



Future scenario of the administration of world-class standard schools in the year 2020 to 2037

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Abstract

The desirable future educational scenario is that schools provide flexible and relevant education based on twenty-first-century skills. Schools also organize various active learning activities to respond to learners' aptitude, potentiality, and needs. Schools are decentralized and become juristic entity schools that initiate operations based on the standardized system. Administrators and teachers receive training and development to be experts in specific fields. Moreover, there are fewer than 40 students in each classroom, and every student occupies academic excellence, communicates bilingually, has thinking advancement skills, works creatively, and has a social responsibility. On the contrary, the undesirable educational scenario is that schools emphasize responding merely to academic aspects and providing passive learning activities. The administration and management follow the policy and assessment for awards rather than specifying concrete goals. School policies change more often and lack continuous coaching and mentoring, and awareness of the new normal. Moreover, school administrators lack vision and do not dare to change their routine. Teachers lack teaching expertise, while students emphasize acquiring knowledge rather than learning. The possible trends of the future educational scenario are the schools develop a flexible and balanced curriculum that enhances essential twenty-first-century skills. An integrated learning organization has to take the new normal into account. Besides, the administration and management have to be inclusive with qualified education experts and also based on the Thailand Quality Award (TQA) criteria. School administrators and teachers are knowledgeable and competent, and the coaching and mentoring strategies are implemented. Students have academic excellence and social responsibility.

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Introduction

A learning organization innovation under the project entitled Standardized Schools has been employed since 2010 as an urgent measure to upgrade and equalize the quality of learning provision and organization to international standards related to the UNESCO Learning Organization Declaration. Furthermore, the schools have to improve the school administration and management system according to the Thailand Quality Award (TQA) criteria. It emphasizes the development of learners to meet the standard and indicators specified in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Moreover, learning content focusing on improving learners' skills, knowledge, capability, and desirable attributes has been added to make them competitive global citizens with academic excellence, bilingualism, knowledge advancement, creativity, and social responsibility (Office of the Basic Education Commission, 2018; Upper Secondary Education Bureau, 2018a; 2018b).

Since the initiation in 2010, 720 schools have joined the project. Furthermore, the research report of the Office of Secondary Education Service Area, the Office of the Basic Education Commission in 2017 revealed that the operation of administration and management procedures based on the quality award criteria of the Office of the Basic Education Commission (OBECQA) was at a high level. It also showed that learning and instruction organization processes comparable to global standards were at a high level. The world citizenship of students in Prathomsuksa 6, Mattayomsuksa 3, and Mattayomsuksa 6, equivalent to Grade 6, Grade 9, and Grade 12, respectively, were at a moderate level. It showed students' academic excellence based on the average scores in the Ordinary National Educational Test (O-NET) was higher than the national standard in every subject and level. Besides, the aspects of bilingual communication, thinking advancement, creativity, and social responsibility were at a moderate level (Upper Secondary Education Bureau, 2018b).

The General Aptitude Test (GAT) and Professional and Academic Aptitude Test (PAT) scores of students were overall at an unsatisfactory level. Based on the Programme for International Student Assessment (PISA) in 2015 and the Trended in International Mathematics and Science Study (TIMSS) in the same year, Thai students' average scores were lower than the average scores of international students. (The Institute for the Promotion of Teaching Science and Technology, 2016a, 2016b). The World-Class Standard School project aims at improving the academic performance of Thai students to an equal level to that of

students in countries with high-quality education (Office of the Basic Education Commission, 2018). Considering the background, educational operation, and changes of Thailand and world society, a study of the future educational scenario of world-class standard schools is necessary. It will draw awareness of every stakeholder, including those in the Ministry of Education, Office of the Basic Education Commission, and Office of Educational Service Area, to apply to plan the development of world-class standard schools in the future.

Literature Review

Changes in politics and economics of Thailand and world society are affecting factors toward educational organization. World-class standard schools function as a tool of the government to develop the country's education. Hence, based on the stated changes, the concepts have been used as an educational development guideline. The United Nations (UN) set the Millennium Development Goals (MDGs), and they ended in 2015. From 2015 to 2030, the UN has issued the Sustainable Development Goals (SDGs). (United Nations Organization (Thailand), 2015) Furthermore, Thailand has determined the 2017–2016 National Strategic Plan, which emphasizes the implementation of knowledge to construct innovations, develop and enhance environmentally-friendly skillful individuals. The Thailand 4.0 visions on stability, prosperity, and sustainability have also taken effect to move Thailand to be a developed country based on the sufficiency economics philosophy, and Thai people will be knowledgeable, skillful, and professional as twenty-first-century citizens. The 2017–2036 National Education Plan focuses on the development of learners to occupy the desirable attributes and twenty-first-century skills (Office of the Education Council, 2017).

