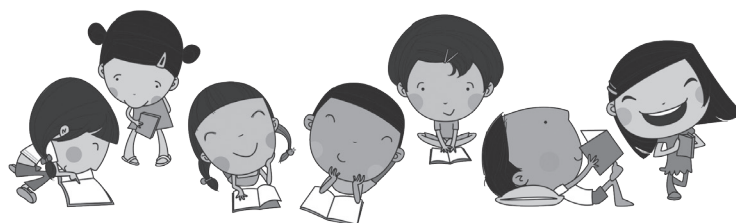




International Seminar
on
**"Construction Guidelines
for Standards and Competency
Framework of Early Childhood
Education"**

20 July – 3 August 2016
at Graduate School Building
Suan Dusit University



**The International Seminar on
“Construction Guidelines for Standards and Competency
Framework of Early Childhood Education”
20 July – 3 August 2016**

TABLE OF CONTENTS

Welcoming Message from the Ambassador of Israel to Thailand
Welcoming Message from the Director-General of Thailand International Cooperation Agency
Welcoming Message from the Deputy Secretary-General of the Education Council
Welcoming Message from the President of Suan Dusit University
Background and Rationale of the Cooperative Project
Seminar Program

Invited speakers

- Skills of Early Childhood Teachers in the 21st Century
Prof. Dr. Wijarn Panich
Chairman of Mahidol University Council
- ASEAN Teachers' Standards
Prof. Dr. Paitoon Sinlarat
Professor of Higher Education
Dean, College of Education Sciences, Dhurakij Pundit University
- Thailand's Community Baby-sitting System with Positive Psychology Approach
(Life Assets) Strengthen the Positive Parenting in Family
Assoc. Prof. Dr. Suriyadeo Tripathi +
National Institute for Child and Family Development, Mahidol University
- Early Childhood Education in Israel and Characteristic and Competency of Teachers
in Israel
Ms. Sarah Wilner
Deputy Director of the Golda Meir MASHAV Carmel International Training Center
(MCTC), Israel
- The Relationship between Attributes of Early Childhood Teachers that Conform to the
Development of Young Children's Competency
Assoc. Prof. Dr. Saisuree Chutikul
Vice-Chair on Early Childhood Development

- Early Childhood Teachers in Digital World
Apple Representative
- Educational Management in Multi-Cultural Context for Children in the 21st Century
Dr. Anyamanee Boonsue
Lecturer of the Division of Early Childhood Education, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Thailand
- Research on the Professional Standards of Early Childhood Teachers in Thailand
Dr. Nattapon Yamchim
Head of Suan Dusit Poll
Dr. Siri Chara-um,
Director of International Relations Division, Suan Dusit University, Thailand
- The Training Program to Equip Foreign Teachers with Required Knowledge to Apply for a Teaching License in Thailand
Assoc. Prof. Dr. Praphon Jearakul
Expert and Consultant for the School of Educational Studies, Sukhothai Thammathirat Open University, Thailand
Asst. Prof. Dr. Poonsap Naknaka
Consultant of Panyapiwat Institute Management, Thailand

Background Information

- La-Or Utis Demonstration School and the Development of Early Childhood Education in Thailand
- Teaching Competency Standards in Southeast Asian Countries: Eleven Country Audit
- Pierra Navin School
- Roong Aroon Kindergarten of the Mindful-Mix-Aged Classroom
- History of Bangkok
- Thai Children's Play

Organizing Committee

Welcoming Message from the Ambassador of Israel



Dear MASHAV-TICA seminar's participants,

Shalom & Sawasdee Krub,

We are pleased to warmly welcome you to the MASHAV-TICA seminar on “Construction Guidelines for Standards and Competency Framework of Early Childhood Education”. The seminar you are attending is a product of the collaboration between Israel's Agency for International Development Cooperation (MASHAV), Thailand International Cooperation Agency (TICA) and Suan Dusit University.

Addressing massive waves of immigration and being a multicultural and heterogeneous society, Israel accumulated great experience in education. As a small country, Israel is relying mostly on our human resources and capacity building for the benefit of our country's development. Therefore education in Israel is highly prioritized on our national agenda.

Education in Israel begins at a very young age in order to provide children with an augmented ‘head start’, particularly in terms of socialization and language development. The curriculum aims to teach fundamental skills and to foster cognitive and creative capacities and to promote social abilities. With our extensive experiences in this field, Israel is committed to share and exchange educational know-how through innovative teaching practices with all participants in this seminar.

The Embassy of Israel hope that the seminar will provide you an exposure to skillful and effective practices through active participation, methodologies concerning learning during the early formative years and will empower all participants to more adequately fulfill their role as guardians of the pre-school gateway.

We hope you would find the course beneficial and would bring the knowledge gained from this seminar to share with other educators in your country.

H.E. Mr. Simon Roded
Ambassador of Israel

Welcoming Message from the Director-General of Thailand International Cooperation Agency



On behalf of Thailand International Cooperation Agency (TICA), Ministry of Foreign Affairs, I wish to extend the warmest welcome to all participants of the International Seminar on “Construction Guidelines for Standards and Competency Framework of Early Childhood Education” at Suan Dusit University.

This seminar is one of the selected activities under the collaboration between Thailand and Israel guided by the Memorandum of Understanding on Development Cooperation Programme between the Royal Thai Government and the State of Israel Government signed on 10 September 2014.

Both Thailand and Israel have attached the great importance to human resources development and capacity building as means of achieving social and economic development including education system. Educators for early childhood education are regarded as an essential factor for preparing human capacity since early age towards higher education and life achievement, which will significantly contribute to the course of national development. Therefore, the contents of the seminar are carefully designed for participants to obtain not only basic information on standards and competencies of early childhood education but also knowledge on skills development required for teaching and educational management.

Furthermore, the seminar also opens opportunity for networking among participating educators to exchange their experiences and opinions on teaching and management techniques, leading to a possible formation of common guidelines for standards and competency framework for early childhood education in various countries of the Southeast Asian region.

TICA is of the view that the seminar of this kind will bring about visible and tangible benefits of enhancing the capacity of our human resources from strength to strength

(Suphatra Srimaitreephithak)

Director - General

Thailand International Cooperation Agency

Welcoming Message from the Deputy Secretary-General of the Education Council



On behalf of the Office of the Education Council (OEC), Thailand, I would like to extend a warm welcome to educators on early childhood development from ASEAN who participate in this crucial seminar. We all hold dear to hearts a need to lay foundation in order to upgrade the development of life quality, especially the first 6 years of life where the body and brain rapidly grow. As for Thailand, the policy to promote early childhood development has been driven by the National Early Childhood Development Committee and the Sub-Committees designated by the National Early Childhood Development Committee. OEC therefore serves as the secretariat of the National Committee, which coordinates with agencies working on early childhood development.

As the co-host of the Seminar, it takes a great pleasure for us to confirm that education is worthy investment for the nation, especially, investment in early childhood education. Added to sharing experiences about early childhood teacher development, teaching and learning media, early childhood teacher standards, early childhood teacher training, early childhood teacher competency, this Seminar is a good opportunity to exchange ideas among participants about guidelines for entirely developing the quality of children with early childhood. These children will grow up with virtue and potentials and have ability in thinking, analysis, problem solving. These children will be the power of development in each country in the future.

A handwritten signature in blue ink, reading "Watanaporn R.", with a stylized flourish at the end.

(Dr. Watanaporn Ra-Ngubtook)
Deputy Secretary- General
of the Education Council

Welcoming Message from the President of Suan Dusit University



Distinguished Guests, Ladies and Gentlemen:

Early childhood education is a vital process in developing the young learners' quality of life. Due to the uniqueness and diversity in ASEAN countries and Timor Leste, together with the rapid change of technology, our children in the 21st century must be well equipped with knowledge and skills so that they can adapt, manage and survive in the diversity and changes. Ones of essential people who are responsible for preparing the children to have these essential skills and become capable world citizen are early childhood educators, only if they must be qualified, knowledgeable, experienced and insightful.

Suan Dusit University is the first higher education institute in Thailand that offers a bachelor's degree in Early Childhood Education in 1975. "La-Or Utis Demonstration School" which was established in 1940, as a part of the university educational services, is also the first public kindergarten in Thailand, and becomes the root of the university's expertise in early childhood education.

Thus, it is a great honor that Suan Dusit University (SDU) has gained trust and confidence from the Committee of National Early Childhood Development, the Thailand International Cooperation Agency (TICA), and the Center for International Cooperation of the Foreign Ministry of Israel (MASHAV) to organize an international seminar on "Construction Guidelines for Standards and Competency Framework of Early Childhood Education."

As the president of Suan Dusit University, I wish that the objectives of the seminar will be fruitful. I also hope that this seminar will help create an invaluable opportunity for networking and forging contacts among early childhood educators in participating countries.

Welcome to the seminar.

Assoc. Prof. Dr. Sirote Pholpuntin
The President of Suan Dusit University



Thailand International Cooperation
Agency (TICA)
Ministry of Foreign Affairs



Israel's Agency for International
Development Cooperation
Ministry of Foreign Affairs



International Seminar on “Construction Guidelines for Standards and Competency Framework of Early Childhood Education” 20 July – 3 August 2016

Conducted by Suan Dusit University and the Committee of National Early Childhood Development and the Office of the Education Council (OEC) in cooperation with the Thailand International Cooperation Agency (TICA), Ministry of Foreign Affairs of Thailand and Israel's Agency for International Development Cooperation (MASHAV), Ministry of Foreign Affairs of Israel

Background and rationale

Early childhood educators are the persons whose roles are vital in developing the young learners' quality of life. The qualified, knowledgeable, experienced and insightful early childhood educators are required in crafting these young children to become competent adults. In order to develop the ASEAN early childhood education to evenly match up with one of European countries, member countries of ASEAN have collaborated through the three pillars of ASEAN Community: ASEAN Political and Security Community (APSC), ASEAN Economic Community (AEC), and ASEAN Socio-Cultural Community (ASCC). Because of the uniqueness and diversity in ASEAN countries, together with the rapid change of information technology that affects the world socially, economically and culturally, the children in these countries who are born in the 21st century must be well equipped with four main skills that are communication, collaboration, creativity and critical thinking so that they can adapt, manage and survive in the diversity and changes. The important people who are responsible for preparing these children to have essential skills are early childhood teachers, who are required to be qualified. The professional standards for early childhood teachers, thus, are necessary.

Due to the importance of early childhood education, TICA and MASHAV in cooperation with Suan Dusit University and the Committee of National Early Childhood Development together with the Office of the Education Council (OEC) are to organize an international seminar on “Construction Guidelines for Standards and Competency Framework of Early Childhood Education.” The main purposes of the

seminar are to enable the lecturers, academic staff and teachers who work in early childhood education present and exchange information regarding early childhood teacher standards and competencies in their countries. The information learnt in the seminar should be synthesized for constructing a framework of standards and competencies for ASEAN countries' early childhood education and later validated in the context of each member country. The early childhood teachers participating in this seminar will receive training on early childhood development in the 21st century. The seminar and training are also an opportunity to create a network for early childhood education in participating countries.

Objectives

The objectives of this seminar are :

- to study basic information regarding standards and competencies of early childhood education in the 21st century and to synthesize mutual guidelines for standards and competency framework for early childhood education in ASEAN countries;
- to study varied methods for collecting data related to standards and competencies of early childhood in the 21st century;
- to train early childhood education teachers for skills required for developing children in the 21st century;
- to exchange knowledge and expertise in early childhood education management in the 21st century;
- to establish a network for early childhood education in ASEAN countries.

Qualifications

Applicants for this course should:

- be nominated by their respective governments;
- either be a lecturer / an academic staff who has background in early childhood education at tertiary level (at least seven (7) years of experience in the field is preferred) or be a teacher who teaches at early childhood level (at least seven (7) years of experience in the field is preferred);
- have sufficient English skills: able to present information and exchange knowledge in English;
- priority will be given to the candidates under the age of 50;
- be in good health both physically and mentally; each participant should have a health certificate provided by an authorized physician. This form must be also attached together with the Nomination Form.

