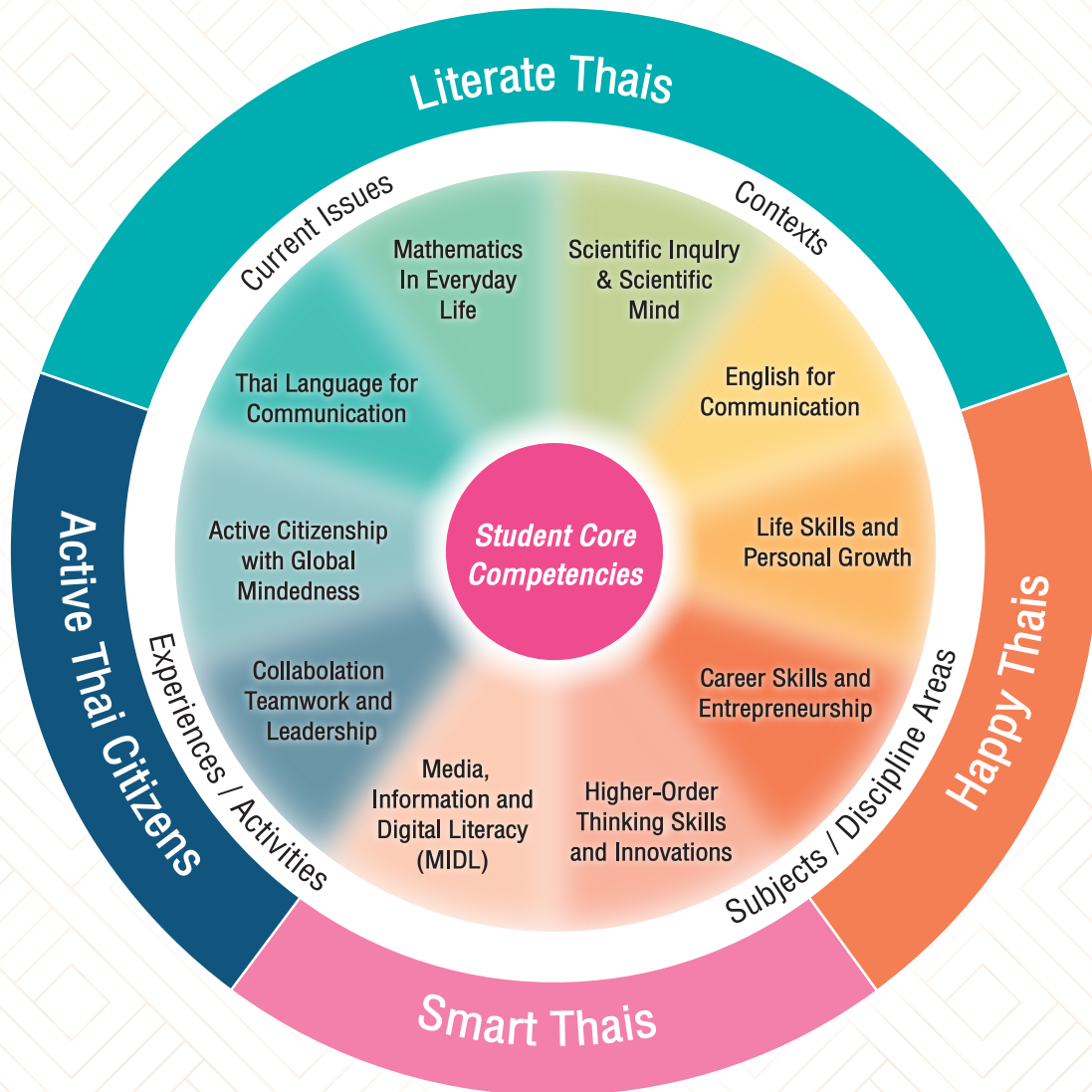


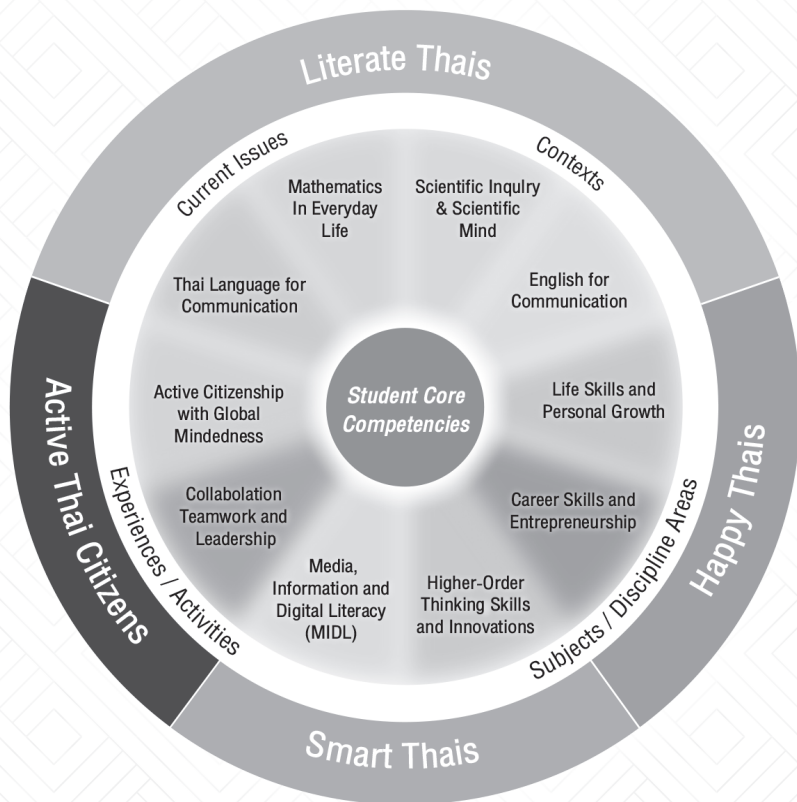
# GUIDELINES FOR THE DEVELOPMENT OF LEARNERS' COMPETENCY FOR LEARNERS AT THE BASIC EDUCATION LEVEL



Office of the Education Council  
Ministry of Education



# GUIDELINES FOR THE DEVELOPMENT OF LEARNERS' COMPETENCY FOR LEARNERS AT THE BASIC EDUCATION LEVEL



Office of the Education Council  
Ministry of Education





371.2 Office of the Education Council  
032 G GUIDELINES FOR THE DEVELOPMENT OF LEARNERS'  
COMPETENCY FOR LEARNERS AT THE BASIC EDUCATION  
LEVEL  
Bangkok : OEC, 2020  
57 pages  
ISBN : 978-616-270-253-2  
1. THE DEVELOPMENT OF LEARNERS' COMPETENCY  
2. Title

## GUIDELINES FOR THE DEVELOPMENT OF LEARNERS' COMPETENCY FOR LEARNERS AT THE BASIC EDUCATION LEVEL

OEC Publication No. 24/2020  
ISBN 978-616-270-253-2  
First Edition July 2020  
Number of Copies 500 Copies  
Published by Education Standards Division  
Education Standards and Learning Development Bureau  
Office of the Education Council  
99/20 Sukhothai Road, Dusit, Bangkok 10300  
Tel. : 0 2668 7123 Ext. 2528, 2529  
Fax : 0 2243 1129  
Web site : [www.onec.go.th](http://www.onec.go.th)  
Printed by Tienwattana Printing Co., Ltd.  
16/7 Dachawut Rd., T.Horattanachai A.Pranakhon sri Ayutthaya,  
Pranakhon sri Ayutthaya Thailand 13000  
Tel. : 0 3524 3386 , 0 3524 1578  
Fax : 0 3532 3396  
Web site : [www.tienprint.com](http://www.tienprint.com)

## Preface

Office of the Education Council had conducted the research on the development of Learners' Competency Framework for Learners at the Primary Level of the Basic Education. This research was conducted by the research team and the working group assigned by the Independent Committee for Education Reform. As the result, three books have been published and disseminated. The books contained essential knowledge and information on the meaning of competency, competency framework and guideline for developing learners' competency. All of the three books have been well received by Thai educators, teachers, school administrators and educational agencies. Moreover, they also captured the interest of international schools and institutions as well. Office of the Education Council then decided to select some essential parts from the three books for English translation with the intention of sharing our research products for educational benefits at the national and international levels.

Office of the Education Council would like to express sincere appreciation to Assoc. Prof. Dr. Tisana Khemmani, chair of the working group and to Assoc. Prof. Dr. Sombat Kotchasit, head of the research team, together with the research team and all of those who have made this research a successful one. Special thanks also go for Dr. Raveema Mongkolrat, the translator who has made this booklet possible and visible. Finally, we hope that this booklet will make some significant contributions to education and life long learning.



(Mr. Suphat Champatong)  
Secretary-General of Education Council

# CONTENTS

	Page
Forward	
Part 1 Core Competency Framework For Learners At The Basic Education Level And Learners At The Primary Level (grades 1-3)	1
Part 2 Understanding Competency - simplified version for the public and Understanding Competency - Based Curriculum - simplified version for educational personnel	23
Part 3 Guidelines For The Development of Learners' Competency For Learners At The Basic Education Level	37

## Forward

Since educational reform is a critical matter that urgently needs serious implementation in all components, the Independent Committee for Educational Reform (ICER) and the Office of the Education Council (OEC) had cooperatively supported a pilot project called "Research and Development of Competency Framework for Learners at the Primary Level in the Basic Education Curriculum." As a result, the competency framework and guidelines for teachers to develop learners' competency were produced and published in three books as follows:

1. Office of the Education Council, Ministry of Education Thailand (2019). กรอบสมรรถนะหลักผู้เรียนระดับการศึกษาขั้นพื้นฐาน และระดับประถมศึกษาตอนต้น (ป.๑-๓) [Core competency framework for learners at the basic education level and learners at the primary level (grades 1-3)]

2. Office of the Education Council, Ministry of Education Thailand (2019). เข้าใจสมรรถนะอย่างง่าย ๆ ฉบับประชาชน และเข้าใจหลักสูตรฐานสมรรถนะอย่างง่าย ๆ ฉบับ ครู ผู้บริหาร และบุคลากรทางการศึกษา [Understanding competency-simplified version for the public and Understanding Competency-Based Curriculum-simplified version for educational personnel]

3. Office of the Education Council, Ministry of Education Thailand (2019). แนวทางการพัฒนาสมรรถนะผู้เรียนระดับการศึกษาขั้นพื้นฐาน [Guidelines for the development of learners' competency for learners at the basic education level]



The books were disseminated and have received a wide interest from administrators and teachers in the Thai education field, including those from international educational agencies, especially international schools. For example, our team was invited by the International Program of Kasetsart University Laboratory School to conduct a workshop on competency-based education for their Thai and international teachers. For the workshop, we selected essential parts of the content from the books that would benefit the participating teachers in terms of competency-based teaching practice. In order to enable the international teachers attending the workshop to understand the content, Dr. Raveema Mongkolrat had patiently worked on translating the Thai content into English. We would like to express our appreciation for her willing effort and the great job she has done.