Methodology

This mixed-method research employed the Ethnographic Delphi Futures Research (EDFR) (Phunphatchiwin, 2016; Sacchanand & Wipassilapa, 2005; Srisa-ard & Srisa-ard, 2009), which comprised three steps as follows. Step 1 A study and analysis of situational information and environments influencing the word-class standard school. Step 2 A study of the future scenario of the world-class standard school administration between 2020 and 2037, And step 3 Building the future scenario of the world-class standard school administration between 2020 and 2037.

The informants were 124 world-class standard school administrators, whose responses were used for the confirmation of the elements of the world-class standard school by questionnaire, and 100 percent of the data were collected. 31 senior experts and experts in the administration of the world-class standard school took part in the semi-structured in-depth interviews and opinion surveys. The gathered data were analyzed based on document analysis and content analysis. Descriptive statistics were also implemented to find the mean, standard deviation, median, and interquartile range.

Results

The Desirable Future Scenario of the World-Class Standard School Administration in the Year 2020 to 2037

An aspect of the desirable future scenario is the freedom to organize and develop a flexible and balanced curriculum that enhances the academic excellence of learners according to their aptitudes, performance, needs, and self-adjustment. The organization and development are based on the elementary performance leading to the necessary skills. The world-class standard school is also independent and fully authorized as a corporation. Besides, it provides active learning activities and employs independent study (IS) as a tool to develop learners' academic excellence and performance and enhance their twenty-first-century skills (3R 8CS). Students of the world-class standard school collaborate to create a project and further develop it to be a beneficial innovation for environmental conservation. Students are also volunteers for social service, and more than fifty percent of them have a higher average test score. The school administrators also have inclusive visions and can administer and manage the schools to meet the world-class standard regarding the use of English as a medium of communication. They have also passed the selection process and been trained before assuming the position. Teachers are also qualified, knowledgeable, and have expertise in specific fields; moreover, they can use English for communication. Besides, they have research projects and create innovative media. The admission of new students implements the standardized admission exam, and there are fewer than 40 students per classroom. The schools have to consider the disruption that leads to the new normal, as well as the national environmental context that enhances the production and development of skillful workers. The schools also have an internal and external coaching and mentoring system that emphasizes collaboration and stimulation of administration and management excellence.

The Undesirable Future Scenario of the World-Class Standard School Administration in the Year 2020 to 2037

The curriculum lacks flexibility and provides additional course group that is similar to other regular schools. Moreover, the word-class standard school, like any other general school, is under the administration and management according to the specified policies rather than to the established concrete goals. Learning organization relies on passive learning strategies and lacks integration of general performance that leads to essential twenty-first-century skills. Students' learning achievements are not different from those of students in regular schools. School administrators do not occupy inclusive visions and leadership, and they administer schools based on patterned routines. The designation of the school administrators depends on general promotion criteria, time, and school size rather than the person's ability and performance. Teachers lack expertise and have to perform other duties besides teaching. Each classroom has more than 40 students. School administrators neither consider changing environmental contexts nor receive supports from other relevant organizations. Schools' policies alter often, and the schools focus on evaluation for award-winning. Like any other regular school, a shortage of coaching and mentoring for further development exists.

Possible Trends of the World-Class Standard School Administration in the Year 2020 to 2037

A flexible and balanced curriculum is vital to enhance general performance and academic excellence regarding the core twenty-first-century skills. The administration and management of the world-class standard schools adhere to good governance and collaboration of stakeholders. Senior education experts oversee the operation of the schools according to the quality award criteria of the Office of the Basic Education Commission (OBECQA) or Thailand Quality Award (TQA). Every school provides a technology-integrated learning organization and the independent study (IS) as a tool to develop students. Furthermore, students have high learning achievements and pass the national and international evaluation criteria at a satisfying level. They also occupy performance and rudimentary skills that are required in the twenty-first century. Students create projects that are advantageous to communities, and they do activities, perform social services, conserve the environment, arts, and culture, communicate fluently in Thai, English, or other second languages. Administrators of the world-class standard schools have inclusive visions and can bring the school to global quality and standards. They also occupy academic leadership and receive specific training. Teachers are

knowledgeable and expertise in teaching science and mathematics using English as a medium of instruction. They also implement a wide variety of innovative media in teaching and evaluating students' performance. Other back-office tasks have to be reduced, so the teachers have more time to conduct research and create innovations. Besides, students pass the admission exam or other performance tests. Relevant organizations provide supports for sustainable development. The issue of the school policies intends to be a guideline for real development, and implementation of systematic and collaborative internal and external coaching and mentoring is taken into account.

