

Early Childhood Education Standards for Internal Quality Assurance

**Office of the Basic Education Commission
Ministry of Education**

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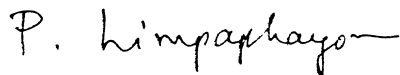
Preface

Article 9 (3) of the National Education Act B.E. 2542, revised B.E. 2545 (2), prescribes that education standards be set at every level to be the principle criteria for the promotion, supervision, monitoring, assessment and assurance of the education quality. As a result, the Ministry of Education, through the Office of the Basic Education Commission, has set up *Standards for Basic Education and Early Childhood Education*. These national education standards are in accordance with curricular goals and content standards; the Ninth National Economic and Social Development Plan (B.E. 2545–2549); the National Plan for Education, Religion, Arts, and Culture (B.E. 2549–2559); Article 43 of the Constitution (B.E. 2540); Articles 22, 23, 24 and 26 of the National Education Act and the education policy proclaimed by the Government to the Parliament, all of which focus on achieving human and social development.

The Ministry of Education hereby announces the use of Basic Education Standards and Early Childhood Education Standards for educational institutions providing education under the Basic Education Curriculum (B.E. 2544) and Early Childhood Education Curriculum (B.E. 2546). These will act as goals for developing learners. Meanwhile educational institu-

tions have to improve their internal quality assurance system in order to achieve better administration and be ready for external quality assurance.

The Office of the Basic Education Commission wishes every basic and early-childhood education institutions under its responsibility to use these standards as guideline for qualitative education development. By doing so, educational will be provided cohesively and equally, eventually allowing other educational institutions to use them for standardised quality assessment.

A handwritten signature in black ink, appearing to read "P. Limpaphayom", with a decorative flourish at the end.

(Mrs. Pornnipha Limpaphayom)

Secretary-General of the Basic Education Commission

Introduction

Education is the process whereby individuals acquire knowledge and other qualifications that promote their social survival and contribution to their families, society, and themselves (Princess Sirindhorn, 2001)^{*}. Therefore, a consideration of education quality should be based on educational goals, e.g. qualifications of graduates, which should include knowledge, skills and other characteristics as prescribed by the curricula. Since testifying these qualifications requires time, a good effective and sustainable administrative management, it is important to assure guardians, stakeholders and other involved parties that students who are graduated from a particular institution will be decent, competent and happy in society and take part in social development that progresses in line with the pace of globalization.

To answer all the questions of education quality, it should be set up as principles or elements which a comparison can be made to inform development, supervision, examination and assessment of quality. Therefore, the standards of basic education, and early childhood education as announced herein, are the requirements of education quality for all educational institutions in the levels of basic and early childhood educations

^{*} HRH the Crown Princess Sirindhorn gave a lecture on “Education for the Underprivileged” at Srinakarin Wirot Prasannit University on 12 November 2001.



to utilize as goals or a directional framework to develop sustainable quality of the institutions, and to use in self-assessment every year, or for a specified period of time, in order to learn whether educational administration has achieved its goals. These standards are also important for educational service areas or host units to employ as goals in supervision, examination and assessment of quality as a whole to inform quality improvement planning.

The standards of basic education, and early childhood education as prescribed, include student quality, instruction quality (instructor), administrative and managerial quality (administrator), and quality pertaining to development of a community into a learning resource.

In order to achieve the standards, it is the duty of every involved party to consider the following points:

Educational Institutions should use the prescribed standards as goals of development, which may include some additional indicators related to the institution's contexts or identities. They should provide education in compliance with curricular learning standards. They should plan learning management that is suitable and responds to learners' and communities' needs (design school-based curricula). They should arrange learning activities to train learners to achieve the goals prescribed by the

curricula. They should promote and support teachers to self-develop to become real teaching experts. They should conduct classroom research and subject its results to utilization. They should systematize information and keep it updated. They should self-assess, write a report of education quality development that reflects achievements of education standards, and inform communities and related agencies of the results. Educational institutions that implement these education standards will at the same time have a strong internal system of quality assurance.

Educational Service Areas should use the appointed standards as goals of overall development on the district level. They may determine additional indicators related to the district's contexts or identities. They should promote and support educational institutions to have a strong system of internal quality control and use results of internal and external quality assessments as basic information for planning, developing, monitoring, and examining education quality of every educational institution at least tri-annually. They should support those educational institutions with high education quality so that they have even more progress and become an exemplary educational institution or a model for other educational institutions. They should cooperate with communities and academic organizations to help those educational institutions with dissatisfying quality to achieve the prescribed standards.



They should report to the Office of Basic Education Commission or other higher responsible agencies about implementation results for further determination of development direction.