This book is a compilation of the content from the above mentioned workshop. We do hope that this English version of competency based education will expansively contribute to enhancing the quality of teaching and learning both nationally and internationally.

Tisana Khemmani and colleagues  
Researchers of the pilot project  
"Research and Development of  
Competency Framework for  
Learners at the Primary Level  
in the Basic Education Curriculum"

**PART 1**

**CORE COMPETENCY FRAMEWORK**

**FOR LEARNERS AT THE BASIC EDUCATION LEVEL**

**AND LEARNERS AT THE PRIMARY LEVEL (GRADES 1-3)**

LEARNERS' CORE COMPETENCIES									
Thai Language for Communication	Mathematics in Everyday Life	Scientific Inquiry & Scientific Mind	English Language for Communication	Life Skills & Personal Growth	Career Skills & Entrepreneurship	Higher - Order Thinking Skills & Innovations	Media, Information & Digital Literacy (MIDL)	Collaboration, Teamwork & Leadership	Active Citizenship with Global Mindness

## Introduction

Educational reform is a critical matter that urgently needs serious implementation in all components. The especially important components are those that directly affect learners' outcomes. They are teachers, curricula, instruction, and assessments. Findings from the studying of problems and needs, documents, research as well as comments of experts and relevant groups of people show that learners at all education levels have inferior quality in terms of academic outcomes, behaviors and desirable attributes. Especially, learners lack capability of applying learned knowledge and skills to benefit daily-life living. In other words, they lack "competency."

"Competency" is a behavior that demonstrates a person's ability to apply his/her knowledge and skills in working, living and solving problems.

According to Professor David McClelland of Harvard University, competency is a quality that can predict success in work better than intelligence. Therefore, competency should be considered as a desirable outcome of learning because it is an ability that is practical in life; it directly affects quality of life.

Because “competency” is important and useful to life, a role of education is to develop learners to have necessary competencies. Then, our first question is, “What competencies are essential for all learners to have after completing the basic education level (grades 1-12)?”.

The Independent Committee for Educational Reform (ICER) realizes the importance of this matter; therefore, they have set up an operation committee to be in charge of studying information to find an answer to the above question. Thus, the operation committee has initiated a pilot project called “Research and Development of Competency Framework for Learners at the Primary Level in the Basic Education Curriculum.”First, the committee developed a competency framework for grade 1-12 graduates which shows expected outcomes for learners after completing the basic education level. Then, based on this framework, they developed a competency framework for learners at the primary level (grades 1-3), which is the level that needs changes more urgently than other grade levels.

The developed competency framework consists of 10 essential competencies that are consistent with six key principles. Therefore, the developed competencies: (1) respond to the country needs as stipulated in the Constitution of the Kingdom of Thailand, the 20-year national strategy, the various national reform plans, the national economic and social development plan, the national education plan, and the national educational standards; (2) are consistent with the 21<sup>st</sup> century skills which are essential for living life in the world today and in the future; (3) promote the use of royal science, royal plans of King Rama X as well as royal remarks of Her Royal Highness Princess Maha Chakri Sirindhorn; (4) give importance to being Thai and being the Thai nation in order to sustainably maintain the Thai identity; (5) are consistent with the principles of development according to human age as well as respond to diversity of learners, contexts and geography; and (6) are comparable to international standards.

The 10 competencies are core competencies that Thai children and youth must be promoted to develop during their 12 years in the basic education so that they can keep up with the world's changes and live quality life in the 21<sup>st</sup> century. The 10 competencies are: (1) Thai Language for Communication; (2) Mathematics in Everyday Life; (3) Scientific Inquiry & Scientific Mind; (4) English Language for Communication; (5) Life Skills & Personal Growth; (6) Career Skills & Entrepreneurship; (7) Higher-Order Thinking Skills & Innovations; (8) Media, Information & Digital Literacy (MIDL); (9) Collaboration, Teamwork & Leadership; and (10) Active Citizenship with Global Mindedness.



The operation committee has developed a list of 10 core competencies at the basic education level and the primary level. Also, they have developed six instructional approaches as guidelines for applying competencies in developing learners. Moreover, they have tested the competency framework in various schools to study the feasibility, the implementation process, and the results in teachers and students, including the factors that contributed to and hindered teacher performance and student learning. Results of this research and development can be used to adapt/develop curricula and assessments, to improve teacher quality, and to develop learners to have desirable competencies in living daily life. Competencies in Thai Language for Communication, Mathematics in Everyday Life, Scientific Inquiry & Scientific Mind as well as English Language for Communication will help Thai children and youth become “Literate Thais.” It means they have knowledge and tools to help them seek more knowledge and to be lifelong learners. Competencies in Life Skills & Personal Growth, and Career Skills & Entrepreneurship will help make Thai children and youth become “Happy Thais.” Competencies in Higher-Order Thinking & Innovations as well as in Media, Information & Digital Literacy will increase thinking ability and awareness of the world in Thai children and youth, helping them become “Smart Thais.” Regarding competencies in Collaboration, Teamwork & Leadership and Active Citizenship with Global Mindedness, they will help Thai children and youth become “Active Thai Citizens” who are responsible for activities and justice of society. The competency framework for Thai learners at the basic education level is shown in Figure 1.

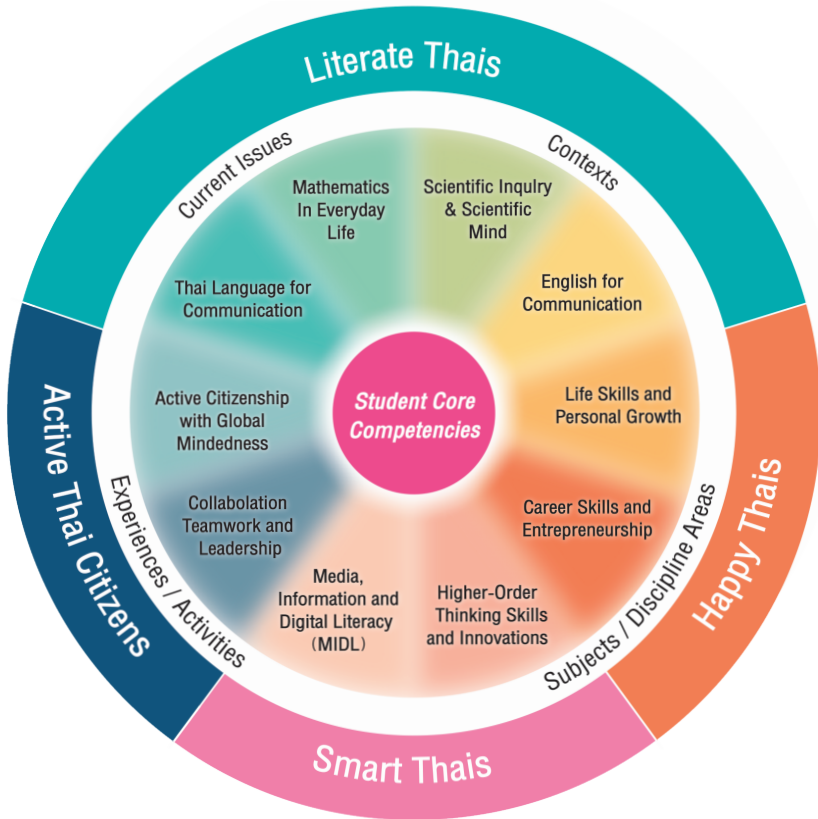


Figure 1 : The Competency Framework for Thai Learners at the Basic Education Level

The competency framework for learners at the primary level, which was tested in schools, has been examined. Researchers used Confirmative Factor Analysis in the LISREL program to examine the consistency between the structure of core competencies and empirical data. Results showed that the structure of core competencies were consistent with empirical data.

Regarding the six guidelines for applying competencies in developing learners, you can study details from a handbook, titled “How to apply the core competency framework for learners at the primary level (grades 1-3) in developing primary learners.”

The core competency framework for learners at the basic education level that is presented here is not yet complete. We still need to develop competency specifications for learners in grades 4-6 and grades 7-9. Anyway, the currently developed competency framework can be considered a starting point for educational personnel to take action in reforming curricula and instruction in order to develop competency in learners, enabling them to live quality life in the ever-changing 21<sup>st</sup> century.