Seminar Contents

The main contents of the program are:

Content 1

- Skills of Early Childhood Teachers in the 21st Century
- ASEAN Teachers' Standards
- Teaching and Learning Management
- Early Childhood Teacher's Roles and Policy in Each Country
- Environment and Management in Early Childhood School in Each Country

Content 2

- Brain and Learning of Young Children in the 21st century (Brain Based Learning and Executive Function)

- Teaching and Learning Management
- Early Childhood Teacher's Roles and Policy in each country (Continued activities)
- Environment and Management in Early Childhood School in Each Country (Continued activities)

Content 3

- Early Childhood Education in Israel and Characteristic and Competencies of Teachers in Israel
- The Relationship between Attributes of Early Childhood Teacher that Conform to the Development of Young Children's Competency

- Guidelines for Standards and Competency Framework for ASEAN Early Childhood Teachers and Training Early Childhood Teachers for Skills Required for Developing Children in the 21st Century

Content 4

- Early Childhood Teaches in Digital World
- Guidelines for Standards and Competency Framework for ASEAN Early Childhood Teachers and Training Early Childhood Teachers for Skills Required for Developing Children in the 21st Century

Content 5

- Educational Management in Multicultural Context for Children in the 21st Century
- Guidelines for Standards and Competency Framework for ASEAN Early Childhood Teachers and Training Early Childhood Teachers for Skills Required for Developing Children in the 21st Century

Content 6

- Conclusion Workshop
- Research on Standards of Early Childhood Teachers in Thailand

Content 7

- Innovation in Early Childhood Education: La-Or Utis Demonstration School
- The Training Program for Foreign Teachers Who Require Knowledge to Apply for the Teaching License in Thailand

Content 8

- Innovation in Early Childhood Education: Pierra Navin School

Content 9

- Innovation in Early Childhood Education: Roong-Aroon School

Content 10

- Seminar Summary on Learned Issues and an ASEAN Early Childhood Education Network Establishment

About Us

MASHAV – Israel's Agency for International Development Cooperation



MASHAV – Israel's Agency for International Development Cooperation – at Israel's Ministry of Foreign Affairs was founded in late 1957, and is responsible for the design, coordination and implementation of the State of Israel's development cooperation programs.

MASHAV concentrates on human and institutional capacity building by sharing Israel's own development experience and expertise, imparting know-how and transferring innovative technologies and tested methodologies adaptable to developing country needs.

MASHAV's approach is to ensure social, economic and environmental sustainable development, joining the international community's efforts to implement the Sustainable Development Goals by 2030.

MASHAV also provides humanitarian assistance and participates in reconstruction and rehabilitation efforts.

Thailand International Cooperation Agency (TICA)

Ministry of Foreign Affairs



Thailand International Cooperation Agency (TICA) was established on 22 January 2015 by Royal Decree to serve the Royal Thai Government as a focal agency under the Ministry of Foreign Affairs of Thailand in administrating international development cooperation.

TICA is principally responsible for the implementation of Thailand's development cooperation programmes in neighbouring countries in particular as well as other regions of the world. There are various forms of cooperation, such as the development projects, volunteer and expert programmes, fellowships, scholarships and training programmes.

Office of the Education Council (OEC)



The Office of the Education Council, formerly known as “National Education Council (NEC)”, was founded on 14 February 1959 (B.E. 2502) by Field Marshal Sarit Thanarat, the Prime Minister, in compliance with the National Education Council Act (NEC Act) 1959. According to the NEC Act, the Office of the National Education Council was responsible for educational policy formulation and planning and providing recommendations including coordination with concerned agencies on educational development.

In 1972, a major change in the Office of the National Education Council's roles occurred when the Bureau of State Universities and the Office of the Private Education Commission were established by Field Marshal Thanom Kittikachorn. This governmental restructuring led to the change of the Office of the National Education Council's main responsibilities from focusing on higher education to educational policies and plans at all levels of education. The Office of the National Education Council was renamed the “Office of the National Education Commission (ONEC).” The members of the National Education Council and the National Education Commission in each period were comprised of special experts and knowledgeable people from various sectors and organizations gathering to make educational plans for successive development.

On 7 July 2003, ONEC was renamed the “Office of the Education Council (OEC)” which is one of the five main organizations under the new structure of the Ministry of Education in line with the National Education Act 1999 (B.E. 2542) and Amendments 2002 (B.E. 2545) and the Administrative Organization of the Ministry of Education Act 2003.

Early Childhood Education Program

Faculty of Education, Suan Dusit University



Suan Dusit University is the first higher education institute in Thailand that offers a bachelor's degree in Early Childhood Education. In 1934, the university was originally established as the first official home science school in Thailand, with the main purpose of providing a 4-year curriculum in home economics for the women at that time. Later on, the Ministry of Education has set up 'La-Or Utis Demonstration School' in the university campus as the first public kindergarten school in Thailand, of which is the root of the university's expertise in early childhood education.

At La-Or Utis Demonstration School, kindergarten teachers have been extensively practicing and developing their knowledge and skills in early childhood teaching and learning arrangements. La-Or Utis Demonstration School is an institution that provides students with teacher training and developing teaching skills. Eventually in the year 1975, the Faculty of Education at SDU started offering a four-year degree, Bachelor of Education program (B.Ed.) in Early Childhood Education. Later on, according to Thailand education reform in 2009, all bachelor's degree programs in education were extended into five-year degree programs, an extra year for student teaching practicum. Apart from the degree programs, SDU also provides professional training courses for all levels of teaching professionals, from school teachers to university faculties. The university has long been producing qualified early childhood education teachers to the society as well as competent teaching graduates that are ready to work in ASEAN.

**Program of the International Seminar
on “Construction Guidelines for Standards and Competency Framework of Early Childhood Education”
20 July – 3 August 2016**

Suan Dusit University and the Committee of National Early Childhood Development and the Office of the Education Council
in Cooperation with the Thailand International Cooperation Agency (TICA), Ministry of Foreign Affairs of
Thailand and Israel's Agency for International Development Cooperation (MASHAV), Ministry of Foreign Affairs of Israel

Date	8.30-9.30	9.30-10.30	10.45-11.45	13.00-14.00	14.15-16.15	Notes
20/7/2016						checking in
21/7/2016	Registration (7.30-8.30) Opening ceremony 1. Project Report by Dr.Pornchanit Kaew-nate, the Vice President in International Affairs and Customer Relationships and Dr.Wattanaporn Ra-Ngubtook, Deputy Secretary-General of the Education Council 2. Welcoming speech by H.E. Mr.Simon Roded, the Ambassador of Israel to Thailand	Keynote Prof. Dr. Wijarn Panich Skills of Early Childhood Teachers in the 21st Century	Keynote (Cont.) Prof. Dr. Wijarn Panich Skills of Early Childhood Teachers in the 21st Century	Keynote Prof. Dr. Paitoon Sinlarat ASEAN Teachers' Standards	Parallel sessions I Presentations Group A: University lecturers Presentations on teaching and learning management, early childhood teacher's roles and policy of early childhood education in each country Group B: Early childhood teachers Presentations on environment and management in early childhood schools in each country	Master of ceremony (MC): Dr.Chutipapha Suwankanit and Dr. Anupap Thupa-ang Moderator of Group A : Dr.Panthep Larpkasorn Moderator of Group B : Asst.Prof. Dr.Navarat Teachachock-wiwat

Date	8.30-9.30	9.30-10.30	10.45-11.45	Lunch	13.00-14.00	Coffee break	14.15-16.15	Notes
21/7/2016	3.Opening Speech by Ms.Suphatra Srimaitreephithak, Director-General of Thailand International Cooperation Agency (TICA)							

Date	8.30-9.30	9.30-10.30	10.45-11.45	Lunch	13.00-14.00	Coffee break	14.15-16.15	Notes
22/7/2016	Registration	<p>Keynote Assoc. Prof. Dr. Suriyadeo Tripathi</p> <p>Thailand's Community Baby-sitting System with Positive Psychology Approach (Life Assets) Strengthen the positive Parenting in Family.</p>	<p>Keynote (Cont.) Assoc. Prof. Dr. Suriyadeo Tripathi</p> <p>Thailand's Community Baby-sitting System with Positive Psychology Approach (Life Assets) Strengthen the Positive Parenting in Family.</p>		<p>Parallel sessions II Presentations and group discussions</p> <p>Group A: University lecturers Presentations and group discussions on teaching and learning management, early childhood teacher's roles and policy of early childhood education in each country</p> <p>Group B: Early childhood teachers Presentations and group discussions on environment and management in early childhood schools in each country</p>		<p>Parallel sessions II (Cont.) Presentations and group discussions</p> <p>Group A: University lecturers Presentations and group discussions on teaching and learning manage- ment, early childhood teacher's roles and policy of early childhood education in each country</p> <p>Group B: Early childhood teachers Presentations and group discussions on environ- ment and management in early childhood schools in each country</p>	<p>Master of ceremony (MC): Dr.Chayapon Chomchaiya</p> <p>Moderator of Group A : Dr.Panthep Larpkesorn</p> <p>Moderator of Group B : Asst.Prof. Dr.Navarat Teachachock- wiwat</p>
23-24/ 7/2016	Field Trips							

Date	8.30-9.30	9.30-10.30	10.45-11.45	Lunch	13.00-14.00	Coffee break	14.15-16.15	Notes
25/7/2016	Registration	Plenary speech Ms. Sarah Wilner Early Childhood Education in Israel and Characteristic and Competency of Teachers in Israel	Plenary speech Assoc. Prof. Dr. Saisuree Chutikul The Relationship between Attributes of Early Childhood Teachers That Conform to the Development of Young Children's Competency		Parallel sessions III Workshop and training Group A: University lecturers Workshop on early childhood teacher competencies in terms of 'knowledge' Activities include discussion, cooperative presentations and common knowledge summarization. Group B: Early childhood teachers Training on skill development of young children in the 21st century, 'creativity' Activities include cooperative presentations and common knowledge summarization.		Parallel sessions III (Cont.) Workshop and training Group A: University lecturers Workshop on early childhood teacher competencies in terms of 'knowledge' Activities include discussion, cooperative presentations and common knowledge summarization. Group B: Early childhood teachers Training on skill development of young children in the 21st century, 'creativity' Activities include cooperative presentations and common knowledge summarization.	Master of ceremony (MC): Dr. Anupap Thupa-Ang Moderator of Group A: Asst. Prof. Dr. Laeka Piya-atchariya Moderator of Group B: Miss Sarah Wilner

Date	8.30-9.30	9.30-10.30	10.45-11.45	Lunch	13.00-14.00	Coffee break	14.15-16.15	Notes
26/7/2016	Registration	Plenary speech Apple Representative Early Childhood Teachers in Digital World	Plenary speech (Cont.) Apple Representative Early Childhood Teachers in Digital World		<p>Parallel sessions IV Workshop and training</p> <p>Group A: University lecturers Workshop on early childhood teacher competencies in terms of 'skills'</p> <p>Activities include discussion, cooperative presentations and common knowledge summarization.</p> <p>Group B: Early childhood teachers Training on skill development of young children in the 21st century: critical thinking'</p> <p>Activities include cooperative presentations and common knowledge summarization.</p>	Coffee break	<p>Parallel sessions IV (Cont.) Workshop and training</p> <p>Group A: University lecturers Workshop on early childhood teacher competencies in terms of 'skills'</p> <p>Activities include discussion, cooperative presentations and common knowledge summarization.</p> <p>Group B: Early childhood teachers Training on skill development of young children in the 21st century: critical thinking'</p> <p>Activities include cooperative presentations and common knowledge summarization.</p>	<p>Master of ceremony MC: Dr.Chayapon Chomchaiya</p> <p>Moderator of Group A: Asst. Prof. Dr.Laeka Piya-atchariya</p> <p>Moderator of Group B: Miss Sarah Wilner</p>

