

**Basic Education Standards
for Internal Quality Assurance**

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

Translated by

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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 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 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 institutions 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 educational institution under its responsibility to use these standards as guidelines for qualitative education development. By doing so, education will be provided cohesively and equally, eventually allowing other educational institutions to use them for standardised quality assessment.

A handwritten signature in black ink, reading "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 to utilize as goals or a directional framework to develop sustainable quality of the institutions, and to use in

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

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 clear 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 authorized organizations are hereby mandated to provide education based on the Basic Education Curriculum B.E. 2544 which integrates 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.

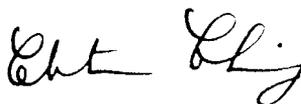
Article 9 (3) of the National Education Act B.E. 2542 and revised B.E. 2545 (2) authorise the setting up of education standards and a quality assurance system for education. Article 48 states “Parent organizations with jurisdiction over educational institutions and the institutions themselves shall establish a quality assurance system in the institutions. 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 texts of which are attached herewith, as the basis for improving, promoting, supporting, monitoring, and supervising education quality at educational institutions, parent organizations and educational service areas.

By this announcement, the standards shall be used in all institutions that provide 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 Basic Principles of Basic Education Provision

The ideology of basic education provision is to give education to all population. The State must provide basic education to develop all Thai children such that they have desirable characteristics as citizens of the country and the world, which will lay a sufficient foundation for their life-long learning, including development pertaining to their occupation and the quality of their personal and family life, and which will build a strong foundation for creation of Thai society as a learning society for the country's sustainable development in the future.

Main Principles of Basic Education Provision

For basic education provision, the following principles compatible with ideology should be adopted :

1. Principle of Holistic Learner Development including physical and mental health, intellect, knowledge and integrity. Learners should live morally and be able to live in harmony with others. They should acquire thirst for knowledge and possess skills for seeking knowledge that are sufficient to develop their occupation and quality of personal life. They should be able to face changes with wit and knowledge. And they should have the spirit of democracy.

2. Principle of Providing Education of Thainess.

Learners should have love and pride in their local places of origin and their country. They should have knowledge and basic skills for honest occupations, as well as determination, diligence, thriftiness, tolerance, and other desirable traits and attitudes as a good member of family, community and Thai and global society.

3. Principle of Equality. All Thais should have an equal right to basic education of not less than 12 years. Education must be provided to all thoroughly and with quality. There must be no discrimination based on social class or socio-cultural differences.

4. Principle of Participation. Local administrative organizations and private sectors should participate in educational administration and management with Committees of Educational Service Area and educational institutions in order to create identity and dignity, and respond to local needs as implied by the concept of decentralization in the Constitution of the Thai Kingdom (B.E. 2540).

5. Principle of Congruence. The ideology and standards of basic 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 Standards of Vocational Education and the Standards of Higher Education.

Basic Education Standards

Standards of Learner Quality

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

Indicators

- 1.1 Discipline, responsibility and observation of basic precepts of their religion.
- 1.2 Honesty.
- 1.3 Sense of gratitude.
- 1.4 Loving kindness, generosity, and willingness to sacrifice to the common good.
- 1.5 Thriftiness and keenness to engage in worthwhile use of personal and private resources.
- 1.6 Pride in Thai identity, appreciation of Thai wisdom, and loyalty toward Thainess and preservation of Thai identity.

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

Indicators

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

Standard 3 : Learners should have a working skill, love to work, be able to work with others and have a good attitude toward honest occupations.

Indicators

- 3.1 Skills in managing and completing work.
- 3.2 Perseverance, diligence, endurance and mindfulness in working.
- 3.3 Working with happiness, developing their work, and being proud of their own work.
- 3.4 Working well with others.
- 3.5 Good attitude toward honest occupations, and searching for knowledge related to their interested occupations.

Standard 4 : Learners should have abilities to think analytically and synthetically and a good sense of judgment; be creative and thoughtful; and have a vision.

Indicators

- 4.1 Ability to think analytically, synthetically, conceptually, systematically and holistically.
- 4.2 Ability to predict, set a goal and a method of decision making.
- 4.3 Evaluating and making a decision; and calmly solving a problem.
- 4.4 Creativity, optimism, and imaginativeness.

Standard 5 : Learners should have necessary knowledge and skills as prescribed by curricula.

Indicators

- 5.1 Average achievement level of learning up to set criteria.
- 5.2 Average national Scholastic Aptitude Test (SAT) scores up to set criteria.
- 5.3 Ability to communicate through speaking, writing, or other means.
- 5.4 Ability to communicate through both Thai and foreign languages.
- 5.5 Ability to use IT technology to develop learning.

Standard 6 : Learners should have a skill for self-learning and love to learn and self-develop continuously.

Indicators

- 6.1 Love of reading, writing and listening; knowing how to ask a question to learn reasons.
- 6.2 Being interested in seeking knowledge from different sources; ability to use a library, other knowledge sources, and media both inside and outside school.
- 6.3 Having their own learning methods, being able to learn with others, and loving to come to school.

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

Indicators

- 7.1 Having healthy habits in taking care of their health and taking exercise regularly.
- 7.2 Having weight, height, and physical capacity up to set criteria.
- 7.3 Protecting themselves from harmful addictive substances and avoid conditions of risk related to violence, disease, accidents, and sexual problems.
- 7.4 Being confident to self-express in an appropriate way, and respect for others.
- 7.5 Having good human relationship with friends, teachers, and others.

Standard 8 : Learners should have a sense of aesthetics and a disposition for art, music and sport.