**CORE COMPETENCY FRAMEWORK  
FOR LEARNERS AT THE BASIC EDUCATION LEVEL  
AND LEARNERS AT THE PRIMARY LEVEL (GRADES 1-3)**

**1. Thai Language for Communication**

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b> Listens, speaks, reads and writes by using knowledge of Thai language to:</p> <ul style="list-style-type: none"> <li>- communicate information, knowledge, thoughts and feelings</li> <li>- receive and comprehend messages/ information</li> <li>- think, evaluate, and apply knowledge and skills in daily life</li> <li>- transfer information and produce work pieces via speaking and writing, constructively, thoughtfully and appropriately</li> <li>- learn and understand Thai society, culture and wisdom</li> <li>- continue transferring information/ thoughts and producing work pieces based on new knowledge learned</li> </ul>	<p><b>Description</b> Listens, watches, reads and writes about knowledge, tales and short stories that are related to self/ surroundings and that are presented with simple language. Has Level-A1 ability in reading and writing as specified by the Sirindhorn Thai Language Institute*. Enjoys experimenting using words and different messages. Is interested to learn about Thailand and Thai culture via listening and reading stories that are presented with simple language. Is able to produce work pieces based on learned knowledge and takes pride in his/her work.</p>
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Listens attentively and comprehends the content communicated via messages, words, gestures, symbols and graphics. Understands different perspectives according to social and cultural contexts. Examines accuracy of information before making a decision. Chooses to use knowledge gained from listening to benefit self and others.</li> <li>2. Speaks for different purposes and in different situations constructively and</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Listens attentively to conversations, short messages, and easy stories that are presented in different ways. Has listening etiquette. Comprehends what he/she is listening to and enjoys listening. Is able to generate and answer questions. Expresses his/her feelings and opinions about what he/she has listened to as well as accepts others' different opinions. Applies knowledge gained from listening to benefit daily life.</li> </ol>



The Basic Education Level	The Primary Level (Grades 1-3)
<p>thoughtfully. Is precise, accurate, on-topic, and easy to understand. Uses materials/media and gestures effectively and appropriately according to social and cultural contexts. Checks for listeners' understanding and evaluates self to improve his/her speaking.</p> <ol style="list-style-type: none"> <li>3. Is able to read and comprehend content presented in different forms. Is able to analyze, interpret and evaluate what was read, with understanding in the author's intention. Applies knowledge and thoughts gained from reading to benefit self and others.</li> <li>4. Writes with a purpose and is clear in communicating information, knowledge, thoughts and feelings. Is able to write in different styles by using appropriate written presentations. Is able to write according to what he/she intends to. Writing is easy to understand and grammatically accurate. Is able to use writing to produce work pieces constructively. Respects the rights of others in writing.</li> <li>5. Is able to use Thai language in learning and building understanding in Thai society, culture and wisdom. Is proud of and has bond with being Thai so that he/she can preserve and extend Thai wisdom .</li> <li>6. Speaks, reads and writes Thai language with grammatical accuracy. Uses constructive and appropriate word choice, knowledge, methods and life experience in producing and presenting work/portfolio.</li> </ol>	<ol style="list-style-type: none"> <li>2. Speaks to communicate in different daily-life situations. Is able to tell his/her feelings and thoughts. Is able to tell stories and incidents via speaking role-playing or acting. Is able to generate and answer questions in ways that others can understand simply. Has speaking etiquette with consideration for listeners.</li> <li>3. Reads easy passages that appear in printed media and surroundings by demonstrating Level-A1 reading ability as specified by the Sirindhorn Thai Language Institute*. Is able to generate questions and acquire needed information before deciding to believe in what was read. Applies knowledge and thoughts gained from reading in life.</li> <li>4. Writes short passages/stories to tell thoughts and feelings, or writes stories from imagination by demonstrating Level-A1 writing ability as specified by the Sirindhorn Thai Language Institute*. Writes with consideration for the reader and the receiver of his/her messages.</li> <li>5. Listens to, watches or reads passages and short stories that are presented with simple language about Thailand and Thai culture. Is proud of being Thai. Is able to speak, write passages/short stories, or produce work such as drawing pictures and/or other simple inventions by using what was learned about Thailand.</li> <li>6. Listens, speaks, reads and writes happily. Enjoys learning and experimenting using Thai language for different objectives.</li> </ol>

\*The Sirindhorn Thai Language Institute, Chulalongkorn University, has conducted research and development on Thai language reading and writing ability at different levels. Level A1 is the desirable level of ability for primary students (grades 1-3).

## 2. Mathematics in Everyday Life

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b> Has skills in problem-solving, reasoning, communicating as well as communicating in terms of mathematics , and making connections mathematically. Uses mathematics to build awareness of economic, social, cultural and environmental changes. Applies learned mathematical knowledge, skills and attributes to new situations as well as learns new knowledge to create new products. Applies what was learned in daily life effectively.</p>	<p><b>Description</b> Is able to:</p> <ul style="list-style-type: none"> <li>- solve mathematical problems</li> <li>- give reasons, communicate and tell meanings in terms of mathematics</li> <li>- make mathematical connections according to grade level</li> <li>- apply what was learned in daily life effectively.</li> </ul>
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Solves daily-life problems related to mathematics by applying mathematical knowledge to understand, identify, and analyze the problems as well as to plan problem-solving with various methods. Implements problem-solving processes to achieve the goal.</li> <li>2. Finds conclusions or predictions for problematic situations, and specifies data relationships in order to confirm or reject prior conclusions or predictions by using inductive reasoning and deductive reasoning in examining conclusions, and uses credible reasons as support.</li> <li>3. Designs, explains and presents information regarding his/her mathematical thoughts in ways that others will understand the information in the same way by using speaking, writing, concrete objects, pictures, graphs and mathematical symbols. Is able to tell relationships between daily-life language and mathematical symbols in a variety of ways, and appropriately to content and situations.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Solves age-appropriate and daily-life problems by using mathematical problem-solving processes, and considers whether the answers are reasonable.</li> <li>2. Uses learned knowledge in mathematics to find conclusions that explain his/her thoughts logically according to age.</li> <li>3. Uses simple mathematical terminology, symbols, charts, diagrams to understandably communicate his/her thoughts in a variety of ways and according to age, content and situations.</li> <li>4. Logically explains mathematical knowledge and principles that are connected to real-life problems or situations according to age.</li> <li>5. Is able to do mental arithmetic fluently according to age, in order to solve mathematical problems in daily-life situations.</li> </ol>

The Basic Education Level	The Primary Level (Grades 1-3)
<p>4. Makes connections between learned mathematical knowledge/ problems and found knowledge/ problems/ situations, e.g., connections within the mathematics subject, connections between mathematics and other sciences, and connections between mathematics and daily life, leading to problem-solving and the learning of new concepts that are more complicated or more comprehensive.</p> <p>5. Thinks with fluency, flexibility, initiation and elaboration in solving mathematical problems. Uses prior mathematical knowledge/thoughts to create new concepts, and to improve or develop body of knowledge in mathematics, and other sciences by using mathematics as the base.</p>	

### 3. Scientific Inquiry & Scientific Mind

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b>  Is a scientific-minded person who is passionate, determined, and patient in the study of knowledge by using scientific processes. Loves reasoning. Expresses opinions openly. Is assertive. Listens to others' opinions and is able to work with others constructively.  Is able to use scientific inquiry processes to seek knowledge. Uses cognitive models and three-dimensional models to explain natural phenomena and phenomena that result from human actions. Uses arguments to make decisions in terms of scientific issues that affect self, family, community, society, the country, and the world.</p>	<p><b>Description</b>  Is interested in surrounding phenomena. Dares to speak and to ask questions in order to understand the cause and effect of the phenomenon of interest. Enjoys seeking information and exploring things to get an answer to the question he/she wants to know.  Is able to create simple charts, diagrams and models to explain natural phenomena. Uses reasoning to support or oppose a dispute or a question of interest. Uses engineering design processes to study problems. Designs and creates prototypes of simple innovations which may be inventions or methods to solve problems in daily life.</p>

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Is able to draw the cause-and-effect link chart from the root cause to the final effect, showing a relationship between the cause and effect between the root cause and the final effect sequentially and completely in order to conclude or build scientific knowledge.</li> <li>2. Explains natural phenomena and phenomena that result from human actions by using inductive reasoning or deductive reasoning, or both, reasonably.</li> <li>3. Makes scientific inquiry by being able to generate key questions, design and plan data exploration and examination, choose appropriate tools and methods in data collection, analyze data and present results that include empirical evidence acceptable by the public, leading to the development of being a person who loves scientific reasoning.</li> <li>4. Designs and creates models by using scientific knowledge and principles. Uses models to explain natural phenomena and phenomena that result from human actions.</li> <li>5. Argues scientific issues by giving reasons and empirical evidence to support or oppose the argument for reasonable and credible decision-making. Dares to speak/ to express his/her opinions based on knowledge and listens to others' opinions.</li> <li>6. Finds solutions for daily-life problems step by step by using the engineering design process that consists of steps in identifying the problem, searching data to be used in designing and creating a prototype with designated or contextually available materials, and testing the prototype quality in order to get feedback for improvement.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Is able to understand relationships of causes and effects of daily-life phenomena and incidents.</li> <li>2. Explains natural phenomena and changes in daily life by using uncomplicated reasoning.</li> <li>3. Generates questions about phenomena found in daily life. Makes assumptions and finds answers by using tools and methods to help in exploration/examination and data collection before making conclusions.</li> <li>4. Is able to draw simple charts and diagrams in order to explain knowledge, understanding and thoughts.</li> <li>5. Dares to speak to support or oppose arguments regarding scientific issues by being able to use reasons based on evidence.</li> <li>6. Applies answers found from scientific inquiry in creating simple invention prototypes.</li> </ol>



## 4. English Language for Communication

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b></p> <p>Is able to use knowledge, skills and attitudes/ attributes in English language to listen, communicate, speak, read and write, receptively, expressively, and interactively. Has strategies in communication by being able to communicate correctly, fluently, and appropriately to social and cultural contexts. Is able to transfer and exchange thoughts, experiences and knowledge of Thai culture to international society / community constructively. Has a good attitude toward learning English language. Is confident in using English language. Is able to use English language for communication at Level B1 according to the CEFR*and the FRELE-TH**.</p>	<p><b>Description</b></p> <p>Is able to use knowledge, skills and attitudes/ attributes in English language to listen, communicate, speak, read and write, receptively, expressively, and interactively. Has strategies in communication by being able to communicate correctly, fluently, and appropriately to social and cultural contexts. Is able to transfer and exchange thoughts, experiences and knowledge of Thai culture to international society / community constructively according to age. Has a good attitude toward learning English language. Is confident in using English language. Is able to use English language for communication at Level A1 according to the CEFR* and the FRELE-TH**.</p>
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Understands the main point when listening to the speaker who speaks clearly about topics that are familiar and frequently found, for example: topics at work, at school, or during leisure time.</li> <li>2. Is able to read with comprehension and write about facts related to his/her field and that are of his/her interest.</li> <li>3. Is able to use English language for conversations about his/her familiar topics. Expresses his/her thoughts and exchanges information about topics that are familiar, of interest, or related to daily life.</li> <li>4. Is able to write work that is related to his/her field or issues of interest by linking different parts in the work sequentially.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Understands, by listening and reading, frequently found vocabulary words as well as basic idioms about self, family and surroundings.</li> <li>2. Has listening comprehension and is able to respond to the speaker/ conversation partner when he/she uses simple language, speaks clearly and slowly, or repeats and rephrases on topics that are familiar.</li> <li>3. Is able to speak or write about his/her basic personal information by using words and phrases that are short and simple, or is able to use basic sentences.</li> <li>4. Understands spoken and written vocabulary words and short phrases/sentences that are frequently used in familiar situations.</li> </ol>