Office of the Basic Education Commission should cooperate with other related agencies to determine a direction for the operation to reach the same goals of assisting and supporting the administration and management of educational institutions to meet the education standards via a production of explanations and quality rating of standards. It should search for innovations beneficial to a development of the quality of educational institutions in every aspect. It should enhance knowledge and competence in teachers, administrators, and academic personnel of educational service areas to tune them to the changing global trend. It should give commendations and boosts of morale to those personnel who have apparent excellent performance.

If every party involved with the development of education quality uses the standards of basic education and early childhood education as their main goals and developmental instruments, it is believed that in the future national education will have a steady progress and every educational institution under any agency will be recognized as having an equal standard of education provision, which will fulfill the spirit of the National Education Act.

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Ministry of Education Announcement

Subject : Implementation of Basic Education Standards and Early Childhood Education Standards for Internal Quality Assurance of Educational Institutions

With the decentralisation of authority to educational service areas, local administration organizations, and educational institutions, these authorised organizations are hereby mandated to provide education based on the Basic Education Curriculum B.E. 2544 which integrated local, communal and societal issues and needs as well as an update on technological development. As education management in different institutions varies, standards must be set up to ensure its unanimity. Educational development will be directed at the same goals, to lead to educational unity and qualitative equivalency.

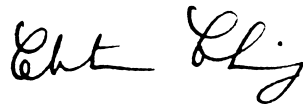
Article 9 (3) of the National Education Act B.E. 2542 and revised B.E. 2545 (2) authorise the setting up of education standards and a quality assurance system for education. Article 48 states “Parent organizations with jurisdiction over educational institutions and the institutions themselves shall establish a quality assurance system. Internal quality assurance

shall be regarded as part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent organizations, agencies concerned and made available to the public for purposes of improving the educational quality and standards and providing the basis for external quality assurance.”

The Ministry of Education hereby announces the use of Basic Education Standards and Early Childhood Education Standards, the text of which are attached herewith, as the basis for improving, promoting, supporting, monitoring, and supervising education quality at educational institutions, parent organisations and educational service areas.

By this announcement, the standards shall be used in all institutions that provides education under the Basic Education Curriculum and Early Childhood Education Curriculum.

Effective 15th November B.E. 2548.



(Mr. Chaturon Chaisang)

Minister of Education

Ideology and Principles of Early Childhood Education Provision

The ideology of early childhood education provision is to give a fundamental education that offers Thai children a life foundation so that they can grow up perfectly and have age-suitable development that is balanced physically, emotionally, mentally, socially and intellectually, and based on abilities and differences between individuals through activities that stimulate and promote brain development to the greatest extent, as well as promote their preparedness to learn in elementary education and higher, all of which will lead to their being a person of high quality for their country in the future. Early childhood education focuses on the development of children on the basis of modes of rearing, training and promoting learning processes that are in accordance with the nature and development of each child in the contexts of cultures and civilizations, and social ways of life that bear particularities and differences.

Main Principles of Early Childhood Education Provision

1. Principle of Holistic Child Development. This starts with fostering healthy body for children, stimulating their brain to fully develop, cultivating their mind and emotions to promote good self-conception, self-confidence, joyfulness, and self-control, training them socially by giving them opportunities to

interact with other people and their surrounding environment so that they have good human relations and can happily live with others, and broadening their intelligence to promote creativity on the basis of their ways of life and in accordance with their family conditions and contexts of community, society, and Thai culture.

2. Principle of Child-centered Management of Experience. This is implemented through provisions of rearing and training with love, care and managing learning through playing and other age-suitable activities with consideration given to individual differences and a focus on “learn with fun, play to know and develop in balanced agreement with age.”

3. Principle of Promotion of Thainess. This involves inculcating a consciousness of Thainess-- Thai nationality with fine culture--, with respect and gratitude for parents, and with nation, religion, and king as a moral center so as to create in children a love and pride of Thailand, local origins, families, and themselves.

4. Principle of Collaboration among families, communities, and educational institutions in rearing, training and developing children so that they have age-suitable development, which can lead them to live in daily life with quality and happiness, including preparedness to learn in elementary education in the future.

5. Principle of Congruence. The ideology and standards of early childhood education provision must be in congruence with the contents in the Constitution of the Thai Kingdom (B.E. 2540), the National Education Act (B.E. 2542) and its revision no. 2 (B.E. 2545), the Government's education policy announced to the Parliament and the National Standards of Education. They must also be connected to the National Education Standards and the Basic Education Standards.

Early Childhood Education Standards

Standards of Child Quality

Standard 1: Children should have virtues, morality and desirable values.

Indicators

- 1.1 Discipline, responsibility and performance of agreed-upon rules.
- 1.2 Honesty.
- 1.3 Sense of gratitude.
- 1.4 Loving kindness and good perception of oneself and others.
- 1.5 Thriftiness and keenness to engage in worthwhile use of personal and private resources and environment.
- 1.6 Good manners and observance of Thai customs.