Date	8.30-9.30	9.30-10.30	10.45-11.45	Lunch	13.00-14.00	Coffee break	14.15-16.15	Notes
27/7/2016	Registration	<p>Plenary speech Dr. Anyamanee Boonsue</p> <p>Educational Management in Multi-Cultural Context for Children in the 21st century</p>	<p>Plenary speech (Cont.) Dr. Anyamanee Boonsue</p> <p>Educational Management in Multi-Cultural Context for Children in the 21st century</p>		<p>Parallel sessions V Workshop and training</p> <p>Group A: University lecturers Workshop on early childhood teacher competencies in terms of 'attitudes'</p> <p>Activities include discussion, cooperative presentations and common knowledge summarization.</p> <p>Group B: Early childhood teachers Training on skill development of young children in the 21st century: 'communication' and 'collaboration'</p> <p>Activities include cooperative presentations and common knowledge summarization.</p>	Coffee break	<p>Parallel sessions V (Cont.) Workshop and training</p> <p>Group A: University lecturers Workshop on early childhood teacher competencies in terms of 'attitudes'</p> <p>Activities include discussion, cooperative presentations and common knowledge summarization.</p> <p>Group B: Early childhood teachers Training on skill development of young children in the 21st century: 'communication' and 'collaboration'</p> <p>Activities include cooperative presentations and common knowledge summarization.</p>	<p>Master of ceremony MC: Dr.Pornchulee Lanka</p> <p>Moderator of Group A: Asst. Prof. Dr.Laeka Piya-atchariya</p> <p>Moderator of Group B: Miss Sarah Wilner</p>

Date	8.30-9.30	9.30-10.30	Coffee break	10.45-11.45	Lunch	13.00-14.00	Coffee break	14.15-16.15	Notes
28/7/2016	Registration	<p>Parallel sessions VI</p> <p>Group A: University Lecturers Summary on guidelines for standards and competency framework for ASEAN early childhood teachers competencies in terms of knowledge, skills and attitudes</p> <p>Group B: Early childhood teacher Summary on the ways to train early childhood teachers for skills required for developing children in 21st century: critical thinking, attitudes, communication and collaboration</p>	Coffee break	<p>Parallel sessions VI (Cont.)</p> <p>Group A: University Lecturers Summary on guidelines for standards and competency framework for ASEAN early childhood teachers competencies in terms of knowledge, skills and attitudes</p> <p>Group B: Early childhood teacher Summary on the ways to train early childhood teachers for skills required for developing children in 21st century: critical thinking, attitudes, communication and collaboration</p>		<p>Parallel sessions VI (Cont.)</p> <p>Group A: University Lecturers Summary on guidelines for standards and competency framework for ASEAN early childhood teachers competencies in terms of knowledge, skills and attitudes</p> <p>Group B: Early childhood teacher Summary on the ways to train early childhood teachers for skills required for developing children in 21st century: critical thinking, attitudes, communication and collaboration</p>	Coffee break	<p>Plenary speech Dr.Nattapon Yamchim Dr.Siri Chara-um</p> <p>Research on the Professional Standards of Early Childhood Teachers in Thailand</p>	<p>Master of ceremony MC: Dr.Chutipapha Suwankanit</p> <p>Moderator of Group A : Asst. Prof. Dr.Laeka Piya-atchariya</p> <p>Moderator of Group B: Miss Sarah Wilner</p>

Date	8.30-9.30	9.30-10.30	10.45-11.45	Lunch	13.00-14.00	Coffee break	14.15-16.15	Notes
29/7/2016	Registration	School visit La-Or Utis Demonstration School	School visit La-Or Utis Demonstration School		School visit (Cont.) La-Or Utis Demonstration School		Plenary speech Assoc.Prof.Dr. Prapone Jearakul Asst.Prof.Dr.Poonsap Naknaka The Training Program to equip Foreign Teachers with Required Knowledge to Apply for a Teaching License in Thailand	Master of ceremony MC: Dr.Pornchulee Lanka
30-31/7/2016	Field Trips							-
1/8/2016	School visit Pierra Navin School, Ayutthaya							-
2/8/2016	School visit Roong-Aroon School / Education Early Childhood Arsomsilp Institute of the Arts							-

Date	8.30-9.30	9.30-10.30	10.45-11.45	13.00-14.00	14.15-16.15	Notes
3/8/2016	Registration	Seminar Summary: Seminar summary on learned issues and an ASEAN early childhood education network establishment	Coffee break	Lunch		Master of ceremony MC: Dr.Chutipapha Suwankanit and Dr.Anupap Thupa-ang
			Closing Ceremony - Certificate presentation - Closing remarks			

Remarks: Welcome dinner On 21 July 2016, From 18:30 – 20:00 at the Suan Dusit Place
Dinner time From 18:30 – 20:00 at the Suan Dusit Place
Cultural heritage tours On 23-24 July 2016, and 30-31 July 2016



Skills of Early Childhood Teachers in the 21st Century

Prof. Dr. Wijarn Panich, Chairman of Mahidol University Council

Early childhood (age 0 – 8 years) development is the future of our society. Investment in early childhood development (ECD) gives highest social return. There are four major factors affecting ECD; biological factors, environmental factors, interpersonal relationships, and early experiences and relationship. Early childhood teachers should understand the factors and be able to apply the knowledge in providing positive interventions.

Early childhood education (ECE) aims at laying foundation of four attributes; physical, social, emotional and cognitive development for a lifelong learning and adaptation. Good ECE leads to productive, healthy and happy adult life as well as being a good citizen.

Recent research points out two very important foundations for successful life which are (1) strong executive function (EF) and self-regulation, and (2) growth mind-set. These two characters should be laid down during early childhood. Both parents and early childhood teacher are key persons in facilitating the development of both characters.

Human brain has more plasticity than formerly understood. At birth brain is ready of transformation by the environment or behavior. ECE can be viewed as activities facilitating brain exercise and development. ECE teachers should be able to detect children with learning disabilities and seek help from experts. There are tools being developed to do specific brain exercise to alleviate the learning disability. Some brain exercise tools are being tested to booster normal children. More evidences are needed to proof effectiveness.

A big proportion of children are borne with disadvantage. They have weak HPA circuit in the body leading to low ability to develop EF. A strong in utero and early childhood intervention system to boost EF is needed for children from low socio-economic families with maternal and family stress during pregnancy and early childhood child rearing. Their parents also have low EF. ECE teachers should have ability to work with families and other social support professions and community leaders to help poor children not only in early childhood centers or schools, but also at home by giving EF training to parents. This effort will dramatically increase quality of our population in the future.

Biodata

Professor Vicharn Panich, MD, MS, graduated from the Faculty of Medicine Siriraj Hospital, University of Medical Sciences (now Mahidol University) in 1966. After one year internship he went to further his study at the Department of Human Genetics, University of Michigan Medical School and received Master of Science in Human Genetics.

He has worked at the Hematology Division, Department of Medicine, Faculty of Medicine Siriraj Hospital for 6 years and moved to a new medical school at Prince of Songkla University, Hat Yai where he became head of the Department of Pathology, Dean of the Faculty of Medicine and Vice President of the university. He has done research on glucose-6-phosphate dehydrogenase deficiency in Thailand.

In 1993 he became the founding director of the Thailand Research Fund where he served for eight years. From 2003 to 2008 he served as founding director of Knowledge Management Institute. Now Professor Vicharn Panich is the chairman of Mahidol University Council and sits in the university council of other three universities. He serves as chairman of the board of 7 foundations and member of the board of 3 foundations.

He has written 13 books on education, 3 books on knowledge management, 3 books on research management, and 3 books on university governance, all in Thai. He regularly writes in the Gotoknow blog (in Thai) at <https://www.gotoknow.org/blog/thaiKM>, <https://www.gotoknow.org/blog/council>, and <https://www.gotoknow.org/blog/thai-politics>.



ASEAN Teachers' Standards

**Prof. Dr. Paitoon Sinlarat, Professor of Higher Education
Dean, College of Education Sciences, Dhurakij Pundit University**

ASEAN Teachers' Standards: Road to New Quality Education

I remember that three years ago I reviewed the standards of teachers on many other countries and I found that those standards were rather passive; they were not too weak, but lacked strengths or outstanding points. I would call them in Thai 'simple' or 'ordinary.' For example, most standards reviewed required teachers to have some kind of knowledge, be able to set the objectives, teach the lessons sequentially and attractively, select appropriate teaching materials, and facilitate learning. They, however, do not reflect higher quality and will not lead to higher quality education of the 21st century. In many aspects, they certainly lack focus and vision expected and would be inept to move us forward and offer challenges for the future.

For that reason, on November 6, 2013, I proposed a new paradigm on "Asean Teachers' Standards"¹, which I believe would be proactive steps forward and respond well to the new challenges. The proposed standards require that Asean teachers:

1. Have profound knowledge on teaching and subjects.
2. Know the Asean and keep up with global changes.
3. Be analytical, synthetic and creative thinkers.
4. Able to look forward, and act independently.
5. Teach children to fully grow according to their potentiality.
6. Have leadership, self-confidence and create change creatively.
7. Very strong in professional ethics and ability to convince.

¹Presented in the 1st ASEAN Teacher Education Conference on Enhancing Quality Education through Teacher Education on November 6, 2013 held by the Faculty of Education, Burapha University at the Tide Resort, Bang Saen, Thailand

Even though many people like the proposed standards (albeit remain unmoved). Under those standards, I expect that Asean teachers would be stronger, more earnest, proactive and more critical, and are ready to perform the leadership functions.

Today, however, my conviction is less strong. I am in doubt whether those seven qualities are sufficient, as the all of the changes we are experiencing are wide, fast, and deep, pervading all aspects of lives. Old traditions that have long faded somehow manage to find their ways back, and they too have changed. Besides, everything is harder to guess or predict. I would like to give a few examples to illustrate this point I have made. I wish them to invoke your intellectual reactions and further investigations. I expect you to help determine how these changes would affect our teachers.

1. In the 21st century, changes are faster, deeper, and wider; they are not the changes we have experienced, encompassing academic, economic, environmental spheres as well as the humans themselves.

2. People in this century have to deal with the new generation, known as 'Generation Alpha', which in the near future will be well-equipped and be able to do everything independently, and they will not believe anyone or will pay less attention to other people.

3. The eras of education have evolved, moving from the 1.00, 2.00, and 3.00 eras to the 4.00 era emphasizing productivity and innovations.

4. The collapse of the old globalization system and the emergence of Globalization 2 and 3

5. The rapid transition from Aseanization to New Asean, which operates on a new paradigm

6. As Capitalism has failed in many economies, we have seen the emergence of New Capitalism. Along with the new economic model, we have not fully understood what the new values and moral standards will be.

7. The practice of professional learning community (PLC) will be widespread, resulting in new educational global networks (New PLC). As a result, the role of teachers in the development of a nation will be greater. The world will be in the hands of the teachers.

8. Both teachers and parents have more roles and responsibilities to educate the children, resulting in the co-creation system, that is, all participate in the education of youths.

9. The teachers' role as leaders of the community as seen in the past will come back again. This is because society does not know who to rely on. Nobody gives the society ideas and advice, so people turn to teachers. The teachers will take an important role as experienced in Singapore and Finland.

Under the conditions and changes mentioned above, what should we educators and teachers do? If we are to teach and give knowledge to today's children and adolescents, will they listen to us? What are the new roles for the new teachers? I would like to suggest nine Asean standards for your consideration, which are:

1. Teachers must build their own knowledge, evaluate the knowledge on their own, and integrate the knowledge effectively.

2. Teachers must move away from lecturing to facilitating and to giving comments. They have to embrace the notion of teaching by not teaching, but by having the students learn independently with feedback from the teacher.

3. Encourage students to learn independently; encourage them to come up with a high-quality product or innovation. Then and only then shall the teachers assign them grades.

4. Encourage all stakeholders to see that people in all parts of the world are equal, and they need to work together. The world as a whole is more important than the sum of its part.

5. Make the students realize that we have all entered a new age known as the Post – Aseanization Age. Under this age, every country has its own agenda and has its own policy. We have to respect differences and appreciate diversity, based on the mutual benefits as ‘friends’.

6. Encourage the students to embrace the new values and moral standards and new ways of life, and new stand of right and wrong, suitable to their era. Encourage them to grow and develop based on the ethical standards and values of their own generation.

7. Every teacher must have a network that is linked to an international network. Teachers have to assume a global role, and believe that the world is in their hands and they can change the world.

8. All stakeholders, including teachers, parents, administrators, and community members, must realize that they all have the duty as co-creators of education with the best effort, developing the students based on their potential and realize that the provision of education belongs to everybody.