The Basic Education Level	The Primary Level (Grades 1-3)
<ol style="list-style-type: none"> <li>5. In conversations, understands key words and phrases used and is able to follow along.</li> <li>6. Is able to use context clues to guess the meaning of unknown words to help in understanding the read sentence when the reading topic is familiar.</li> <li>7. Is able to find ways to transfer key points that he/she wants to communicate in a variety of contexts though he/she could feel hesitant to speak ,or has to speak indirectly to reach to the points.</li> </ol>	<ol style="list-style-type: none"> <li>5. Is able to use vocabulary words, phrases and idioms to communicate about daily life such as personal information, colors, basic numbers, basic objects, and daily routines.</li> <li>6. Has a pool of basic vocabulary words that he/she can memorize and use correctly and is able to use phrases/basic sentences to communicate situations in daily life.</li> </ol>

\*CEFR refers to Common European Framework of Reference for Languages.

\*\*FRELE-TH refers to Framework of Reference for English Language Education in Thailand. It was developed based on CEFR 2001.

## 5. Life Skills & Personal Growth

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b>            Has self-awareness. Is self-dependent and lives life according to the philosophy of sufficiency economy. Is able to manage life with balance, physically, mentally, emotionally, socially and intellectually. Has good health. Is a good and disciplined person. Has aesthetics and appreciation for beauty. Has emotional stability. Has a personality that combines being Thai and international. Preserves Thai art, culture and identity. Builds and maintains good relationships with others. Is responsible for his/her roles and duties in family and society. Is able to accept changes. Is able to confront and solve problems, and to accept consequences. Is resilient. Is able to lead life to happiness and prosperity.</p>	<p><b>Description</b>            Has self-awareness. Is self-dependent according to age. Has hygienic habits in daily routines. Is able to protect self from danger. Has self-control. Is able to adapt self in learning, playing and doing activities with others. Is respectful. Treats others appropriately. Follows rules, regulations and agreements in family and school. Is responsible for his/her duties. Is able to solve his/her own problems. Has aesthetics and appreciation for beauty. Participates in society's art and cultural activities.</p>

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Has self-awareness. Is self-dependent. Is able to set life goals based on his/her abilities and aptitudes. Plans and lives life according to the philosophy of efficiency economy in order to reach the set goals.</li> <li>2. Has disciplines in taking care of self to have physical well-being in balance with other well-being. Has good health. Is able to protect self from danger: diseases, accidents, natural disasters, sexual danger, substance abuse and other vices, including danger from information , media and the online world.</li> <li>3. Is able to control and express emotions, thoughts and behaviors appropriately. Maintains a personality that combines being Thai and international harmoniously.</li> <li>4. Is a good person. Is able to distinguish right from wrong. Has ethical courage. Is insistent in doing right things. Takes religious principles that he/she believes in as an anchor in life.</li> <li>5. Maintains social disciplines. Builds and maintains good relationships with others. Is responsible for his/her roles and duties in family and society.</li> <li>6. Has aesthetics. Appreciates beauty of the nature, art, and culture. Preserves the Thai identity.</li> <li>7. Accepts and adapts to changes. Is able to confront and solve problems, and to accept consequences. Is resilient. Builds self-motivation to learn. Learns how to learn and uses skills in learning, searching information, inquiry, building new knowledge and innovations, including skills in applying knowledge to develop self and life.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Has self-awareness. Is able to tell what he/she can and cannot do. Is able to tell what he/she likes and does not like. Is able to tell his/her thoughts, feelings, wants and problems.</li> <li>2. Has hygienic practices. Does daily routines in eating, playing, studying, helping with chores, resting and sleeping appropriately according to age.</li> <li>3. Bewares of danger. Tells or asks teachers, parents or adults about what he/she does not know or is not sure before making decisions.</li> <li>4. Controls emotions and adapts self to play and learn with peers. Knows how to share. Is able to solve problems peacefully.</li> <li>5. Follows rules, regulations and agreements in family and school. Is respectful to adults and treats others appropriately.</li> <li>6. Refrains from doing inappropriate things. Does good deeds and helps family members and others. Participates in activities concerning art, music, recreations , sports and cultural activities. Has appreciation for the nature.</li> </ol>

## 6. Career Skills & Entrepreneurship

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b> Sets career goals and plans according to his/her interests and aptitudes. Has knowledge, skills and attributes appropriate for career. Has skills in working and developing work by following the philosophy of sufficiency economy. Has knowledge and skills to become a good entrepreneur. Is able to create work and innovations beneficial for self, family, or society.</p>	<p><b>Description</b> Has self-awareness. Has goals in working and tries to succeed according to the set goals. Has skills and attributes in working. Has effort, patience, honesty and responsibility. Has basic financial skills both in spending and saving. Is able to show creativity through various activities.</p>
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Analyzes self and seeks goals in life. Prepares self to have skills relevant to career according to his/her interests, aptitudes and intelligence. Keeps practicing skills continuously to lay a foundation for future career.</li> <li>2. Sets clear goals in working. Plans and prioritizes work as well as manages time effectively.</li> <li>3. Works with determination, patience, responsibility and endeavor in order to reach goals.</li> <li>4. Thinks and implements work according to the philosophy of sufficiency economy, and based on knowledge and moral.</li> <li>5. Has knowledge and basic skills of good entrepreneurship. Is able to plan for investment, production and marketing. Is able to manage resources, personnel and finance.</li> <li>6. Applies knowledge in creating products based on ethics and responsibility for society.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Is able to set goals in working and works attentively to reach the goals.</li> <li>2. Works with endeavor and patience. Tries his/her best in working.</li> <li>3. Has basic financial skills. Knows the meaning and value of money. Knows how to spend and save money. Knows where money comes from and that there is limited amount of money. Is able to show ideas about earning money.</li> <li>4. Shows creativity through various activities concerning art, music, inventions, handcrafts, playing, and producing work pieces by using media and technology.</li> </ol>

## 7. Higher-Order Thinking Skills & Innovations

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b> Is able to use thinking as a tool for learning and living life. Thinks thoroughly before taking action. Refrains from doing anything before having sufficient information. Analyzes, critiques as well as evaluates data, reasons and evidence. Has good judgment in making decisions by using reasons and taking into consideration benefits/harms based on the principles of law, morality, values, beliefs, and social and cultural norms.</p> <p>Is able to solve problems systematically by finding real causes and solutions appropriate to persons, situations and contexts. Is able to initiate ideas and to turn ideas into concrete outcomes, resulting in new concepts, new processes, inventions, products and innovations that are beneficial for self, others, society, the country and/or the world.</p>	<p><b>Description</b> Analyzes simple data or matters, and is able to think and make decisions based on reasons.</p> <p>Is able to tell his/her problems and problems with peers. Finds causes of problems and solutions. Chooses a good solution as well as follows up, evaluates and concludes results of problem-solving.</p> <p>Thinks or imagines new ideas in activities such as playing, inventing, storytelling, art, music and sports</p>
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Considers matters based on sufficient information. Is able to analyze, critique and evaluate information and reasons. Is able to conclude his/her understanding and to give opinions about the matters.</li> <li>2. Uses judgment in making decisions based on information, reasons, evidence as well as taking into consideration the principles of law, morality, values, beliefs, and social and cultural norms.</li> <li>3. Is able to identify problems that occur to self and others. Has positive perspectives toward problems.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Listens to/reads brief and simple information and is able to summarize his/her understanding, including being able to reasonably express opinions.</li> <li>2. Explains reasons for decisions in daily-life situations. Is able to tell how his/her decisions are appropriate.</li> <li>3. Tells his/her own problems and problems with peers. Chooses problems that he/she can solve on his/her own. Finds causes of problems and solutions, then chooses the best solution.</li> <li>4. Solves problems by himself/herself and collaborates with peers in</li> </ol>

The Basic Education Level	The Primary Level (Grades 1-3)
<p>Dares to confront problems. Thinks systematically in terms of problem-solving by analyzing and finding causes of problems, seeking solutions in a variety of ways, then choosing the best solution as well as implementing the solution step by step.</p> <p>4. Solves problems by himself/herself and collaborates with others in solving problems systematically by implementing according to plans, collecting and analyzing data, drawing conclusions and evaluating results.</p> <p>5. Has flexible and divergent thinking. Listens to others' different perspectives. Is able to synthesize different perspectives.</p> <p>6. Initiates new ideas and is able to explain his/her new ideas so that others understand. Turns ideas into concrete outcomes such as innovations, inventions, new processes, or products, which are beneficial for self, others, society, the country and/or the world.</p>	<p>problem-solving by using selected solutions. Then, follows up and evaluates results.</p> <p>5. Has thinking that is fluent, flexible, divergent, imaginative and initiative.</p> <p>6. Creates imaginations from surrounded things and presents them through activities such as playing, storytelling, explaining, inventing, art, music and sports.</p>