Standard 2: Children should be conscious of environmental preservation and development.

Indicators

- 2.1 Appreciating the environment and awareness of impacts from environmental changes.
- 2.2 Participating in activities/projects of environmental preservation and development.

Standard 3: Children should be able to complete their jobs and work with others, and have a good attitude toward honest occupations.

Indicators

- 3.1 Attentiveness and eagerness to work.
- 3.2 Completion of jobs and pride in performance.
- 3.3 Playing and doing activities with others.
- 3.4 Good attitude toward honest occupations.

Standard 4: Children should be able to form concepts, solve problems, and think creatively.

Indicators

- 4.1 Ability to form concepts of everything that has been learned.
- 4.2 Ability to solve problems in an age-suitable way.
- 4.3 Imaginativeness and creativity.

Standard 5: Children should have basic knowledge and skills.

Indicators

- 5.1 Skills in using large and small muscles.
- 5.2 Skills of the five senses.
- 5.3. Communicative skills.

- 5.4 Observing and surveying skills.
- 5.5 Skills in spatial perception.
- 5.6 Skills related to number, quantity, weight, and conceptualizing their approximations.
- 5.7 Linking knowledge and skills.

Standard 6: Children should have a learning enthusiasm, love of reading and self–development.

Indicators

- 6.1 Knowing how to ask a question to learn reasons and acquiring thirst for knowledge.
- 6.2 Enthusiasm to learn about surrounding things and enjoyment of learning.

Standard 7: Children should have healthy habits, and good physical and mental health.

Indicators

- 7.1 Enjoying exercise, taking care of their health and being able to look after themselves.
- 7.2 Having weight, height, and physical capacity up to set criteria.
- 7.3 Being aware of harms from addictive substances and intoxicants.
- 7.4 Being confident to self–express in an appropriate way.

- 7.5 Being cheerful and having good human relation with friends, teachers, and others.

Standard 8: Children should have a sense of aesthetics and dispositions for arts, music and sport.

Indicators

- 8.1 Being interested and participating in artistic activities.
- 8.2 Being interested and participating in musical activities.
- 8.3 Being interested and participating in activities related to physical exercise.

Standards of Educational Provision

Standard 9: Teachers should have virtues, morality, degrees/knowledge and competence relevant to their responsibilities; maintain steady self-development; and be able to get along with communities. A sufficient number of teachers should be available.

Indicators

- 9.1 Having virtues and morality, and behaving in accordance with a professional code of ethics.
- 9.2 Having good relationship with children, guardians, and communities.

- 9.3 Having determination and devotion in teaching and developing children.
- 9.4 Having a quest for new knowledge and techniques; listening to opinions, being open-minded and accepting changes.
- 9.5 Obtaining bachelor's degree in education or equivalent.
- 9.6 Teaching subjects relevant to their major/minor, or aptitude.
- 9.7 There should be a sufficient number (of teachers and supporting staffs).

Standard 10: Teachers should have an ability to manage effective teaching-learning, especially child-centered instruction.

Indicators

- 10.1 Having knowledge and understanding in goals of education provision and early childhood curriculum.
- 10.2 Analyzing children individually.
- 10.3 Being able to manage experience on the basis of child-centered instruction.
- 10.4 Being able to use suitable materials in line with children's learning.
- 10.5 Administering children's development assessment authentically congruent with the development in balanced agreement with age.

- 10.6 Using evaluation results to adjust management of experience to develop children to their full potential.
- 10.7 Conducting research to improve children's learning and using the results to improve children.

Standards of Educational Administration and Management

Standard 11: Administrators should have virtues, morality, leadership and competence in educational administration and management.

Indicators

- 11.1 Virtues and morality; and behaving in accordance with a professional code of ethics.
- 11.2 Creativity, vision and academic leadership.
- 11.3 Ability in academic administration and management.
- 11.4 Effective and efficient administration that satisfies involved people.

Standard 12: Educational institutions should have organizational and structural arrangement, administrative systems and organizational development that are holistic and systematic.

Indicators

- 12.1 Arranging organization, structure and administrative systems that are highly flexible and adjustable in response to situations.
- 12.2 Managing information such that it becomes systematic, comprehensive and readily accessible .
- 12.3 Implementing continuous internal system of quality assurance.
- 12.4 Managing systematic and continuous development of personnel.
- 12.5 Clients and involved people are satisfied with administration and learner development.

Standard 13: Educational institutions should have educational administration and management with school-based indicators.

Indicators

- 13.1 Decentralizing educational administration and management.
- 13.2 Using strategic administration and principles of participation.

- 13.3 Having a school committee that takes part in school development.
- 13.4 Using performance-based administrative style.
- 13.5 Undertaking check and balance system.