9. The teachers must develop themselves and become altruistic leaders. They must learn and lead with the students and work together to set the direction of education for the society and nation.

My final thought: I personally think the nine standards I have just proposed would invite a wide range of comments, which is a good thing and I myself enjoy listening to those critics and comments. Thank you very much.

Biodata

Professor. Dr. Paitoon Sinlarat is currently the Professor of Higher Education, and the Dean of Education Sciences College at Dhurakij Pundit University in Bangkok, Thailand. Since 2005, he has also been the Advisor to the Minister of Education. In 2005, he also received the National Teacher Award from the Council of University Lecturers of Thailand. Between 2001 and 2003, he also worked as the President of Thai Council of Education Deans. Prof. Dr. Sinlarat was the Dean of the Education Faculty, Chulalongkorn University, for two terms between 1999 and 2004. Besides, he was also the Chairperson of the Teacher and Education Personnel Committee, National Education Commission. In addition, Prof. Dr. Sinlarat’s interest in Education and Higher Education is also inferred in his publications, from 2000 to 2012.

In terms of educational background, Prof. Dr. Sinlarat got his first and second degrees in Secondary Education and Education Administration from Chulalongkorn University in 1967 and 1973, respectively. Then he got his Ph.D. in Higher Education from the University of Pittsburgh in 1976.

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Thailand's Community Baby-sitting System with Positive Psychology Approach (Life Assets) Strengthen the Positive Parenting in Family

Assoc. Prof. Dr. Suriyadeo Tripathi, Director of the National Institute for Child and Family Development, Mahidol University

In the old days, Thai society was metaphorically like a big warm home that all kids could rely on. But the global society in the era of globalization is experiencing rapid technological changes that are causing social immune deficiency especially in child and youth which could bring them turbulence and risky conducts. Community plays a vital role in the personal development of children and adolescents. An understanding and supportive community helps create stronger bonds between young people and their families and peers. In summary, a strong community results in improved health and well-being for all of its members, including its children and youth.

The Child and Youth Well-being Project of The National Institute for Child and Family Development, Mahidol University developed an innovative program “Community Baby-sitting System Positive Psychology Approach” which aims to strengthen communities by focusing on their children and young people; giving them a mechanism through which they can voice their priorities and concerns. To help achieve this, the program has developed two kind of strategies accordingly which are the positive psychology survey tool of the Life assets of Thai children and youth completely covers newborns to youth aged 25 years old (alpha coefficient 0.89). The tools including a questionnaire; “Life Assets Indicators with five main powers; power of self, family power, power of wisdom, power of peer and activities and power of community” which can be used as a navigator of the individual and social evaluations adolescents’ life based on their important factors in their life. The other strategies is the program developed **three stepladders approaching to build up community baby-sitting system**. **The first step** is team building combination of child and representative of adult from each of immediate environments of child to learn about the weakest assets points in children and youths’ social immunity in various areas as a power of social immunity (Life assets) so that these indicators can be developed or promoted through activities that are in accordance with their needs to develop creative activities. **The second step** is after action review (AAR) of their own creative activities by their own representative from the team function as a step of facilitator. **The Third step** is increasing capacity of the team to have their **five skills building** which contains; skill for system managing, skill

for surveillance survey and set up plan, skill for setup creative activities, skill in basic counselor for child and youth and skill for mapping their own social and environment capital for referral system.

Conclusion: Community baby-sitting system with three step ladders by using the life assets positive psychology and reinforcement process approach to build up strength of family power in their own places and their own resources become an important emergence of resiliency in child and youth to living in new digital world. Key to the program's success is that it listens and respects the opinions of children and youth in the community; placing them at the center of activities.

Key words; Life Assets, Community baby-sitting system, Positive psychology, resiliency.

Currently, in this era of globalization is experiencing rapid technological changes that are causing many societal problems. These include problems in the areas of crime and cultural deterioration. In the old days, Thai society was metaphorically full of love with endless care and understanding atmosphere with a secured place that is like a defensive fence for everyone in the community that these little lives could rely on. Nonetheless, chronicle time has altered the way lived. Life depends on the thread of competition. Villagers are individually isolated with no longer kind concerns for each other. Living youngsters now has become the victim of a cruel society and it is day by day deteriorating. While the process of wisdom stimulating and education is all for marks, morality and living skills are ignored.

Family, school and community can be counted as the important factors of child life's development. For older children and youth, peer is also an important influence part too. Among these factors, family is the strongest part to build up social immunity in all age group. To clarify protective indicators in these parts, a panel of children and youth experts which include physician, pediatrician, psychologist social worker, women association experts and many others who had their highly knowledge and experiences was convened to review the process and outcome of intervention and tool since birth to 25 years old. The panel reviewed to define index of protection in Thai life style and culture for rearing children and designed Positive Child and Youth Development in five main powers which are self (inner), family, school or folk wisdom, peer and community.

Main concept of this Positive reinforcement process indicates positive cognitive development and mindfulness factors by perception of children to all five parts (self, family, wisdom, peer, and community).

The word, "Life Asset" has been mentioned as a specific name for this positive child and youth development process. Life assets is the protective factors which combine cognitive development and mindfulness factors in self and social living lifestyle and cultural. This model development become a significant tool and process for child and youth response by their own perception of their awareness and life skill on self and social competency.

Everyone was born with a variety fundamental of life which gradually generated by love and caring of parents from prenatal state to the building blocks of parental guidance. Each life itself is automatically and gradually related by the Life Assets: nice surroundings, good atmosphere within the household, peer, professor and community. All of these factors could bring out the best in one's life both physical and mental basis. Thus, it models children's lives to be varied.

“Do children think or rethink about any actions before doing? We have surveyed and found out that the children with low life assets are at risk of every aspect: drug addiction, premarital sexual behaviors and social harassment, comparing to the group of having good life assets. Having proper power of social immunity, the children will have an ability to weigh the pros and cons. If the further questions about being able or unable to raise this kind of asset in one’s awareness, the answer is going to be yes! We can generally teach them since they are in the primary level. Rules and disciplines are being counted too. What if they don’t really have this social immunity? They might decide to do something with emotion not consideration and finally wind up with the harassment act to each other.” Dr. Suriyadeo Tripathi said.

Three Key concept of the Life Assets

1. Change thought and life change; the thought is jerked at the beginning to fill the questionnaire. The more there are survey, thinking, analysis, activities, repetition and sustainability, the more the thought is jerked till to change their life in a positive mind set.

2. Listen to echo from children; Play the role of good listener leads to the learning sharing and access to children’s hindrance and problems. Being a good listener builds up a good exit and joint creation. The results are that the children will have the cognitive and analytical skills, skills in tackling problems and hindrance constructively, and the feeling of meaningful participation. These process then provoke cognitive development in them.

3. Working on positive child and youth development systematically; all the activities deriving from the participatory team-working and the systematic working starting from planning, thinking, surveying, analyzing, working creative activities and lesson-learned together will trigger the coexistence in the society and systematic cognition.

As a matter of fact, Life Assets are truly vital. It could help improving the children’s lives, the root of the society, to have strength immunity, living among infectious surroundings. That severe attack on children is no different from the antagonists, waiting to deteriorate our nation. Concerning about the importance of children’s lives Life Assets reinforcement, have been working on the project and researches in many aspects for children and youth. The research has been conducted by considering for both social context and our cultures. Consequently, the outcome has been developed to become an index, indicating power of social immunity for children and youth and generally being named as “Life Assets” The direction of implementation was done in 3 based setting: family-based, school-based and community-based.

The Life Assets positive model survey tool of Thai children and youth (alpha coefficient 0.89) is based on indicators that form a good strategy for and easy method of having youth and their families gain a good awareness of the direction they are taking. However, with the vast differences in ages, customs, traditions, cultures, ways of life, and family social characteristics, it was necessary to adapt the Life Assets index to make it appropriate for the Thai context and able to be used to measure the Life Assets of Thai children and youth as efficiently as possible. It is characterized by indicators that show the properties for building immunity, including the internal assets of children themselves and external assets, which are composed of friends and activities, schools, families, and communities. The Life Assets index for children and youth is composed of 48 indicators divided into five large

sections power: power of self, power of family, power of wisdom learning, power of peers and activities and power of community.

The tools for children and youth evaluation of this project now have 48 indices. It is divided into 5 aspects, 5 powers and can be chronologically arranged by its importance as following;

1. **Power of Self**; it could be ranked as the first priority of the Life Assets. If there are any children who lack of this quality, they should be urgently regained and encouraged. The process will mainly deal with an emotional feeling and mental state such as training them to see their value of themselves, EQ control and solving problems with peaceful action.

2. **Power of the Family**; it is the basic drive from an intimate friendship, supporting, caring each person with love and being a good role model for them too.

3. **Power of Intelligence**; it is not limited only by education but also eagerness to learn about life's wisdom. Norms, old traditions and cultures are all simply beautiful and full of wisdom. When one realize to these facts, the feeling of hometown awareness will be raised in his mind.

4. **Power of Community**; it is the power of close relationship with neighbors, being all together with sympathy and being supported by the authority of the community.

5. **Peer Power and Creative Activity**; a useful activity with friends can make children know how to be compatible with others, how to love and care each other and how to avoid doing bad things.

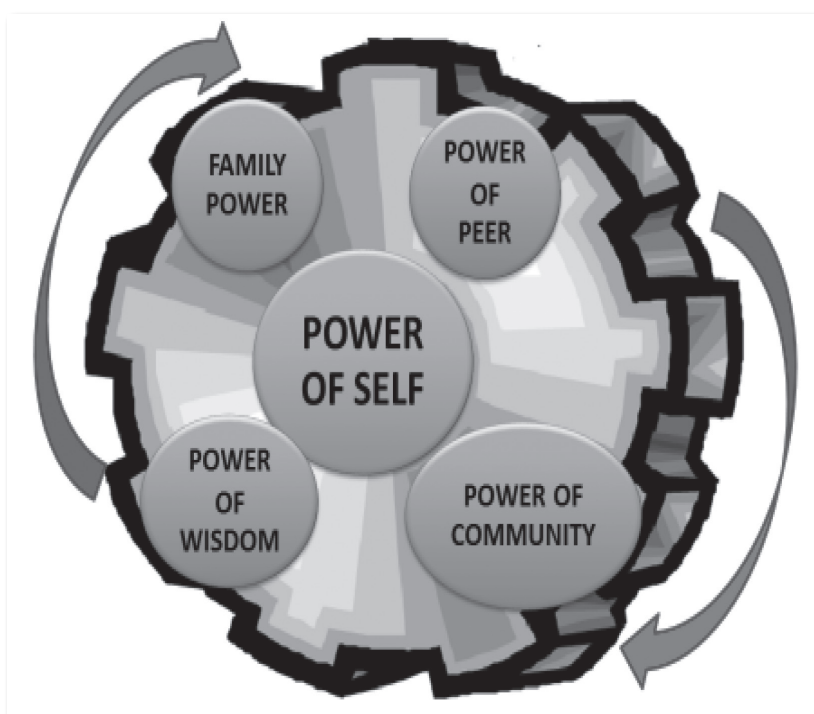


FIGURE SHOW ; A POSITIVE NAVIGATOR!!!
LIFE ASSET POSITIVE MODEL STRENGTH THE COMMUNITY

The positive model survey tool of the life assets of Thai children and youth completely covers newborns to youth aged 25 years old. According to different in development both physically and mentally, the tools and intervention were categorized in 3 area of age group; Neonate and early childhood group (birth to 6 years old), school age group (6-12 years old), adolescent and youth age group (12-25 years old) which have the same conceptual framework of Life Asset Positive Development but different in detail of indicators in accordance with age of development and maturity.

The tool is self-applicable by individuals, families and communities in order to measure the weak points in the life assets of children and youth and will aid in formulating strategies for enhancing good life assets for children, youth, families, communities and society at every level and for every nation. The purpose of the survey is to identify weak points in the life assets of children and youth. This tool is a starting point for the development of community strategies for the management of the development of work in the area of children and youth. It will also be a tool that can be used to protect children and youth from risky environments and various risk factors that arise nowadays. The results of measuring the life assets positive model indicators of children since birth to adolescents will allow us to know about the weak points in children and youths' social immunity in various areas as a power of social immunity so that these indicators can be developed or promoted through activities that are in accordance with their needs.