## 8. Media, Information & Digital Literacy (MIDL)

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b>            Accesses, understands, analyzes, interprets and evaluates credibility of information in a variety of media, including digital media. Uses media to communicate, express opinions, share information/ideas/work and so on, with consideration for others and society. Uses media to develop self, community and society, taking into consideration benefits/harms and impacts on others and society</p>	<p><b>Description</b>            Has awareness of, accesses, and uses media, information including digital technology, as learning resources. Uses media with understanding of benefits and harms. Evaluates credibility of information received. Creates, shares, or forwards work/information that benefits self and family.</p>

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Accesses media, including digital media, to search information that benefits self, community and society.</li> <li>2. Uses media and digital technology with understanding of his/her own feelings/wants/objectives, and by taking into consideration impacts on self, others and society.</li> <li>3. Analyzes, critiques and evaluates information and media in terms of communication objectives and roles of media, with awareness of impacts on self, others and society.</li> <li>4. Applies digital literacy by managing time, securing personal data, being careful of his/her own safety, and watching out danger in the online world.</li> <li>5. Uses knowledge and understanding of information media and digital technology responsibly and ethically in terms of learning, living life, and interacting with others both in the real world and the online world.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Knows and chooses technology and media resources as appropriate to age to seek wanted information.</li> <li>2. Uses media and managing time in using media carefully to avoid negative impacts on self and others.</li> <li>3. Uses reasons to judge whether or not to believe in information received from media. Understands that there are communication objectives in media, and that media can have both positive and negative impacts.</li> <li>4. Chooses useful information received from media to apply in daily life to benefit self and family.</li> <li>5. Uses media for communication by taking into consideration effects on self and others</li> </ol>

## 9. Collaboration, Teamwork & Leadership

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b></p> <p>Has skills in team working. Works collaboratively by supporting, sharing knowledge and thoughts, and solving problems with others. Values team working and acts his/her role in the team to help team reach goals. Has leadership and uses it appropriately according to situations. Solves problems, inspires others and leads team to success according</p>	<p><b>Description</b></p> <p>Has skills in team working. Can be both a good team leader and member. Determines effective working methods. Is open to others' opinions. Uses reasons to support or oppose ideas/opinions. Works collaboratively. Is responsible for duties and assignments. Helps team with problem-solving. Maintains good relationships with team members</p>

The Basic Education Level	The Primary Level (Grades 1-3)
<p>to set goals. Brings each of the team members' strengths to contribute to team. Has trust in team members and is open to as well as respects different perspectives. Is able to merge different ideas and solve conflicts peacefully. Builds and maintains positive relationships with team members.</p>	
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Has skills as a team leader and member. Has effective team-working processes.</li> <li>2. Exchanges knowledge/opinions to support team to succeed.</li> <li>3. Is open to and respects others' different perspectives.</li> <li>4. Is responsible for his/her roles and duties and has trust in team members in order to help team succeed and to maintain good relationships.</li> <li>5. Inspires others and brings each of the team members' strengths to contribute to team.</li> <li>6. Adapts self to team. Merges different ideas and solve conflicts peacefully to build and maintain positive relationships with team members.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Acts as a good team leader and member by using effective team-working processes/methods according to age.</li> <li>2. Is open to others' opinions and uses reasons to support or oppose others' opinions.</li> <li>3. Works collaboratively. Is responsible for his/her roles and duties. Works attentively with endeavor to bring out the best work possible. Helps peers so that team reaches success together.</li> <li>4. When problems occur, finds solutions and helps team solve the problems peacefully.</li> <li>5. Helps team members build and maintain good relationships with one another.</li> </ol>

## 10. Active Citizenship with Global Mindedness

The Basic Education Level	The Primary Level (Grades 1-3)
<p><b>Description</b></p> <p>Acts as a responsible citizen by performing his/her roles/duties, and respecting the Thai traditions, rules, regulations, agreements and law.</p>	<p><b>Description</b></p> <p>agreements in family, school and society. Participates in helping others. Preserves public property. Has pride in being a Thai nation. Uses reasons to explain his/her</p>



The Basic Education Level	The Primary Level (Grades 1-3)
<p>to set goals. Brings each of the team members' strengths to contribute to team. Has trust in team members and is open to as well as respects different perspectives. Is able to merge different ideas and solve conflicts peacefully. Builds and maintains positive relationships with team members.</p> <p>Acts as an engaged citizen by acquiring knowledge of politics and governance. Understands that society members need one another to rely on. Applies knowledge/skills in volunteer work. Demonstrates public mind by collaborating with others to solve problems of society, and to develop society for its betterment.</p> <p>Acts as a citizen who cares about social justice. Respects the dignity of others. Believes in the principles of coexistence amidst various differences. Participates in political activities. Solves conflicts peacefully. Participates in creating change for equality and fairness at the local level, national level and/or international level, and both in the real world and the online world, aiming peace and sustainability as the goal.</p>	<p>thoughts and decisions. Coexists with others different from him/her with good relationships. Participates in public activities according to age</p>
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Acts according to roles/duties of citizens under Constitutional Monarchy.</li> <li>2. Respects the rights and freedom of self and others. Respects the rules, regulations, agreements and law of community, society, and the country. Respects the Thai traditions.</li> <li>3. Honors others as well as has empathy for and offers help to them.</li> </ol>	<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Respects the main national institutes, which Thai people hold as a spiritual/mental anchor.</li> <li>2. Acts according to his/her roles/duties in family, classroom, school and society.</li> <li>3. Coexists with others by preserving his/her rights while respecting the rights of others.</li> </ol>

The Basic Education Level	The Primary Level (Grades 1-3)
<ol style="list-style-type: none"> <li>4. Collaborates with others in public work and volunteer work.</li> <li>5. Keeps track of the country's situations as well as issues in community, society and the world, and participates in problem-solving and/or changing for the betterment.</li> <li>6. In problem-solving: Is able to show his/her position and the ability to coexist with others who are different, and has skills in making decisions and dealing with conflicts.</li> <li>7. Has skills in interpreting the country's situations, political policies, political movements as well as media critiques.</li> <li>8. Collaborates with groups, departments and organizations for public affairs in volunteer work concerning social issues. Works well with others in community and civil society and has contributions according to his/her knowledge and abilities.</li> <li>9. Has skills in managing changes, and reducing/eliminating conflicts with peaceful solutions such as compromising, negotiations, and strategic approaches.</li> </ol>	<ol style="list-style-type: none"> <li>4. Coexists with others by mutually relying on one another in the family, classroom, school and community, and with understanding in others' differences in age, sex, aptitude, role and duty.</li> <li>5. When facing problems/conflicts, collaborates with others in finding reasonable solutions.</li> <li>6. Understands personal matters and public matters. Uses public property carefully.</li> <li>7. Treats others in family and school appropriately and by taking into consideration positive and negative consequences of his/her acts.</li> <li>8. Participates in determining rules in classroom and school and acts accordingly. Follows up to examine and to adjust the rules as appropriate in order to coexist with others peacefully.</li> <li>9. Participates in volunteer activities, or helps solve public issues according to age.</li> </ol>



PART 2  
UNDERSTANDING COMPETENCY  
simplified version for the public  
UNDERSTANDING COMPETENCY-BASED CURRICULUM  
simplified version for educational personnel

UNDERSTANDING COMPETENCY  
simplified version for the public

**Why Competency-Based Curriculum?**

An important problem facing education is learners’ incapability to apply learned knowledge, skills, and attributes in working and living daily life. Due to this problem, there is a need for education to be transformed from focusing on “content-based curriculum” to “competency-based curriculum.” Therefore, it is necessary for those involved and interested in education to understand what “competency” means.

**Examples of Competency in Everyday Life**

In everyday life, you may have seen situations such as these.

- **An example of competency in using Thai language for communication**

A girl runs to hug her grandmother who is going out for shopping. She greets her grandmother politely and lovingly. Then, she pleads grandma to buy her a toy. She saw her friends play with it and

wanted to have one of her own, but she does not know what the toy is called. So, she tries to explain about the toy in her own words until grandma understands what it is that the granddaughter wants.

*This girl can be considered as having **competency in using Thai language for communication**.*

- **An example of competency in using English language for communication**

A minibus ticket boy sees a foreigner standing on a sidewalk looking confused. So, he asks the foreigner in English the way he possibly can, “Where you go?”. The foreigner understands and responds. The ticket boy then tells the foreigner to get on the bus and that it is going where the foreigner wants to go.

*This minibus ticket boy can be considered as having **competency in using English language for communication** at a basic level for daily-life use.*

- **An example of competency in life skills**

Tim’s dog, named Coffee, was killed by a car. Tim is very sad. After burying Coffee, he tells himself that Coffee is forever gone; there is no use to keep feeling sad. He thinks that what he should do is to adopt a new dog from an animal shelter. That way, he will be saving another dog’s life and enjoy this new companion of his .

*Tim can be considered as having **competency in life skills**. He is capable of adapting to changes, confronting problems, and solving problems. He is resilient*

- **An example of competency in media and information literacy**

A group of housewives is shopping in a department store. A sign “SALE up to 70%” attracts them. One of the housewives warns her friends that a huge red sign showing a big discount is meant to allure customers to buy goods. Not all of the goods under the sign are offered 70% discount. They should always check price labels before deciding to buy any of the goods.

*This housewife can be considered as having **competency in media and information literacy**. She has also helped her friends to have a principle in choosing goods.*

- **An example of having competency in collaboration, teamwork, and leadership**

During the troubled time caused by Pabuk tropical cyclone, Auntie Sy gathered 10 housewives in her village to help officials take care of children and elderly people in the shelter for victims. She assigned duties according to individual housewives’ abilities: cooking, medication, and comforting victims. Auntie Sy took a coordinator role to help the victims recover physically and emotionally.

*Auntie Sy and the group of housewives can be considered as having **competency in collaboration and teamwork**; they have skills in working collaboratively and acting their individual roles so that they achieve their goal. As for Auntie Sy, she also has **competency in leadership**. She used her leadership appropriately by bringing out individual housewives’ abilities to contribute to the team, and coordinating as well as leading the team successfully.*

- **An example of competency in active citizenship**

A student finds that his village's water resource smells bad because villagers dump garbage in it. So, he studies the village rules and regulations and finds that dumping garbage in the water resource is forbidden. However, this rule is not seriously enforced. He then forms up with his friends to consult the issue with the village headman in order to find a solution. It is then decided that the village's public-voice system and posters be used to announce the rule and the consequences in case the rule is violated.