Discussion

1. The world-class standard schools hold the administration and management procedures based on the collaboration of educational experts. These schools have the administration and management guidelines based on the award-winning criteria of the OBECQA or the TQA. The administration and management of the schools also apply the practices of good governance.

Since the educational revolution in 1999 (B.E. 2542), schools have been juristic entity schools as stipulated in Section 35 of the National Education Act. The administration and management processes emphasize the participation and collaboration of relevant stakeholders, known as the Basic Education Board. Administration and management are under the principles of good governance. Besides, the Office of the Basic Education Commission also aims to develop students' performance to be equal and comparable to those in many countries. The world-class standard school project has been innovative since 2010 due to the current trends of knowledge-based economy system, scientific advancement, and technology and communication development. The project has stipulated the administration and management guidelines following the criteria of the OBECQA and the TQA. Consequently, the world-class standard schools have to administer and manage their operations accordingly to the National Education Act 1999 (B.E. 2542), the National Education Plan 2017–2036 (B.E. 2560–2579), and the policies of the Office of the Basic Education Commission. The operational guidelines of the world-class standard schools have been modified since 2018 to upgrade the administration and management quality using the Quality System Management per the criteria of the TQA and the OBECQA.

2. The learning organization should be in line with the new normal and emphasize learning integration through technology-mediated learning strategies. English

is a medium of instruction in mathematics and science classes, and independent study (IS) courses are learning tools to develop students on the same standard in every school. Learning assessment and evaluation methods are diverse and related to authentic situations in global-standard higher education. The world-class standard schools have initiated their operations since 2010, and they have focused on the development administration and management of quality curriculum with the addition of the independent study learning strand to develop students' skills and experience.

In light of the COVID-19 epidemic, schools have been temporarily closed, and learning organization has been through online and technology-assisted means. Later, the Ministry of Education has been indulgent toward the regular learning and teaching operation, and every educational institution has to comply with the COVID-19 protection guidance. Since then, learning and teaching have been more integrated with information technology (Thairath, 2020).

Additionally, the concept of using English as a medium of math and science instruction has aimed to enhance students' English communication skills. Besides, English knowledge can be a tool that students use for information search in the future. Students' learning performance should be assessed and evaluated through various types of evaluation and assessment in relation to the learning organization in the currently abnormal situation. Recently, higher education institutions have adjusted learning and teaching organization through online media and applications. Hence the development of Thailand's higher education system has to consider technology advancement, occupation structure, and changing future career, online learning organization process is necessary following the concept of the virtual university (Isranews Agency, 2020). Nokesakul, Sriharun, and Chokprasit (2012) conducted a research study and found that global-standard learning organization was a casual factor affecting the administration and management of the world-class standard schools.

3. Administrators of the world-class standard schools have visions and academic leadership and receive appropriate and specific training and development before assuming the position. Besides, teachers are knowledgeable and competent in teaching science and math in English and using innovative materials. They also employ a wide variety of assessment and evaluation methods. Their administrative and office tasks are reduced so that they have more time to conduct research and create innovation either on their own or with others. New students of the world-class standard schools are recruited on the basis of

their academic, music, art, or sports performance. The world-class standard schools should possess particular characteristics for the world-class standard development, as well as academic excellence in every dimension. The world-class standard schools have been developed through a good understanding of educational organization following the quality management process to make them distinct from other regular schools. Due to the current unprecedented disruption leading to the new normal, the world-class standard schools have to emphasize the enhancement of students' essential twenty-first-century skills and self-adjustment to the new normal.