Thailand's Community Baby-sitting System with Positive Psychology Approach (Life Assets) Strengthen the Positive Parenting in Family with Three Step Ladder and Actions.

Community can be counted as an important factor of child life's development. A closed relationship and understanding atmosphere in the community can connect children's life with their hometown.

The first ladder's step, team building composite of child youth and adult (with proportionate 50:50) dialogue and working together for creating a creative activity for sharing in the community has to be occurred.

The second ladder's step, participate learning and action with the role of facilitator from the team building will lead to the interactive learning process.

The third-step ladder, the community's baby-sitting system will be activated with capability of system management, surveillance system as a child watch, basic counseling, referral system and skill to setup creative activities or positive child and youth development

Acknowledgement

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Biodata

Associate Professor Dr. Suriyadeo Tripathi, MD, is a pediatrician and an Adolescent Medicine expert in Thailand. Dr. Tripathi, has joined various multi-national and international societies and institutions. In addition, he was the General Secretary to the Committee of the Social Paediatrics and Adolescent Medicine Royal College, from 2006 to 2010.

Dr. Tripathi has been a member of the Society for Adolescent Health and Medicine (SAHM) since 2006. In 2011, he also received the International Regional Chapter Award from the International Regional Chapter of SAHM (Northern Hemisphere).

Dr. Tripathi has created the Life Assets Positive model (Positive youth Development) in Thailand, which has become a navigator for the community's implementation to build up programs for child and youth development in many parts of Thailand. This model was also announced by The National Council for Child and Adolescent Development Promotion, which is led by the Prime Minister, as a national plan for child and adolescent development.

Moreover, he has become the Consultant in Adolescent Health, to the Royal Thai Government and the Thai Senate's Executive Board. He was also appointed as the Representative of the International Epidemiology Association of South East Asia Region representative. His experiences in public health are demonstrated by his participation in several national programs, like Teenagers' pregnancy, Substance Abuse, Positive Youth Development (Life Assets), Family Development and etc. Since April 2010, he has been appointed as an Associate Professor in Adolescent Medicine and the Director and Dean of the National Institute for Child and Family Development, Mahidol University.



Early Childhood Education in Israel and Characteristic and Competency of Teachers in Israel

Ms. Sarah Wilner
Deputy Director of the Golda Meir MASHAV Carmel International
Training Center (MCTC), Israel

Sarah Wilner will discuss early childhood education in Israel, with particular attention to skill development among young children in the 21st century classroom. Sarah will detail the structure and function of the Department of Early Childhood Education in Israel, with an eye to regional and local variations among the different early childhood programs. She will discuss the range of educational programming available to throughout Israel and will describe the central focus of the curriculum prioritized in the Israeli education system.

During her lecture, Sarah will illustrate the role of child-centered curriculum in the kindergarten classroom to demonstrate the importance of early childhood education for development. Sarah will explain the benefit of nurturing children's capacities for multiple intelligences to encourage their development into competent adults who can succeed in the 21st century workplace.

Following her lecture, Sarah will facilitate several workshops to train participants in skill development among young children. Subject matters will include the development of creativity, critical thinking, communication, and collaboration in the classroom. Participants can look forward to hands-on learning focused on constructive group discussion.

Biodata

Sarah Wilner is currently deputy director at the Golda Meir MASHAV Carmel International Training Center (MCTC), which is a training branch of MASHAV – Israel's Agency for International Development Cooperation. Among her responsibilities as deputy director, Sarah is responsible for organizing, directing and facilitating training programs in a number of topics in early childhood education, community development and leadership in English and French. She has also given workshops and lectures in topics of early childhood education in Africa and Asia, and is responsible for a long term project in Ghana on training early childhood educators in the country. Since 2008, the MASHAV Early Childhood Education training program in Ghana has focused on building capacity for over 400 teacher trainers in Ghana who have changed the face of kindergartens in schools.

Sarah has a Bachelor's degree in psychology from McGill University and a Master's Degree in Sociology from Hebrew University in Jerusalem and is a credited group facilitator. Prior to her work at MCTC she was a special education teacher for children with learning disabilities, and worked for UNHCR in Tel Aviv, with asylum seekers in Israel. Sarah is originally from Canada and is fluent in English, French and Hebrew.



The Relationship between Attributes of Early Childhood Teachers that Conform to the Development of Young Children's Competency

Assoc. Prof. Dr. Saisuree Chutikul, Vice-Chair on Early Childhood Development

Section 1: Early childhood behavioral competencies for children aged 0-3 years old

THAILAND EARLY CHILDHOOD BEHAVIORAL COMPETENCIES (0-3 YEARS OLD)

Domain 1: Motor Development and Physical Well-Being

Sub-Domain: 1.1 Gross Motor

0-3 Months

Indicators

- 1.1.1 Move arms and legs both left and right (NB)
- 1.1.2 Turn the head or the face when lying face up or lying on the stomach (1 m)
- 1.1.3 Be able to lift the chin up slightly when lying on the stomach (1 m)
- 1.1.4 Move the head toward the sound or the origin of the sound that is further away (NB-1 m)
- 1.1.5 Be able to lift the head or neck up slightly when lying on the stomach (2 m)
- 1.1.6 Move arms widely back and forth when sitting with adults holding the body (2 m)
- 1.1.7 When lying face up and being carried up by an adult, be able to lift the neck up following the body and keep the head straight up (2 m)
- 1.1.8 Move arms and legs both sides, up and down rapidly (3 m)
- 1.1.9 Keep the head up straight without lying on adult's shoulder while being carried (3 m)

4-6 Months

Indicators

- 1.1.10 Kick two feet with full power when lying face up or being carried by an adult (4 m)
- 1.1.11 Move arms up and down very well when sitting, being held by an adult (4 m)
- 1.1.12 Be able to stretch the body to the side when sitting, being held by an adult (4 m)

- 1.1.13 Keep the head straight up and be able to turn left and right when sitting, being held by an adult (4 m)
- 1.1.14 While lying on the stomach with head straight up, be able to use both arms to support the body and lift the chin and the chest up, away from the bed or floor (4 m)
- 1.1.15 While lying face up, be able to roll to lie on her side (4 m)
- 1.1.16 When being held at the armpits, two feet can slightly support the body's weight (5 m)
- 1.1.17 While lying on the stomach, be able to roll to lie on her side (5 m)
- 1.1.18 Sit with assistance (5 m)
- 1.1.19 While lying on the stomach, be able to stretch the body and arms to grab an object that is slightly further away and bring it closer toward the body (5 m)
- 1.1.20 While lying on the stomach, be able to roll over (5 m)
- 1.1.21 While lying on the stomach, be able to push the chest up with both hands and arms and use legs and arms to push and drag the body forward (start to creep) (5 m)
- 1.1.22 While lying face up, be able to roll over (6 m)
- 1.1.23 Sit without assistance for a short while and use hands to support the body (6 m)
- 1.1.24 Be able to push the chest up with both hands while lying on the stomach (6 m)
- 1.1.25 Stand with two legs supporting the body's weight with an adult holding both hands (6 m)

7-9 Months

Indicators

- 1.1.26 Push the body up to the crawling position by arms and knees, may rock the body front and back (8 m)
- 1.1.27 Start to crawl by lifting hands and legs alternately, moving in circles or on a flat floor toward the destination (8 m)
- 1.1.28 Support the body well without assistance while sitting with straight back, be able to reach out to grab an object or hold objects in each hand (8 m)
- 1.1.29 Use hands to hold on to something to pull the body up from sitting position but not so stable and with legs slightly spread out (9 m)
- 1.1.30 Pull the body up on his or her knees from sitting position (while holding on to the bed or the mother) (9 m)

10-12 Months

Indicators

- 1.1.31 Get up from lying down position (10 m)
- 1.1.32 Hold on to an adult and walk around a chair or a table for 3-4 steps (11 m)
- 1.1.33 Walk while holding adults' hands with both hands (11 m)
- 1.1.34 Stand without assistance for 2 seconds (12 m)

13-18 Months

Indicators

- 1.1.35 Stand without assistance for at least 5 seconds (13 m)
- 1.1.36 Walk for 2-3 steps from one place to another (from a table or a person) (13 m)
- 1.1.37 Squat and stand up without assistance (14 m)
- 1.1.38 Squat from standing position (15 m)
- 1.1.39 Stand up from a chair skillfully (15 m)
- 1.1.40 Crawl up the stairs for 2-3 levels without assistance (15 m)
- 1.1.41 Walk backward, but not very well, for 2-3 steps (17 m)
- 1.1.42 Bend down to pick up an object from the floor and stand up without falling down (18 m)
- 1.1.43 Walk forwards skillfully for 10 steps (18 m)
- 1.1.44 Walk while dragging a toy by a rope (18 m)
- 1.1.45 Walk rapidly like running (18 m)
- 1.1.46 Move the body backward from a bed, a small chair, or from an 1-level raised platform (18 m)

19-24 Months

Indicators

- 1.1.47 Step over a low obstacle (19 m)
- 1.1.48 Be able to run, but not very well, with arms and legs spreading out for balance (20 m)
- 1.1.49 Walk and stop without falling down (20 m)
- 1.1.50 Walk, stop, and turn around when called (24 m)
- 1.1.51 Walk upstairs while holding to a stair rail with one hand and holding an adult's hand with the other hand, each step with two feet on each stair (24 m)
- 1.1.52 Kick a big, light-weight ball without falling down (24 m)
- 1.1.53 Throw a big ball with both hands (24 m)
- 1.1.54 Run skillfully (24 m)

25-36 Months

Indicators

- 1.1.55 Walk with rhythm 1-2 for 4 consecutive series (25 m)
- 1.1.56 Change positions from sitting to standing up to walking skillfully (25 m)
- 1.1.57 Walk avoiding obstacles e.g. tables, chairs (30 m)
- 1.1.58 Run and stop instantly without falling down (30 m)
- 1.1.59 Jump, not so steadily, with both legs at the same position (30 m)
- 1.1.60 Jump with both legs from a platform or the last step of stairs while holding one hand with an adult (30 m)
- 1.1.61 Tip-toe for 2-3 steps (30 m)
- 1.1.62 Walk between two parallel lines, 1 foot wide and 1 1/2 meters long (30 m)
- 1.1.63 Walk backward for 3-5 steps skillfully (30 m)

- 1.1.64 Walk upstairs by herself, holding a stair rail, each step with two feet on one level of stairs (30 m)
- 1.1.65 Walk upstairs, alternating feet, holding a stair rail with one hand and holding an adult's hand with the other hand (33 m)
- 1.1.66 Jump with two legs from a platform or the last step of stairs without assistance (33 m)
- 1.1.67 Walk upstairs, alternating feet, by himself/herself, holding a stair rail (36 m)
- 1.1.68 Stand on one foot for 3 seconds (36 m)
- 1.1.69 Ride a tricycle (by observation) (36 m)
- 1.1.70 Throw a big ball into the basket 1 meter away (36 m)

SUB-DOMAIN: 1.2 Fine Motor

0-3 Months

Indicators

- 1.2.1 Fix the eyes to an object (NB-1 m)
- 1.2.2 Make a fist or hold an adult's finger (reflex) (a child's right palm) (2 m)
- 1.2.3 Make a fist or hold an adult's finger (reflex) (a child's left palm) (2 m)
- 1.2.4 Make a fist or hold an adult's finger (touch the back of a child's left hand) (2 m)
- 1.2.5 Make a fist or hold an adult's finger (touch the back of a child's right hand) (2 m)
- 1.2.6 Look at an object moving across the center of the body at eye level while lying face up (2 m)
- 1.2.7 Both eyes move together while looking (2 m)
- 1.2.8 Make a fist and then loosen it (3 m)
- 1.2.9 Hold an object in a fist for a period of time (3 m)
- 1.2.10 Look at an object moving across the center of the body from left to right, up and down while lying face up (3 m)