*Solving public issues is not the duty of any person or any group in particular; it is the duty of everyone. There must be society/community members who dare to think in terms of problem-solving, and to form themselves up to seek authority who can systematically solve problems. This group of students can be considered as having **competency in active citizenship**.*

---

## Attributes of Competency

The aforementioned examples demonstrate attributes of competency in six aspects. If we analyze these attributes, we will find one common attribute shared by the persons in the examples. **That shared attribute is the ability to carry out work or activities successfully**

For a person to carry out work successfully, it requires the following factors.

1. **The person must have knowledge and be able to apply knowledge in situations.** Like the girl in the first example, she uses her knowledge of Thai language to explain to grandma about the toy that she wants until her grandma understands.
2. **The person must have skills.** and be able to use them in situations. The girl in the same example basically has skills in using Thai language. She uses the skills to communicate with her grandma until grandma understands what she wants.
3. **The person must have an attitude, a motive and an attribute that support them to take action successfully.** In the example, the girl's motive is to get the toy that she wants. It supports her to take action by explaining the toy until her grandma understands.

## Definition of Competency

**Competency** can be defined as a person's ability at the level in which he/she can carry out a particular task successfully by using knowledge, skills and attitudes/attributes that he/she has.



**Competency** is a behavior that demonstrates a person's ability to successfully apply his/her knowledge, skills and attitudes/attributes in carrying out work or in dealing with problems in life situations.

In other words, competency is a comprehensive outcome of one's knowledge, skills and attitudes/attributes being applied until success is reached in working, solving problems, and living daily life.

**What are NOT competency?**

- If a person has knowledge but is unable to apply his/her knowledge in situations, he/she is not considered as having competency. For example, a person has knowledge in English language but is unable to communicate with foreigners in English, or to use English language in working.
- If a person has skills but is unable to apply his/her skills in situations, he/she is not considered as having competency. For example, a person is capable of reading, writing, listening, speaking and passing tests in English but does not have the courage or is unable to communicate with foreigners in English.
- If a person has a good attitude but is unable to apply it in situations, he/she is not considered as having competency. For example, a person may like or has a good attitude toward English language, but he/she is too shy to communicate with foreigners in English.

### How to build competency

*Competency can be built when a person has opportunities to practice using his/her knowledge, skills and attributes in working and solving problems in various situations until he/she has developed expertise and confidence that enable him/her to succeed.*

Example:

Parents in rural areas often have their children help with daily-life tasks since they were little. The parents order, teach, or model the children to do tasks, and the children follow. When the children have practiced doing the tasks repeatedly, they are finally able to do them on their own. They have learned using their skills in various situations until they develop expertise. This way, it can be considered that the children have competency in doing those tasks.

The children have competency in doing the tasks because they use the knowledge learned from the parents' explanation and modeling, and they try doing them. At first, they may not do them all correctly. The parents then have them try again and again, so they learn more and more. Later, they begin to figure how to solve problems by themselves, and they are able to do the tasks better and better until they are fluent.

### Levels of Competency

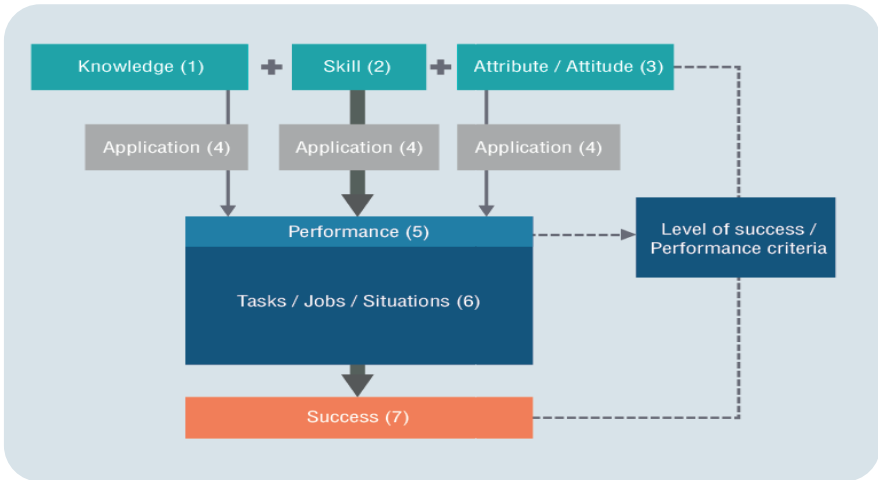
There are many levels of competency depending on requirements. We need to have competency at a fair level to survive and live well. However, we need a higher level of competency for certain tasks.

Therefore, in developing and measuring competency, performance criteria must be specified to determine required levels of competency. For example, a person needs a fair level of competency in using English language for general communications. However, for a person who wants to study abroad, his/her competency in using English language must be at a higher level as specified by standards.

Higher levels of competency require higher levels of knowledge and skills. On a contrary, higher levels of knowledge and skills may or may not result in building competency. It depends on one's experience in applying the knowledge and skills as well as how much one's attributes enable competency to be built.

### The Seven Key Components of Competency

1. Knowledge
2. Skills
3. Attributes/Attitudes
4. Applications
5. Performance
6. Tasks/ Jobs/ Situations
7. Success according to Performance Criteria



Let's build competency in children.

Parents, guardians and adults can develop children to have competency at a level necessary for living quality life.

What we have to do are as follows:

- Support children to apply their learned knowledge and skills in doing tasks and solving problems in various situations.
- Encourage and give advice to children.
- Promote attributes as well as enhance knowledge and skills relevant to tasks.



Children will then continue to develop higher competency.



Together, let's develop Thai children to be good, to have high competency, and to be able to think, do, and solve problems.

Let's develop them to become quality citizens so that we develop Thailand to have wealth, stability, and sustainability.

## UNDERSTANDING COMPETENCY-BASED CURRICULUM

### simplified version for educational personnel

#### The Goal of Competency-Based Curriculum

The currently used curriculum in Thailand's education is Standards-Based Curriculum. It specifies standards and indicators for educators to base on when arranging the teaching and learning. The standards and indicators cover knowledge, skills, and attitudes/attributes necessary for learners to meet the specified standards and indicators.

Competency-Based Curriculum is different from Standards-Based Curriculum in that its goal focuses on learners' competency. While standards-based curriculum focuses on what learners must know in terms of content according to the specified standards and indicators, competency-based curriculum focuses on skills. In other words, competency-based curriculum focuses on **what learners are able to do**.

Therefore, the principle of competency-based curriculum lies in learners' practical capability. Its goal is for learners who have received education in their individual disciplines and at their individual levels to be skillful and capable as appropriate for their individual fields.

#### Key Components of Competency-Based Curriculum

In competency-based curriculum, minimum competency standards are specified. In general, there are two types of competency as follows:

- 1. Core competency:** This type of competency is transferable across subjects. It can be developed while learning various subjects and can be applied to help learners learn content in various subjects better and deeper. Therefore, this type of competency is content-free in that it does not depend on or limited to content. Examples are competency in higher-order thinking skills, competency in collaboration, and competency in life skills. Educators can use any content to develop these aspects of competency. Yet, certain aspects of competency can be developed better when using certain content areas to teach.
- 2. Specific competency:** This type of competency is specific to and necessary for particular subjects. For example, for Thai language arts, learners are required to develop specific competency such as speaking in different occasions, and composition. For art, learners should be capable of drawing, molding, and inventing. In each of the content areas, there are skills that learners need to practice until they are capable of using them practically, which means they have competency.

### Levels of Competency

For both types of competency (be it core competency or specific competency), there are levels from easy to difficult. The curriculum should be designed for learners to develop competency increasingly and according to individual learners' abilities

For example, competency in critical thinking, which is a core competency, is thinking by considering information thoroughly before making a decision.

For elementary learners, it should be taught at an easy level. For example, young children should master data classification that is based on facts and opinions before moving forward to classifying broader types of data.

### General Competency-Based Curriculum

In general competency-based curriculum, learning outcomes are stated in terms of competencies for learners of different ages and grade levels, and teachers use them to arrange appropriate teaching and learning for students.

Besides specified learning competencies, competency-based curriculum may also include minimum learning content specifications necessary for developing the specified competencies in learners. Schools and teachers may also create their specifications as deemed appropriate.

In general competency-based curriculum, the specified competencies and learning content are the minimum required for all Thai children. The curriculum must allow space for schools and teachers to arrange the learning of content, skills and attributes in keeping with diversity of learners, geography, and contexts as well as in the right proportion for learners at different age ranges.

Specifying competency standards as central criteria for arranging education of children at different age ranges will allow flexibility for educational institutes to develop their curriculum in various styles. They can develop their own curriculum based on the central criteria of competency standards.

### Competency-Based Instruction

Teachers will have competency standards and purposes of competency learning that are arranged sequentially. They serve as a framework for instruction. The teachers' goal is to develop learners to have **practical capabilities (at specified levels)**. Teachers must analyze what learners **need to know** so that they are capable of doing particular tasks. The analysis such as this enables integration across subjects and reduces unnecessary content learning. Learners receive knowledge, practice applying learned knowledge as well as develop attributes necessary for particular tasks, aiming to be successful at specified levels. Teachers provide proactive instruction to allow learners to learn from thinking, practicing and doing. Teachers also provide feedback and suggest improvements. Moreover, teachers support learners to generalize learned knowledge, skills and attributes in different situations until the learners have developed competency at required levels. Each of the learners may take different amount of time before they could have developed competency.

### Competency-Based Assessment

Measuring competency helps teachers see a holistic ability of each of the learners. In competency-based curriculum, we assess learners using **performance assessment** based on performance criteria. Its focus is on assessing holistic competency with assessing tools/methods appropriate to tasks. Also, assessment is conducted when learners are ready to be assessed. If a learner passes an assessment, he/she will move forward to the next level of learning objective. If a learner does not pass an assessment, he/she will receive additional support until he/she passes the assessment. Each of the learners will make progress



according to his/her individual abilities. Each of the learners could make progress quickly in certain content areas while slowly in other content areas depending on his/her aptitudes.