Since the world-class standard schools have significant characteristics focusing on quality management, the administrators are required to be change agents with inclusive visions, academic leadership, positive attitudes, and administration and management skills. They also have to contemplate the current disruption causing changes to the new normal. Administrators with these specified characteristics will collaboratively work with teachers who are capable of teaching science and math in English. Using English as a medium of science and math instruction will provide better language skills to students so that they can do a wide range of self-studies. Learning evaluation and assessment are done through various authentic methods. Furthermore, the world-class standard schools should divide teachers into two groups, namely, the learning organization support group, and the teaching group. This teacher classification will help to reduce administrative tasks, and the teachers in both groups will have more chances to do research and create innovation according to their roles and responsibilities. It will also result in students gaining more knowledge, a better understanding, positive attitudes, and essential twenty-first-century skills. For the new student's admission process, the world-class standard schools are advisable to transparently recruit students with different academic, music, art, and sports performance and excellence. The transparent admission practice is relevant to the principles of good governance and basic ethics.

The world-class standard schools have to determine their operation guidelines to enhance leadership and management skills to the administrators and develop teachers to be knowledgeable and competent in the teaching organization process. Additionally, the schools work collaboratively with educational supervisors to systematically operate the development of administrators (Upper Secondary Education Bureau, 2018b).

4. Ministry-level organizations seriously provide relevant supports for quality administration and management. The expansion of the number of world-class standard schools has to be based on the quality of

teaching and learning organization regarding the specified standard criteria so that the world-class standard schools are different from other regular schools. The schools develop development guidelines from the integration of the new and old policies to create stability and sustainability and to avoid confusion simultaneously.

The world-class standard schools have been initiated since 2010; however, they do not receive specific funds to support their operations. With earnest supports and enhancement from the Office of the Basic Education Commission, the Ministry of Education, the world-class standard schools will develop themselves to achieve comparably global standards since they are basically quality schools. Hence, having full authority to manage and administer work operations independently will facilitate their development to accomplish goals more easily and efficiently. Moreover, the establishment of educational policies and guidelines should be based on the integration of the old and new projects for continuous project operations. Every project is believed to yield benefits, but the absence of continuing operations to complete every operational circle leads to unsuccessful results.

Thus, the world-class standard schools are expected to concentrate on developing students' performance to be skillful and knowledgeable world citizens regarding the UNESCO's declaration of the education provision. The quality management system offers a systematized school assessment leading to the administration and management regarding the TQA. The development objective and direction are to standardize the learning and teaching provision and to enhance students' global citizenship skills. Besides, students participate in international assessment projects, such as PISA and TIMSS.

Conclusion and Recommendation

1. The administration and management of the world-class standard schools are based on the participation of a body of education management senior experts and good governance. The participation of stakeholders will systematize the administration and management process. So, the Ministry of Education has to decentralize and give authority to the world-class standard schools to operate their work independently as they are juristic entity schools. Then, they will finally achieve the education quality development goal.

2. Learning organization is based on current changes and the new normal. Consequently, the learning organization has to integrate with technology and independent study (IS) as tools to develop students. Instruction of science and

math matters uses English as a medium of instruction, and learning assessment employs various authentic tools. Current changes and disruption lead to the new normal, so the implementation of independent study will enhance students' thinking processes and skills to create innovations for community services. Thus, relevant organizations have to provide supportive administration and management to support the continuous development of world-class standard schools. Besides, learning and teaching organization has to be adjusted accordingly to the changes.

3. Administrators have visions and academic leadership, and they receive training and development specifically designed for a better understanding of the administration and management of the world-class standard schools. Teachers are knowledgeable and competent in teaching using innovative media. Besides, they can teach science and math matters, using English as a medium of instruction. The teachers develop students' core skills required in the twenty-first century, and they use different authentic assessment tools. Moreover, these teachers also conduct research and construct innovations. They also administer and manage learning and teaching activities regarding the current changes and crises that have caused disruption and the new normal. The quality and efficiency of the world-class standard schools depend on effective, knowledgeable, and competent administrators and teachers. Students are recruited from those with diverse performance in different fields. Hence, teachers and administrators have to improve their performance and skills, and relevant organizations have to provide supports to the world-class standard schools continuously.

4. Ministry-level organizations fully provide supportive contributions, emphasize increasing quality to achieve specified criteria, and determine integrated policies. If the world-class standard schools initiate their operations with supports and enhancement, they will be successful and efficient. Consequently, relevant organizations at all levels have to stipulate integrated policies for the real development of the world-class standard schools.

For the school management aiming to achieve international standards of schools, the ASEAN Community can now use the research results to contribute to the development experience of international standard schools in Thailand as information in educational management planning.

Conflict of Interest

There is no conflict of interest.

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