Standard 14: Educational institutions should have learner-oriented curricular arrangements and learning process.

Indicators

- 14.1 Having curricula suitable for children and communities.
- 14.2 Promoting teachers to design plans of experience management sensitive to children's interest as well as suitable to their age.
- 14.3 Promoting and developing innovations for managing experience and instructional media and instruments that support learning.
- 14.4 Arranging learning activities by integrating through playing and learning through first-hand experience.
- 14.5 Systematizing recording, reporting, and transfer of children's data.
- 14.6 Having system of supervision, and using supervisors' comments to regularly improve management of experience.
- 14.7 Bringing local learning resources and wisdom to bear on management of experience.

Standard 15: Educational institutions should have diverse activities to promote children’s qualities.

Indicators

- 15.1 Having and developing a strong and all-inclusive system of child assistance.
- 15.2 Activities that stimulate brain development, respond to children’s interest and promote their creative thoughts.
- 15.3 Arranging activities that promote good social values.
- 15.4 Arranging activities that promote arts, music/traditional dance, and sport/recreation.
- 15.5 Arranging activities that continue and create culture, custom, tradition and Thai wisdom.
- 15.6 Arranging activities that promote the spirit of democracy.

Standard 16: Educational institutions should have environmental arrangements and services that promote children to naturally develop to their full potentiality.

Indicators

- 16.1 Providing learning-supportive environment and suitable buildings and places.
- 16.2 Promoting children’s health and safety.

- 16.3 Providing all sorts of information technology services that support self-learning and participatory learning.
- 16.4 Providing sufficient and functional classrooms, library, playground, green areas and facilities.
- 16.5 Providing and using learning resources both inside and outside school.

Standards of Learning Community Development

Standard 17: Educational institutions should provide support and use local learning resources and wisdom.

Indicators

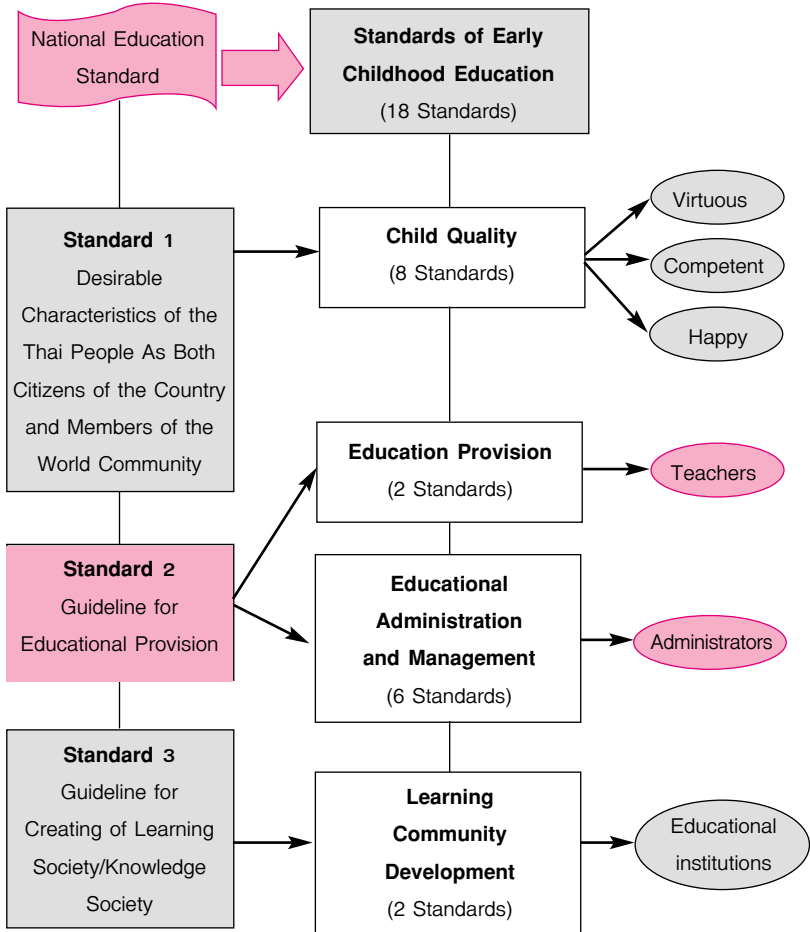
- 17.1 Linking and exchanging information with local learning resources and wisdom.
- 17.2 Supporting learning resources, wisdom, and community to participate in the design of school-based curriculum.

Standard 18: Educational institutions should cooperate with families, religious organizations, academic institutions and public and private organizations to develop learning paths in communities.

Indicators

- 18.1 Being an academic resource in a quest for knowledge and community service.
- 18.2 changing knowledge in a mutual manner.

Structure of Education Standards



Contributors

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