4-6 Months

Indicators

- 1.2.11 Hold an object which is put in or near the hands with both hands (4 m)
- 1.2.12 Play with her fingers (4 m)
- 1.2.13 Put her hands or fingers in the mouth (4 m)
- 1.2.14 Follow the object with her eyes 180 degrees (4 m)
- 1.2.15 Grab the object by herself and catch it with both hands (5 m)
- 1.2.16 Put an object in the mouth (5 m)
- 1.2.17 Bite an object (teething) (5 m)
- 1.2.18 Hold an object with one hand (6 m)
- 1.2.19 Change an object from one hand to the other (6 m)
- 1.2.20 Put her foot in a mouth (6 m)

7-9 Months

Indicators

- 1.2.21 Reach for an object seen or desired with a thumb and other fingers (with the help of the palm) (7 m)
- 1.2.22 Look around the surroundings with purposes (7 m)
- 1.2.23 Follow a falling object with the eyes (8 m)
- 1.2.24 Hold objects, one in each hand, and tap them together (9 m)
- 1.2.25 Shake a toy skillfully (8 m)
- 1.2.26 Use a finger to touch and move small objects (8 m)
- 1.2.27 Hold objects, one in each hand for a period of time (9 m)
- 1.2.28 Use a thumb, an index finger, a middle finger together to pick up a small object (9 m)

10-12 Months

Indicators

- 1.2.29 Pick small objects with tips of a thumb and an index finger together (10 m)
- 1.2.30 Pick an object from a container (11 m)
- 1.2.31 Put an object in a bowl (12 m)

13-18 Months

Indicators

- 1.2.32 Push, pull, or twist objects with fingers (13 m)
- 1.2.33 Point to a desired object (13 m)
- 1.2.34 Hold two objects in one hand (14 m)
- 1.2.35 Open the lid of a box (15 m)
- 1.2.36 Pick up an object from a box with fingers (15 m)

25-36 Months

Indicators

- 1.2.37 Use a dominant hand (left or right) to draw a line (30 m)
- 1.2.38 Flex a thumb up and down according to an example (36 m)
- 1.2.39 Move a thumb to the left and right according to an example (36 m)

SUB-DOMAIN: 1.3 Personal Care

4-6 Months

Indicators

- 1.3.1 Chew and swallow finely grinded food (6 m)

7-9 Months

Indicators

- 1.3.2 Show an appetite for food (7 m)
- 1.3.3 Chew and swallow coarsely grinded food (8 m)

10-12 Months

Indicators

- 1.3.4 Feed herself by using fingers (12 m)
- 1.3.5 Chew small pieces of soft food (12 m)
- 1.3.6 Hold a drinking cup and drink from a cup with assistance (12 m)

13-15 Months

Indicators

- 1.3.7 Cooperate in dressing up by lifting hands and legs when putting on and taking off clothes (13 m)
- 1.3.8 Hold a drinking cup and drink by herself with some spilling (15 m)

16-18 Months

Indicators

- 1.3.9 Drink from a cup by herself (18 m)
- 1.3.10 Imitate easy gestures of household chores e.g. sweeping, mopping, or tidying things up (18 m)
- 1.3.11 Use spoon to eat with some spilling (18 m)

19-24 Months

Indicators

- 1.3.12 Use spoon to eat with very little spilling (21 m)
- 1.3.13 Put on sandals by herself (22 m)
- 1.3.14 Express with body gestures when needing to urinate (24 m)
- 1.3.15 Express with body gestures when needing to have a bowel movement (24 m)
- 1.3.16 Take off an elastic waist shorts (24 m)
- 1.3.17 Wash hands and wipe them dry with adult's assistance (24 m)

25-36 Months

Indicators

- 1.3.18 Put on button-front shirt and shorts with assistance (30 m)
- 1.3.19 Brush teeth with adult's assistance (30 m)
- 1.3.20 Express with words when needing to urinate (30 m)
- 1.3.21 Express with words when needing to have a bowel movement (30 m)
- 1.3.22 Take pants off before going to the toilet (36 m)
- 1.3.23 Turn the water on by herself (36 m)
- 1.3.24 Express a sign of sleepiness (36 m)

DOMAIN 2: PERCEPTION AND LEARNING DEVELOPMENT

0-3 Months

Indicators

- 2.1 Look at the face of the person holding her about 9-10 inches away (NB)
- 2.2 Turn the face to follow her mother's (father's or familiar person's) voice nearby (NB-1 m)
- 2.3 Turn left and right to look at the surroundings (1-2 m)

4-6 Months

Indicators

- 2.4 Express interest in people by looking in the eyes, staring, looking at another person's mouth speaking to her, expressing some gestures, and talking (4 m)
- 2.5 Express interest in lights, toys, hands, fingers, hair, glasses, or earrings of the person playing with her by looking or reaching to touch (5 m)
- 2.6 Use hands to swing, push or hit toys including tapping on the table or tapping objects together (4 m)
- 2.7 Is interested in looking at herself in a mirror (and plays with the reflection by tapping on the mirror, putting the face on the mirror, or expressing other gestures) (6 m)
- 2.8 Start to play or "look at" each toy for a longer period of 20-30 seconds (6 m)
- 2.9 Remember his/her father, mother, or familiar persons by expressing gestures e.g. smiling, making noise, satisfying gestures, or opening arms (6 m)
- 2.10 Pay attention to new motives e.g. new toys or want to touch objects nearby (e.g. a spoon on the table, a placemat, a rope, a side pillow, a color paper, paper that makes different sounds) (6 m)
- 2.11 Play with saliva (6 m)

7-9 Months

Indicators

- 2.12 Look at pictures with parents, hold a book, help turning pages (8 m)
- 2.13 Express gestures when not wanting or not cooperating (not including eating) (8 m)
- 2.14 Search for partially-hidden objects and try to remove the cover to pick up that object (9 m)
- 2.15 Pick up an object when requested (9 m)

10-12 Months

Indicators

- 2.16 Search for a toy hidden under a piece of cloth (10 m)
- 2.17 Look for a falling object nearby when hearing the sound but not necessarily be able to find it (10 m)
- 2.18 Imitate facial expressions e.g. sticking out a tongue, kissing (11 m)
- 2.19 Look for a person or familiar animals when hearing the names (12 m)

13-15 Months

Indicators

- 2.20 Stack up two wooden blocks (15 m)

16-18 Months

Indicators

- 2.21 Scribble (17 m)
- 2.22 Turn pages of a book one at a time (18 m)
- 2.23 Build up four wooden blocks (18 m)
- 2.24 Search for hidden objects in more complicated ways (e.g. move an object twice) (18 m)
- 2.25 Turn the light switch on and off and understand the cause and effect of his/her doing (18 m)
- 2.26 Turn the remote control on and off and understand it is to turn the television or radio on and off (18 m)

19-24 Months

Indicators

- 2.27 Imitate building wooden blocks in a 4-piece row (19 m)
- 2.28 Know how to pour water from a narrow-mouth bottle that he/she cannot put his/her hand in (19 m)
- 2.29 Imitate pouring water from a narrow-mouth bottle that he/she cannot put his/her hand in (19 m)
- 2.30 String 5 big beads (22 m)
- 2.31 Imitate stringing 5 big beads (22 m)
- 2.32 Draw a vertical line as example but not so straight (22 m)
- 2.33 Stick pins on a board (22 m)
- 2.34 Express interest, explore, experiment, use his/her imagination with toys by touching, testing, building, constructing, disassembling, knocking down e.g. wooden blocks, dolls (22 m)
- 2.35 Listen to songs and express interest, might sing along with familiar tunes (22 m)
- 2.36 Use simple household supplies according to their functions in daily life (24 m)
- 2.37 Sing a simple song not necessarily with all correct words (24 m)
- 2.38 Imitate building wooden blocks in a 6-piece row (24 m)
- 2.39 Match the same color (from 3 choices to an example) (24 m)
- 2.40 Match the same shape (circles) (from 3 choices to an example) (24 m)
- 2.41 Match same pictures (making 2 pairs from 4 choices) (24 m)
- 2.42 Express intended or unintended behaviors for adults' attention (e.g. play with breakable objects, going near hot stove) (24 m)

25-36 Months

Indicators

- 2.43 Use household supplies according to their functions in more complicate daily routine e.g. broom for sweeping, umbrella for protecting from sunlight or rain, etc.) (30 m)
- 2.44 Draw pictures or scribble (not necessary with meanings) and be able to explain (30 m)
- 2.45 Understand more about reasoning e.g. sweeping the house so it is clean, washing hands so they are clean (36 m)
- 2.46 Understand sequences of incidents and what to do first and later (36 m)
- 2.47 Understand “future” and what to happen next (36 m)
- 2.48 Understand “near” and “far” (36 m)
- 2.49 Understand “up” and “down” (36 m)
- 2.50 Be able to turn the bottle cap (36 m)
- 2.51 Copy a vertical line from example (prepared example) (36 m)
- 2.52 Copy a cross from example (prepared example) (36 m)
- 2.53 Copy a circle from example (prepared example) (36 m)
- 2.54 Imitate drawing a vertical line (prepared example) (36 m)
- 2.55 Imitate drawing a cross (prepared example) (36 m)
- 2.56 Imitate drawing a circle (prepared example) (36 m)
- 2.57 Match 3 pairs of same colors (36 m)
- 2.58 Match 3 pairs of same pictures (36 m)
- 2.59 Draw a line in a v-shape box, 2 centimeters apart (36 m)
- 2.60 Match 2 pairs of objects of the same category (36 m)
- 2.61 Be able to tell where to keep shoes when arriving home (36 m)
- 2.62 Point to wooden block piles when asked which pile has one piece and which has many pieces (36 m)
- 2.63 Pick up one object as requested (36 m)
- 2.64 Pick up two objects as requested (36 m)
- 2.65 Pick up three objects as requested (36 m)
- 2.66 Complete 4-piece jigsaw puzzles (36 m)
- 2.67 Complete 6-piece jigsaw puzzles (36 m)
- 2.68 Be able to explain characteristics of objects using adjectives e.g. this red ball is hard (36 m)

DOMAIN 3: LANGUAGE DEVELOPMENT AND COMPREHENSION

0-3 Months

Indicators

- 3.1 Respond to the bell (NB)
- 3.2 Make noise from the throat e.g. “eu,” “au” (2 m)
- 3.3 Make “oo” and “aa” sound (3 m)
- 3.4 Laugh loudly (in good mood) (3 m)

4-6 Months

Indicators

- 3.5 Turn and look for the sound source (5 m)
- 3.6 Make noise from the throat or make low and high noise, wanting to talk (5 m)
- 3.7 Make noise to respond to another speaker and start to talk e.g. “a-gue” (5 m)
- 3.8 Imitate other persons’ voice (6 m)

7-9 Months

Indicators

- 3.9 Make one-syllable “b” sound by lips (7 m)
- 3.10 Make one-syllable “p” sound by lips (9 m)
- 3.11 Move the mouth and face to express the desire to communicate something (9 m)
- 3.12 Clap (9 m)
- 3.13 Make other more complex sound e.g. sound from playing with the tongue (9 m)

10-12 Months

Indicators

- 3.14 Imitate some words almost correctly (10 m)
- 3.15 Say, one word at a time, more clearly and comprehensible e.g. no, go, mom, eat (11 m)
- 3.16 Use gestures or sound for attention or express what he/she wants (10 m)
- 3.17 Respond to rhythm and songs (11 m)
- 3.18 Stop when hearing warning voice (12 m)
- 3.19 Point to one body organ of another person (12 m)
- 3.20 Imitate low and high voice of adults (12 m)
- 3.21 Turn when called his/her name (12 m)

13-15 Months

Indicators

- 3.22 Do as told with simple words of daily routines without examples (13 m)
- 3.23 Call names of objects used in daily life correctly (2 from 3 objects) (15 m)
- 3.24 Use words to express wants or denials e.g. no, go, or want or does not want (15 m)
- 3.25 Imitate words heard repeatedly or the last word of sentences (15 m)

16-18 Months

Indicators

- 3.26 Point to 2 of his/her body organs (18 m)
- 3.27 Say at least 10 comprehensible words (18 m)
- 3.28 Pick 2 of 4 pictures of animals correctly when told (18 m)
- 3.29 Pick 2 of 4 pictures of objects correctly when told (18 m)
- 3.30 Pick an object one by one correctly when told (18 m)