### Designing Competency-Based Curriculum

The aforementioned is an outline of competency-based curriculum principles and key features in general. Each of the countries may design competency-based curriculum differently according to requirements, contexts and unique features of the country.

---



Teachers have a critical role in developing learners to have skills and competencies necessary for quality living in the world both today and in the future.

Thai children may receive a lot of knowledge, yet they are still unable to apply knowledge to benefit their lives as much as they should. In addition, they lack the skills of the 21st century that are necessary for living in the world today and in the future. Therefore, they have limited abilities to compete with others at the international level. This situation negatively affects Thai citizens' living, and the Thai country. It is crucial for teachers and those involved in education for children, who are the future of the country, to come to realize their roles and duties to develop learners at all levels of education. The goal is for learners to possess skills and competencies that enable them to keep up with the world's advancement and changes.

---

## PART 3

# GUIDELINES FOR THE DEVELOPMENT OF LEARNERS’ COMPETENCY FOR LEARNERS AT THE BASIC EDUCATION LEVEL

LEARNERS’ CORE COMPETENCIES									
Thai Language for Communication	Mathematics in Everyday Life	Scientific Inquiry & Scientific Mind	English Language for Communication	Life Skills & Personal Growth	Career Skills & Entrepreneurship	Higher - Order Thinking Skills & Innovations	Media, Information & Digital Literacy (MIDL)	Collaboration, Teamwork & Leadership	Active Citizenship with Global Mindedness

### Guidelines for Applying the Core Competency Framework to the Development of Learners

There is a variety of ways to apply the core competency framework to the development of learners. Here, we recommend six possible ways to design instruction for the development of learners’ competencies, which teachers may choose to use as deemed appropriate.

#### **Guideline #1: Inserting relevant competencies into existing lessons**

Design instruction to include competencies relevant to the lesson. Use supplemental activities to allow learners to develop the competencies. This method will enhance the learning and make the lesson more meaningful, leading to the development of the desired competencies

### **Guideline #2: Extending existing lessons to competency practices**

Design instruction to extend existing lessons to the level of practicing applying learned knowledge, skills and attitudes to various situations. This method will help learners develop competencies in the learned areas.

### **Guideline #3: Using existing learning models to develop competencies**

Analyze various learning models by connecting them to relevant competencies. Add activities that enable learners to develop the competencies. This method will increase efficacy of the learning models used for the teaching

### **Guideline #4: Selecting competencies as a base to design instruction**

Select the competencies that the teacher wants learners to develop as a base. Bring relevant indicators together with the selected competencies to design instruction. This way, learners will learn both the content and skills according to the indicators, helping them develop the desired competencies.

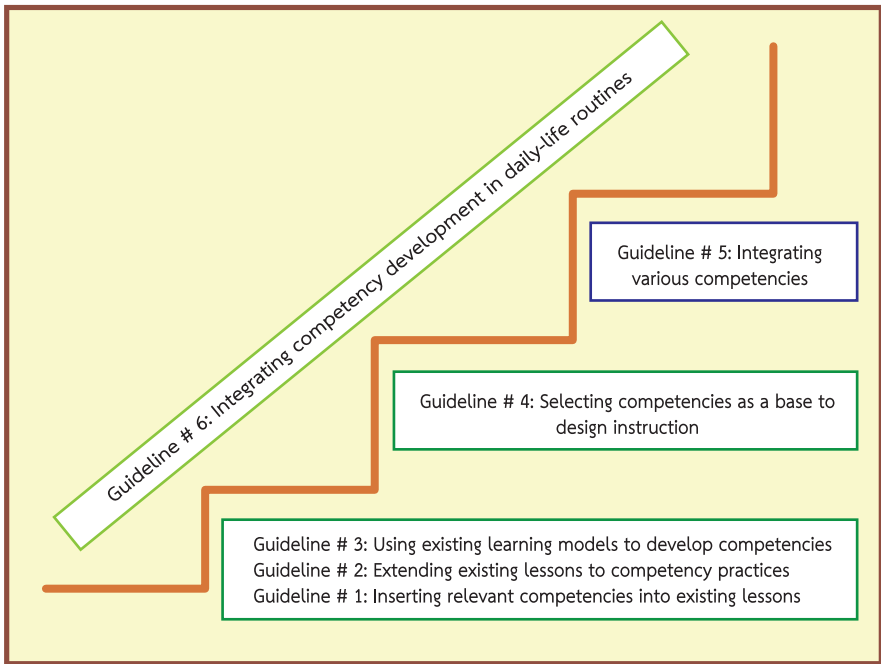
### **Guideline #5: Integrating various competencies**

Use various core competencies as a base, and analyze relevant indicators. Design integrated instruction which enables holistic learning. Learners will see connections among various subject/content areas

### **Guideline #6: Integrating competency development in daily-life routines**

Use existing daily routines as situations for practicing competencies. This way, learners will not only develop desired competencies, but also perform daily routines more effectively.

The relation of the six guidelines is shown in the chart below



Details of each of the guidelines are as follows:

### Guideline #1: Inserting relevant competencies into existing lessons

Design instruction to include competencies relevant to the lesson.  
Use supplemental activities to allow learners to develop the competencies. This method will enhance the learning and make the lesson more meaningful, leading to the development of the desired competencies.

- **Approach**

Guideline #1 refers to when the teacher inserts relevant competencies in the lesson and creates supplemental activities to help learners develop the competencies. It will enhance the learning and make the lesson more meaningful, leading to the development of the desired competencies.

This level of instruction is appropriate for the teacher who regularly teaches the subject content which enhancing process skills, attitudes and attributes of learners. The teacher does not have to change the lesson plan. He/she only needs to consider which competencies are relevant to the planned objectives and activities. The teacher then inserts those competencies in the lesson plan. This way, the teacher will be stimulated to realize those competencies, and he/she will stimulate learners to develop the competencies while learning the regular subject content and skills.

- **Procedure**

1. Review the 10 core competencies for understanding in order to be well-prepared for designing activities. (To begin with, the teacher may create a table for analyzing each of the activities to make the analyses easier. Later when the teacher has become skillful, he/she may only analyze in mind or write a short note without having to specify the analyses in the lesson plan.)

2. Compare the 10 core competencies against the learning objectives and activities in the lesson plan.
3. Select the competency/competencies relevant to the learning objectives and activities, and specify it/them at the top of the lesson plan.
4. Create learning activities that promote the selected competency/competencies and integrate them with previously planned activities harmoniously.
5. Adjust the learning objectives to include the specified competency/competencies.
6. Specify methods for assessing the added competency/competencies.

## **Guideline #2: Extending existing lessons to competency practices**

Design instruction to extend existing lessons to the level of practicing applying learned knowledge, skills and attitudes to various situations. This method will help learners develop competencies in the learned areas

- **Approach**

Guideline #2 refers to when the teacher teaches according to the previously planned activities and then extends the lesson to allow learners to practice applying learned knowledge and skills in order to help them develop the desired competency/competencies.

- **Procedure**

1. Consider currently planned activities and analyze how learners can possibly apply learned knowledge, skills and attitudes.
2. Select various situations that will help learners apply learned knowledge, skills and attitudes.
3. Design activities that will help learners apply learned knowledge, skills and attitudes to the selected situations.
4. Adjust the learning objectives to include the competency/competencies that learners practice in addition.
5. Add methods for assessing the practiced competency/competencies.

**Guideline #3: Using existing learning models to develop competencies**

Analyze various learning models by connecting them to relevant competencies. Add activities that enable learners to develop the competencies. This method will increase efficacy of the learning models used for the teaching.

- **Approach**

Guideline #3 refers to when the teacher chooses a learning model to analyze and to connect it with the competencies that are consistent with the learning model in order to help learners learn according to the model's objective as well as develop targeted competency/competencies.

Instruction based on this guideline takes the process of the learning model that the teacher has considered that it would help develop learners' competency. The teacher analyzes whether the model's objective/the underlying theoretical concept/the model's teaching procedure are consistent with the targeted competencies. The teacher then considers how to appropriately adjust the procedure/ add sub steps to the procedure to focus on the main skills of the targeted competencies.

Different learning models have different main purposes, and achieving the purposes require different theoretical concepts as well as the teaching procedure that is consistent with each of the particular theoretical concepts. For example, the CIPPA model\* is based on the theoretical concept of constructivism\*\*, which leads to the development of higher-order thinking skills. Another example is the STEM model\*\*\*, which is based on the concept of having learners make connections of different subjects and learn to develop skills, and apply knowledge and skills in daily life and in working. Therefore, this model can be used for the development of competencies such as life skills & personal growth; media, information & digital literacy; career & entrepreneurship; and higher-order thinking & innovations.

*NOTE*

*\*The CIPPA model is an instructional model based on 5 theoretical concepts which allow learners*

- to Construct knowledge for own understanding.*
- to Interact with others , to exchange ideas and viewpoints.*
- to engage in Process learning.*
- to move Physically to maintain learning readiness and interest.*
- to Apply what was learned in various situations.*

*(from the Model developer –Associate Professor Dr. Tisana Khemmani)*



*\*\* “Constructivism is basically a theory -- based on observation and scientific study -- about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know” (<https://www.thirteen.org/eduonline/constructivism>). —translator*

*\*\*\* “STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy” (<https://www.nsta.org>).—translator*

## • Procedure

1. Select a learning model that is consistent with the learning objectives.
2. Study the selected learning model to gain understanding of its principle, procedure, methods, weaknesses and strengths.
3. Set learning activities in keeping with the model’s procedure/ steps.
4. Study the core competencies and consider which of the competencies can be integrated with the procedure/activities.
5. Create learning activities that will help learners develop the integrated competency/competencies.
6. Adjust the learning objectives to include the integrated competency/competencies.
7. Add methods for measuring and assessing the integrated competency/competencies.