Indicators

- 8.1 Appreciating art, participating in artistic activities, and creating artistic works.
- 8.2 Appreciating music/drama, participating in musical or dramatic activities, and creating musical or dramatic works.
- 8.3 Appreciating sport/recreation, participating in sport/recreational activities, and creating sport/recreational works.

Standards of Instruction

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 Good relationship with learners, guardians, and communities.
- 9.3 Determination and devotion in teaching and developing learners.
- 9.4 Having a quest for new knowledge and techniques; listening to opinions, being open-minded and accepting changes.
- 9.5 Bachelor 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 learner-centered instruction.

Indicators

- 10.1 Having knowledge and understanding in goals of education provision and Basic Education Curriculum.
- 10.2 Analyzing learners' potential and understanding learners individually.
- 10.3 Being able to manage learner-centered instruction.
- 10.4 Being able to use technology to develop their own and learners' learning.
- 10.5 Evaluating teaching-learning outcomes congruent with learning conditions arranged for learners and relative to learners' development.
- 10.6 Using evaluation results to adjust instruction to develop learners to the best of their potentiality.
- 10.7 Conducting research for improving learners' learning and using the results to improve learners.

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-centered curricular and learning process.

Indicators

- 14.1 Having curricula suitable for learners and communities.
- 14.2 Arranging diverse subjects/activities for learners to choose according to their interest.
- 14.3 Promoting teachers to design instructional plans sensitive to learners' aptitudes and abilities.
- 14.4 Promoting and developing instructional innovations and instructional media and instruments that support learning.
- 14.5 Systematizing recording, reporting, and transfer of learners' data.
- 14.6 Having system of instructional supervision, and using supervisors' comments to regularly improve instruction.
- 14.7 Bringing local learning resources and wisdom to bear on instruction.

Standard 15 : Educational institutions should have diverse activities to promote learners' qualities.

Indicators

- 15.1 Having and developing a strong and all-inclusive system of learner assistance.
- 15.2 Arranging activities that promote and respond to learners' academic and creative abilities.
- 15.3 Arranging activities that promote and respond to learners' special abilities and aptitude to their full potential.
- 15.4 Arranging activities that promote good social values.
- 15.5 Arranging activities that promote art, music/traditional dance, and sport/recreation.
- 15.6 Arranging activities that continue and create culture, custom, tradition and Thai wisdom.
- 15.7 Arranging activities that promote the spirit of democracy.

Standard 16 : Educational institutions should have environmental arrangements and services that promote learners to naturally develop to the best of their potentiality.

Indicators

- 16.1 Providing learning-supportive environment and suitable buildings and places.
- 16.2 Promoting learners' 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, labs, library, 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

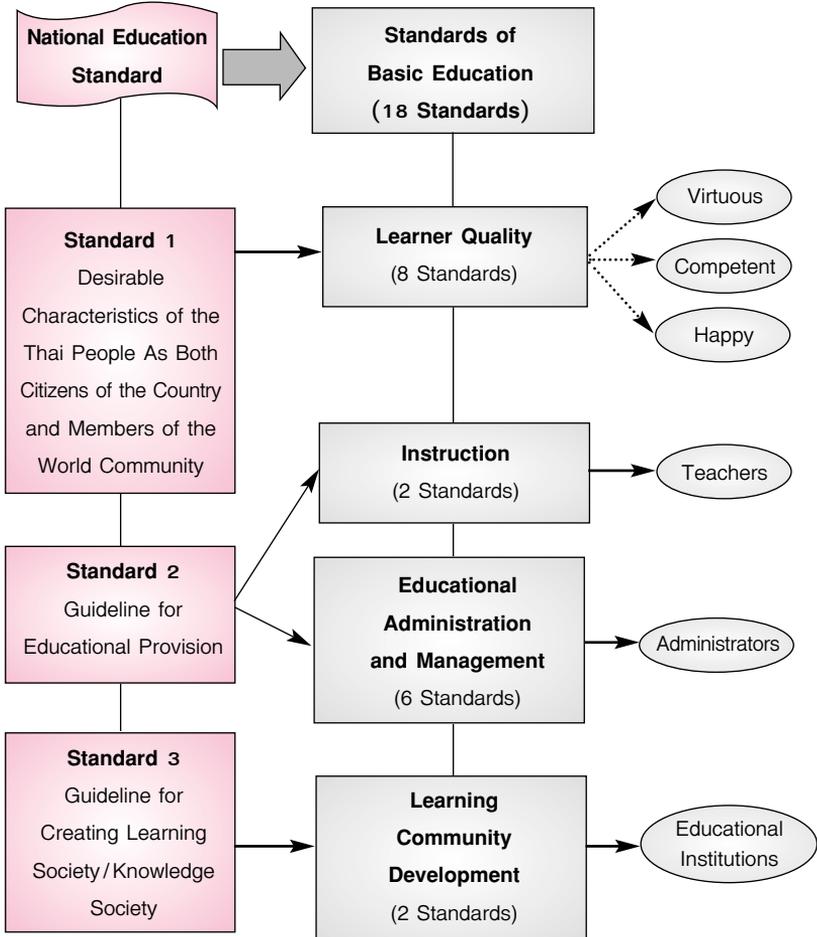
- 17.1 Linking and exchanging information with local learning resources and wisdom.
- 17.2 Supporting learning resources, wisdom, and community to participate in the design of school-based curriculum.

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 Exchanging knowledge in a mutual manner.

Structure of Education Standards



Contributors

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Published by

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