19-24 Months

Indicators

- 3.31 Say 2 comprehensible words consecutively e.g. eat bread (19 m)
- 3.32 Tell his/her name correctly (first or nickname) (22 m)
- 3.33 Be able to tell the name of the object desired (22 m)
- 3.34 Eager to listen to simple, short stories (22 m)
- 3.35 Communicate with familiar persons in a comprehensible way (24 m)
- 3.36 Call 6 names of objects correctly (24 m)
- 3.37 Point to 4 of his/her body organs (24 m)

25-36 Months

Indicators

- 3.38 Be able to ask what the object is (unknown object) (25 m)
- 3.39 Make a conversation with short sentences (questioned the parents or caretakers) (30 m)
- 3.40 Communicate how he/she feels e.g. hungry, delicious, hot, cold, sleepy or fun (30 m)
- 3.41 Call 10 names of household objects or in his/her surroundings (30 m)
- 3.42 Call a person's name (whoever) (30 m)
- 3.43 Imitate animals' sound (e.g. the dog barking, the voice of a hen, etc.) (30 m)
- 3.44 Follow orders (express the understanding of meanings of words e.g. sit, stand up, walk, run, jump, clap) (30 m)
- 3.45 Call names of 3 primary colors (use prepared color blocks) (30 m)
- 3.46 Call and point to 10 of his/her body organs (36 m)
- 3.47 Listen to short stories and be able to answer short questions (testing by telling them stories) (36 m)
- 3.48 Be able to call names of objects touched (36 m)
- 3.49 Concentrate on a story book for 2 minutes (36 m)
- 3.50 Observe and start to ask questions about things in his/her surroundings by using why e.g. why do we have to water the plants?, why do we have to turn the fan on?, why are the leaves green?, etc. (36 m)

DOMAIN 4: EMOTIONAL AND SOCIAL DEVELOPMENT

0-3 Months

Indicators

- 4.1 Smile to respond to something (NB-1 m)
- 4.2 Stop crying when picked up (1 m)
- 4.3 Smile when seeing familiar faces (2 m)
- 4.4 Express feelings of like, dislike, irritated or unsatisfied (2 m)

4-6 Months

Indicators

- 4.5 Express feeling when scared e.g. turning face, crouching the body, etc. (4 m)
- 4.6 Shake the body or make high or low sound when excited (questioned the parents or caretakers) (4 m)
- 4.7 Make whining or dissatisfying sound in the throat when displeased (5 m)
- 4.8 Laugh periodically when playing with favorite persons (5 m)
- 4.9 Express feeling of distrust with strangers e.g. not wanting to be picked up, turning face away, making uncomfortable face when strangers talking to him/her (6 m)
- 4.10 Spreading arms out, prepared to be picked up by familiar persons (6 m)
- 4.11 Express good mood and does not cry e.g. when waking up (6 m)

7-9 Months

Indicators

- 4.12 Play pee-ka-boos (7 m)
- 4.13 Change face expression responding to gentle face expression or voice (9 m)
- 4.14 Change face expression responding to angry, warning, scolding voice of adults (9 m)
- 4.15 Play with toys alone for a short period of time (9 m)

10-12 Months

Indicators

- 4.16 Express displeased gestures or tantrum, cry, or tap, hit, or throw objects when not satisfied (12 m)
- 4.17 Have a tantrum or cry when does not want something (12 m)
- 4.18 Express some behaviors to draw attention from adults e.g. making different voices (12 m)

13-15 Months

Indicators

- 4.19 Put the toy on an adult's open palms (14 m)

16-18 Months

Indicators

- 4.20 Open his/her palm for objects and say thank you (18 m)
- 4.21 Know how to greet e.g. good-bye by waving hands, kissing hand good-bye (18 m)
- 4.22 Say no by gestures or words (18 m)
- 4.23 Express happiness after accomplish a task e.g. picking up some object, being able to jump, running and reaching the destination, getting an attention, or being praised e.g. clapping hands, laughing, jumping, running toward adults (18 m)
- 4.24 Express interest by approaching other children while playing or stare at other children or want to play with them (18 m)

19-24 Months

Indicators

- 4.25 Ask for caretakers' attention e.g. calling to play with, calling to come and look, calling when needing assistance (22 m)
- 4.26 Like to observe older children's behaviors (22 m)
- 4.27 Be separated from his/her mother for about 5 minutes without crying (in familiar place) (24 m)

25-36 Months

Indicators

- 4.28 Express control or order other persons when playing or wanting (25 m)
- 4.29 Be able to tell when wanting something e.g. wanting to drink milk or wanting to play, and tell other persons to do what he/she wants (25 m)
- 4.30 Imitate the adults e.g. talking on the phone, cooking, turning the stereo on and off, turning the lights on and off (25 m)
- 4.31 Express ownership of his/her belongings (25 m)
- 4.32 Talk with familiar people or friends at the same age (30 m)
- 4.33 Learn to wait for 1-3 minutes (36 m)
- 4.34 Be able to tell if he/she is a girl or a boy (36 m)
- 4.35 Talk about his/her experiences (36 m)

Section 2: Early childhood behavioral competencies for children, aged 3-5 years old Thailand early childhood behavioral competencies (3-4-5 years old)

Domain 1: Motor Development and Physical Well-Being

Sub-domain: 1.1 Motor Skill Development

Area: 1.1.1 Gross Motor

Competency: Children demonstrate strength and coordination of movements using large muscles.

Indicators

- 1. Run steadily and stop by themselves (3)
- 2. Jump on two feet at the same spot (3)
- 3. Walk around the circumference of a 2-meter diameter circle (3)
- 4. Run around the circumference of a 2-meter diameter circle (3)
- 5. Walk upstairs with alternate foot (3)
- 6. Throw a ball forward with some accuracy (3)
- 7. Kick a ball forward into a designated space (3)
- 8. Jump on two feet over a small object steadily (3)
- 9. Balance on one foot for approximately 3 seconds (3)
- 10. Walk forward step by step, toe to heel, in a straight line without open arms (4)
- 11. Climb outdoor play equipment (4)
- 12. Walk downstairs with alternate foot (4)
- 13. Jump on one foot at the same spot (4)

14. Hop continuously forward on one foot (4)
15. Skip or Gallop (5)
16. Walk backward step by step, toe to heel, in a straight line without open arms (5)

Area: 1.1.2 Fine Motor

Competency: Children demonstrate strength and coordination of movements using small muscles.

Indicators

17. Hold a pencil or other writing equipment properly for writing (3)
18. Draw a circle following the demonstration (3)
19. Draw a circle from an example (3)
20. Draw a human body with at least 3 parts (3)
21. Hold and use a pair of safety scissors to cut paper (3)
22. Stick big pins in 1-2 designated areas (3)
23. String 1-cm diameter beads (3)
24. Draw a rectangle following the demonstration (4)
25. Draw a rectangle from an example (4)
26. Draw a human body with 5 parts (4)
27. Use a pair of small scissors to cut a 6-inch line on paper continuously (4)
28. Fold paper into simple shapes with adults' assistance (4)
29. Tie a single knot of cotton rope (4)
30. Untie a double knot of cotton rope (5)
31. Draw a triangle following the demonstration (5)
32. Draw a diamond following the demonstration (5)
33. Draw a triangle from the example (5)
34. Draw a diamond from the example (5)
35. Draw a human body with 6 parts (5)
36. Draw a human body with 10 parts (5)
37. Use a pair of scissors to cut along the curve line or simple shapes (5)
38. Fold paper into simple shapes without assistance (5)

Area: 1.1.3 Sensorimotor

Competency: Children are able to use their senses (e.g.: sight, hearing, touch etc.) to guide their movement.

Indicators

39. Crouch while jumping down from the last step of the stairs (3)
40. Run around a table without bumping it (3)
41. Crawl through a tunnel or under a table without bumping it (3)
42. Pour water from a bottle into a cup or a water bowl without spilling (3)
43. Arrange 3 pieces of objects on top of each other to form different shapes as samples or to form a bridge (3)
44. Catch an 8-inch diameter ball thrown from 2-meter distance with 2 hands (3)

45. Walk while holding a two-third-full glass of water from one side of a room to an other for a distance of approximately 4 meters without spilling (3)
46. Receive a two-third-full glass of water and pass it to a friend without spilling (3)
47. Catch an 8-inch diameter ball bouncing from a floor with 2 hands (4)
48. Move their body to an agreed-upon movement according to a vocal signal made by adults without seeing a vocal source (4)
49. Arrange 6 pieces of objects on top of each other for 3 stories as stairs to form different shapes as examples (4)
50. Move their body continuously to 2 agreed-upon movements according to 2 vocal signals made by adults (4)
51. Arrange 10 pieces of objects on top of each other for 4 stories as stairs to form different shapes as examples (5)

Sub-domain: 1.2 Physical Well-Being

Area: 1.2.1 Nutrition

Competency: Children eat a variety of nutritious and safe food.

Indicators

52. Eat a variety of nutritious food in 5 food groups and drink enough water according to adults' guidance (3)
53. Participate in a preparation of nutritious food (e.g. nipping vegetables, beating eggs) (4)
54. Be able to separate audible from inaudible objects (4)
55. Be able to identify which food is not healthy (5)
56. Use serving spoons (5)

Area: 1.2.2 Physical Fitness

Competency: Children demonstrate physical strength and endurance.

Indicators

57. Participate in activities to develop motor skills continuously for at least 10-15 minutes, 2-3 times a day (3)
58. Have enough sleep and wake up in the morning refreshed, ready for various activities (3)
59. Not be drowsy during daytime except napping time (3)
60. Engage in unstructured or organized physical activities continuously for a total of 60 minutes each day for at least 15 minutes each time e.g. running, dancing, bicycling, sports activities (3)
61. Be able to carry an 1-kg object in a short distance (3)
62. Have enough energy for various skill training in a day (3)
63. Persuade friends to participate in activities with movements (3)
64. Run continuously for 400-500 meters (5)

Area: 1.2.3 Safety

Competency: Children express understanding of safety.

Indicators

65. Play safely according to adults' guidance (3)
66. Not to play in the water alone e.g. bathtub, swimming pool (3)
67. Know how to use their eyesight properly and avoid using their eyesight in too bright or too dark environment e.g. not to read in bright sunlight or in a place without enough light, not to watch TV or use computer too close to the screen and for too long, not to read in the moving car (3)
68. Hold sharp or pointed objects properly and not to run while holding them e.g. scissors, meatball sticks, sharp pencils (3)
69. Not to go with strangers (3)
70. Know who to contact for help/assistance (3)
71. Be able to identify which situation is dangerous and not to play in a place at risk (4)
72. Tell adults or warn friends when seeing dangerous situations (4)
73. Be able to identify which object or activity is dangerous (5)
74. Be able to understand signals and signs for danger and safety (5)
75. Know how to cross the road safely, cross only when with adults, and not to cross the road alone (5)
76. Be able to tell emergency phone numbers (5)
77. Know where their own house is situated (5)
78. Know how to act safely while traveling (5)

Area: 1.2.4 Autonomy and Personal Care

Competency: Children demonstrate autonomy in daily living.

Indicators

79. Brush their teeth with adults' assistance (3)

Domain 2: Social Development

Sub-domain: 2.1 Interaction with Adults

Competency: Children interact with adults with appropriate social skills.

Indicators

102. Greet, talk, ask and answer questions with adults' assistance (3)
103. Approach adults for assistance (3)
104. Do things to please adults (3)
105. Be confident in communicating with adults other than mother and father e.g. teachers, doctors (3)
106. Interact with adults appropriately and respectfully (3)
107. Occasionally help adults with household chores (3)
108. Not to act aggressively with adults (3)
109. Be able to adjust tones and volume of their speech depending on situations with adults' guidance (3)

- 110. Pay attention to others during a conversation (3)
- 111. Take turns talking and listening in conversation groups (3)
- 112. Use gentle words and tones (3)
- 113. Greet, talk, ask and answer questions with adults by themselves (4)
- 114. Ask adults to play with them (4)
- 115. Negotiate and compromise with adults when conflict arises (4)
- 116. Offer assistance to adults (4)
- 117. Participate in decision-making with adults or express their opinion in various subjects (4)
- 118. Be able to adjust tones and volume of their speech depending on situations (4)
- 119. Recite a message from one person to another accurately (4)

Sub-domain: 2.2 Interaction with Peers

Competency: Children demonstrate positive social skills with peers.