#### Guideline #4: Selecting competencies as a base to design instruction

A design of instruction in which competency is used as a base. It helps learners build knowledge and essential skills as specified in the curriculum as well as develop qualifications necessary for living life in the future. The design provides learners with fish, methods of fishing and tools for fishing.

- **Approach**

This method of instruction is when the teacher brings targeted competencies and their relevant indicators to design the instruction, in order to help learners with the learning of the content and skills according to the indicators while developing the core competencies necessary for living life. It is suitable for teachers who have tried using guidelines #1 and #2 until they have become confident to step out of the old ways of instruction and to move toward instruction that fully focuses on competency. It is also suitable for teachers who see benefits of competency and want to create their lesson plans by using competency as a focus while including the indicators as specified in the curriculum.

The characteristics of this instructional method is an integration of important competencies that the teacher wants learners to develop. The teacher enables learners to practice applying knowledge, using skills and attitudes/attributes through real-life implementations in various situations.

- **Procedure**

1. Select targeted competencies.
2. Consider the content of each of the subjects as specified in the curriculum, including the indicators that are consistent with the targeted competencies.
3. Set a topic and determine the key knowledge, skills and attitudes that learners should have.
4. Specify the learning objectives outcomes that cover the targeted competencies.
5. Design activities that promote learners to develop the targeted competencies. Focus on proactive learning by providing meaningful experiences and encouraging learners to apply learned knowledge, skills and attitudes/attributes to various real-life situations.
6. Plan for assessment by focusing on authentic assessment in keeping with the set objectives in terms of competency performance.

### **Guideline #5: Integrating various competencies**

Teaching integrated competencies helps learners develop core competencies completely. It also helps them learn different content areas more meaningfully. Furthermore, it helps learners be able to truly apply what was learned in daily life.

...truly know...clearly understand...can really do...

- **Approach**

Instruction according to guideline #5 is when the teacher uses the 10 core competencies as a base and analyzes relevant indicators. Then, the teacher designs integrated instruction that allows natural learning and that helps learners see connections among different subject content areas.

Integrated instruction refers to the teaching for holistic learning. The teacher connects real situations/incidents in life, society and the world, which are related to learners, to the content, skills and attitudes of all of the grade-level content areas. Learners will become capable of connecting what was learned to life experiences. As a result, they will get experience, knowledge and ability that enable the development of the 10 core competencies to the level where they can truly apply them in various situations, happily and as citizens who care about society. Therefore, integrated instruction is the method of instruction that is most consistent with the philosophy of competency-based education

- **Procedure**

1. Review the 10 core competencies and analyze the content, knowledge and skills that are specified as indicators of different subject content areas.
2. Determine the learning units that can be connected to the content, and that are interesting and age-appropriate for learners; they could also be the units concerning wisdom. There are multiple ways for selecting learning units. For example:
  - 2.1 Begin with what learners are interested in, or what learners can be stimulated to be interested in.
  - 2.2 Begin with problems found in learners, school and society. Design learning units in ways that learners will gain experience from activities, and that are according to the set objectives.
  - 2.3 Begin with social issues or issues at the school level, community level, national level and/or world level.
  - 2.4 Begin with key concepts that the teacher wants learners to learn, to build body of knowledge of, and to apply them to daily-life living.

3. Determine concepts and generate questions that are related to the concepts and the content, including questions that are debatable in order to allow learners to practice thinking.
4. Determine a scope of content, skills and attitudes according to the specified indicators of each of the content areas related to the learning units, learning outcomes and assessments.
5. Determine learning experience by making connections between competencies and set activities, in order to achieve the learning objectives.

Since teachers usually think about many factors related to instruction when planning the teaching, e.g., available instructional media and resources, school contexts, and the teachers' individual skills; the planning can be flexible according to these factors.

6. Implement instruction, and use information and observations obtained from the instruction for evaluations and adjustments during and after the instruction in order to improve the teaching effectiveness.

The focus of integrated instruction is on learners' interests and needs. Therefore, there can be adjustments of content, activities, instructional media and evaluation methods after teachers have tried it for a certain period of time. Teachers can be flexible in adjusting lesson plans as deemed appropriate.

#### **Guideline #6: Integrating competency development in daily-life routines**

One natural way of promoting the core competencies is to promote them during learners' daily-life routines. It helps cultivate the competencies in learners, making them sustainable as a result of daily practicing.

- **Approach**

Competency in daily-life routines is a result of the instruction that is directly related to learners' daily-life living, and activities frequently arranged in school. It requires repeated practicing in learners' natural settings. Learners will encounter challenges naturally happen in daily-life situations and learn to be flexible in dealing with the situations. When learners have repeatedly practiced competencies through various situations, they will become skillful and, therefore, eventually master the competencies, being able to truly apply knowledge, skills and experience to different situations in real life.

- **Procedure**

- 1. Preparation steps**

- 1.1 Explore learners' daily, weekly, monthly, per-semester and annual routines. Make a list of them.
- 1.2 Write details of activities in the routines, one by one as follows:
  - 1.2.1 Specify the objective of the routine.
  - 1.2.2 Select the competency/competencies that can be integrated with the routine to enhance learners' efficacy in performing the routine.
  - 1.2.3 Add the selected competency/competencies to the routine objectives.
- 1.3 Determine content/knowledge (K), skills/practices (P) and attributes (A), including the KPA indicators essential for promoting the selected competency/competencies, as guidelines in designing instruction.

- 1.4 Create rubrics for measuring and assessing the competency/competencies. Use the rubrics for following up learners' behaviors in performing the competency/competencies, and for assessment.
- 1.5 Produce/write a document that provides supplemental knowledge to other teachers. This step is important because not only classroom teachers, but also all of the teachers are in charge of educating students. Different teachers have different areas of competency expertise. Therefore, teachers should document the knowledge of their individual areas of competency expertise in order to share knowledge with other teachers, and to ensure every teacher is on the same page when educating students.

Learners' daily activities are often the same every day with all grade levels, so students tend not to learn anything else in addition. Thus, teachers should come together to think which competencies should be integrated with the activities. For example, 1st-3rd graders should develop self-disciplines in the line-up activity for the national anthem while 4th-6th graders should learn to have competency in overseeing group disciplines which requires them to develop other competencies such as observing, interacting with others, communicating appropriately and solving problems.

## **2. Remediation steps**

- 2.1 Explore behaviors of each of the learners, using the created rubrics.
- 2.2 Analyze data from the exploration. There could be behaviors that the learner has not demonstrated, or demonstrated with dissatisfactory quality, or demonstrated irregularly.

For example, in the line-up activity for the national anthem, teachers may find that many students cannot remember the lyrics.

- 2.3 Use data in #2.2 to design remedial activities. For example:
  - 2.3.1 If it is the area for improvement shared by a group of learners, the teacher should design activities to remediate that particular area, probably in the class in which the subject is relevant, the class for skills development, or outside of class time. The teacher may also use the peer-tutoring strategy. For this step, the teacher should use the document, content, skills and attributes as mentioned in #1.3 above.
  - 2.3.2 If the area for improvement is specific to an individual learner, the teacher may use individualized instruction, or use the peer-tutoring strategy with the teacher as a supervisor.

Note that student data should be kept individually to help teachers see a whole picture of each of the learners; e.g., his/her strengths and weaknesses. It also helps teachers understand which learner(s) need(s) follow-ups and advice and in which area(s).

To help ease the burden of teachers, teachers may have learners help one another with collecting data and following up to oversee one another's behaviors. Teachers should follow-up periodically by randomly checking learners' performance and progress.



## Working Group

### Advisers

Dr. Suphat Chompatong	Secretary-General
Dr. Somsak Donprasit	Deputy Secretary-General
Dr. Ausanee Thanosawan	Deputy Secretary-General
Dr. Komkrit Chankajon	Assistant Secretary-General
Mr. Samnao Nuethong	Director of the Education Standards and Learning Development Bureau
Dr. Praweena Ausayo	Director of the Education Standards Division

### Editors

Associate Professor Dr. Tisana Khemmani  
Associate Professor Dr. Bung-on Sereerat  
Associate Professor Dr. Sombat Kotchasit  
Assistant Professor Dr. Thitiporn Pichayakul

### Translator

Dr. Raveema Mongkolrat

### Responsible Members

Dr. Praweena Ausayo	Director of the Education Standards Division
Ms. Kornkamol Chuengsamran	Senior Professional Educator
Mrs. Suwanna Suwanprapaporn	Senior Professional Educator
Dr. Wipada Wanich	Professional Educator

Ms. Ubon Triratwicha

Practitioner Educator

Ms. Nureeya Waji

Practitioner Educator

Ms. Suchada Klangorn

Practitioner Educator

Ms. Phakawadee Goetbunthit

Practitioner Educator

### **Responsible Unit**

Education Standards Division

Education Standards and Learning Development Bureau

Office of the Education Council

Ministry of Education

Tel. 02 668 7123 Ext. 2528, 2529

Fax. 02 243 1129

Web site : [www.onec.go.th](http://www.onec.go.th)



Education Standards and Learning Development Bureau  
Office of the Education Council, Ministry of Education

Tel. 02 668 7123 Ext. 2528, 2529 Fax. 02 243 1129

Web site: [www.onec.go.th](http://www.onec.go.th)

*Learning, no matter how much,  
sometimes does not help a person to be wise or  
progressive if the learning is not thorough or not  
leading to authentic knowledge.*

*Therefore, the essence of education lies in  
developing "literacy." It means knowing as well as  
being able to really apply what was learned without  
causing toxic or harms. There are at least two  
principles of "education for literacy" that should be  
followed. First, when studying any subject matter,  
one should study it thoroughly in all aspects, and  
not studying only certain parts or focusing only on  
certain aspects. Another principle which must always  
be followed together with the first principle is to  
consider and study that subject matter with a stable,  
honest and neutral mind.*

A royal speech by His Majesty King Bhumibol Adulyadej The Great  
at the commencement ceremony held for  
Srinakharinwirot University graduates  
on June 22<sup>nd</sup>, 1981.