Indicators

- 120. Express interest in other children (3)
- 121. Talk and play with other children (3)
- 122. Participate in group activities (3)
- 123. Play freely with two or more children (3)
- 124. Not to express aggressive behavior to their friends (3)
- 125. Accept their friends' help (3)
- 126. Be able to tell at least one of their friends' names (3)
- 127. Accept rules and regulations when playing with friends (3)
- 128. Build continuous relationships with friends e.g. missing their friends, waiting for their friends come and play with, keeping food/objects for their friends(4)
- 129. Listen and express opinions with their friends (4)
- 130. Offer help to their friends (4)
- 131. Participate in group activities until the end (4)
- 132. Be able to negotiate or compromise with their friends when conflict arises (4)
- 133. Ask a friend to come and play in a specified area (5)

Sub-domain: 2.3 Adaptive Social Behavior

Competency: Children demonstrate awareness of their own behavior and its effect on other people and environment.

Indicators

- 134. Share and take turns playing with friends with adults' assistance and guidance (3)
- 135. Be able to experiment new challenging things when facing new environment (3)
- 136. Ask about consequences of their behavior e.g. if I raise my voice, why are people upset? (4)
- 137. Adjust their roles appropriately in different situations (4)
- 138. Ask to participate in on-going group activities (4)
- 139. Console a friend when he/she gets hurt or upset (4)
- 140. Behave according to simple rules and social orders in their family/school/community (4)

- 141. Use appropriate gestures and language when conflict arises in their group (4)
- 142. Describe other children's positive behavior (5)
- 143. Describe how their behavior effects other people's feelings and behavior (5)

Sub-domain: 2.4 Appreciating Diversity

Competency: Children recognize, appreciate, and respect similarities and differences in people of diversity.

Indicators

- 144. Imitate and admire different cultures and ways of living (3)
- 145. Show respect for every person from all social/economic/cultural statuses (3)
- 146. Describe similarities and differences in each person (5)
- 147. Be able to play with children of diversity in languages, races, ethnic groups, economic/social background, physical or other disadvantages (5)
- 148. Describe differences in each person's abilities (5)
- 149. Ask about similarities and differences between persons e.g. why do I look like mom? (5)
- 150. Ask about vocabulary, ways of living, or characteristics of different groups of people (5)
- 151. Ask or express opinions about fairness among friends in their group (5)
- 152. Be able to describe that each person has preferences in different matters (5)

Domain 3: Emotional Development

Sub-domain: 3.1 Self Concept

Competency: Children are able to perceive themselves as unique individuals and demonstrate awareness of preference.

Indicators

- 153. Express gestures or talk about love and relationships with father/mother or person close to them (3)
- 154. Describe their own preferences in different objects and/or activities (4)
- 155. Describe their own negative or positive feelings toward objects, persons, or situations (4)
- 156. Describe their own feelings toward certain incidents/events (4)
- 157. Describe feelings or express gestures of attachment to their own possession (4)
- 158. Describe their own physical characteristics (5)
- 159. Describe feelings or express behavior of worry or concern for some incidents (5)

Sub-domain: 3.2 Emotional Self-Control

Competency: Children follow rules and daily routine and demonstrate appropriate level of emotional control.

Indicators

- 160. Control their emotions toward unsatisfied situations/incidents or when doing difficult tasks with adults' assistance (3)
- 161. Not to express fear or worry toward situations or objects that they should not be afraid of with adults' assistance (3)

- 162. Not to express fear or worry toward situations or objects that they should not be afraid of without adults' assistance (washing hair, seeing doctor, being in the dark) (3)
- 163. Not to express close relationship with strangers, given advice/reasons from adults (3)
- 164. Not to express close relationship with strangers (3)
- 165. Not to express too irritated emotion when doing difficult activities with adults' assistance (3)
- 166. Not to express too irritated emotion when doing difficult activities (3)
- 167. Not to express too much anger or dissatisfaction (3)
- 168. Be able to partly suppress negative emotions when advised by adults (3)

Sub-domain: 3.3 Self-Efficacy

Competency: Children demonstrate belief in their abilities.

Indicators

- 169. Express happiness by gestures or words when finishing tasks (3)
- 170. Show their work to others so they feel good and know they are capable of doing it (3)
- 171. Do new activities to show their capabilities (3)
- 172. Express satisfaction when able to accomplish desired activities (3)
- 173. Volunteer to do activities to show their capabilities (4)
- 174. Able to describe about what they are capable of (4)

Domain 4: Cognitive Development

Sub-domain: 4.1 Memory

Competency: Children demonstrate basic memory skills.

Indicators

- 175. Sing a song to the end (3)
- 176. Recite rhymes or short poems (3)
- 177. Name a day in a week (4)
- 178. Listen to a story and be able to briefly retell it (4)
- 179. Be able to tell what they have done at school (4)
- 180. Hum familiar tunes (5)
- 181. Name days in a week in right order (5)
- 182. Name months in a year (not necessarily every month or in right order) (5)
- 183. Tell their home telephone numbers (5)
- 184. Listen to a story and be able to retell it in details (5)
- 185. Be able to tell what they have done the day before (at school or at home) (5)

Sub-domain: 4.2 Concept Formation

Competency: Children demonstrate understanding about time, space, positioning, characteristic etc., including grouping objects in the environment

Indicators

- 186. Ask "what" and "where" (4)
- 187. Be able to tell the time of the day accurately (e.g. morning, noon, night) (4)

188. Be able to describe the basic features or characteristics of objects (e.g. hot, long, heavy, big, rough, dry) (5)
189. Be able to identify the position of the object if it is at their right or left (5)
190. Be able to identify the position of the object if it is at the other person's right or left (two persons facing each other) (5)
191. Be able to use words "yesterday", "today", "tomorrow" correctly (5)
192. Be able to name human beings, animals, objects, plants (e.g. children, adults, elderlies; pets, wild animals; vegetables, fruits) (5)
193. Be able to draw a map from home to school or draw a plan of their classroom/ bedroom (5)

Sub-domain: 4.3 Logic and Reasoning

Competency: Children demonstrate understanding of reasoning.

Indicators

194. Give reasons about daily routine (e.g. reasons for washing hands before meals and after going to the toilet; brushing teeth in the morning, before going to bed, and after meals) (3)
195. Be able to describe relationships of different objects and incidents or use the phrase "if...then..." (e.g. we get wet if it rains, we do not have to go to school if it is a holiday, we feel the food is hot/spicy if we eat chili) (3)
196. Ask "why" and "how" (e.g. why are there water drops outside the glass of iced water?, why are there day and night?) (4)
197. Use the word "because" to give reasons to general subjects (not necessary the right reasoning) (4)
198. Give reasons for safety procedures (e.g. not to play near water, not to play with matches) (4)
199. Give reasons about behavior relating to environmental preservation (e.g. not to litter in public places, not to pick flowers, not to ruin public properties) (4)
200. Be able to pinpoint the missing parts of a picture (4)
201. Compare different results from different action done to the same object (e.g. raw rice, cooked rice, porridge; boiled egg, omelet, steamed egg) (5)
202. Put pictures or events in the pictures in sequence and be able to explain (5)
203. Be able to tell the ending of stories seen or heard and give reasons (e.g. when listening to stories, when seeing certain incidents) (5)
204. Be able to pinpoint abnormal or impossible things in a picture (5)
205. Be able to understand jokes (e.g. be able to tell which part of the story heard or picture seen is funny or reason to be funny) (5)
206. Be able to tell that some objects can be substituted for some objects (e.g. banana leaves or lotus leaves for plastic bags, bowls for plates) (5)

Sub-domain: 4.4 Critical Thinking

Competency A: Children are able to compare and separate similarities, differences and evaluate the situation.

Indicators

- 207. Group objects by one criterion (e.g. colors, shapes, sizes) (3)
- 208. Match related pictures (e.g. similar objects, objects used together, objects in same categories) (4)
- 209. Group objects by two criteria (e.g. color and shape) (4)
- 210. Be able to tell opposite words of objects or places seen (e.g. large elephant/small mouse, the sun rises in the morning/the moon rises at night, fire is hot/ice is cold) (4)
- 211. Be able to describe differences or similarities between two objects (e.g. two kinds of dogs of different breeds, mango/papaya) (5)
- 212. Be able to describe their thoughts about statuses or characteristics of objects/ events (e.g. hot, cold, fun) (5)
- 213. Be able to use new information or words to new situations, environment, or activities (e.g. learning about rectangle and telling that doors and windows are also rectangles) (5)

Competency B: Children are able to solve problems.

Indicators

- 214. Solve daily problems by trial and error (e.g. wearing wrong sides of shoes or shirts, buttoning wrongly) (3)
- 215. Be able to ask for methods to solve problems (3)
- 216. Solve problem by using instruments (e.g. using a rod to get unreachable object) (4)
- 217. Explore various ways in solving problems and select the appropriate one (5)

Sub-domain: 4.5 Concentration

Competency: Children are able to concentrate on doing activities.

Indicators

- 218. Turn pages and look at pictures in a book for 3-5 minutes consecutively or to the end with adults' assistance (3)
- 219. Listen to short messages until the end and respond with words or gestures (3)
- 220. Concentrate in playing or an activity for 5-10 minutes consecutively or until finished with full attention (3)
- 221. Turn pages and look at pictures in a book for 5-10 minutes consecutively or to the end by themselves (4)
- 222. Concentrate in playing or an activity for 10-15 minutes consecutively or until finished with full attention (4)
- 223. Turn pages and look at pictures in a book for 10-15 minutes consecutively or to the end by themselves (5)
- 224. Concentrate and do an activity for 15-20 minutes consecutively until finished with full attention (5)

Sub-domain: 4.6 Mathematics

Competency: Children are able to read, count, and understand numbers.

Indicators

225. Recite 1-10 in right sequence without knowing meaning (3)
226. Recite 1-20 in right sequence without knowing meaning (4)
227. Read 1-10 (Arabic numbers) (4)
228. Pick number of objects from 1-5 accurately (4)
229. Pick number of objects from 6-10 accurately (4)
230. Pick number of objects from 1-5 and be able to recite accurately (4)
231. Use objects or fingers to subtract numbers not over 5 (be able to subtract at least a pair e.g. 5-3 or 4-3) (4)
232. Be able to describe equality of objects (e.g. 3 pieces of cake equals 3 bananas) (4)
233. Be able to compare the amount of objects of the same kind if it is more or less/fewer in the amount of not more than 5 (e.g. 5 dogs are more than 2 dogs, 2 pencils are fewer than 5 pencils) (4)
234. Be able to tell the amount of their own daily objects or frequencies of daily activities (e.g. brushing teeth, taking a shower, having dinner, drinking milk) (4)
235. Pick number of objects from 6-10 and be able to recite accurately (5)
236. Put in order Arabic numbers 1-10 (e.g. by using flash cards, plastic or wooden numbers) (5)
237. Count backward from 10-1 in right sequence (5)
238. Use objects or fingers to add numbers 1-5 (be able to add at least a pair e.g. 1+2 or 5+5) (5)
239. Use objects or fingers to add numbers 1-10 (be able to add at least a pair e.g. 4+2 or 8+8) (5)
240. Add 1-or 2-digit numbers without carrying (5)
241. Use objects or fingers to subtract numbers not over 10 (be able to subtract at least a pair e.g. 8-3 or 6-2) (5)
242. Write Arabic numbers 1-10 (5)
243. Write Thai numbers 1-10 (5)
244. Group even and odd numbers for the amount of not more than 10 (5)
245. Recite even and odd numbers for the amount of not more than 10 (5)
246. Understand the commutative property of 1-digit numbers (e.g. $2+3=3+2=5$, $4+1=3+2=5$) (5)

Sub-domain: 4.7 Sciences

Area: 4.7.1 Living Things

Competency: Children express eagerness to learn and experiment by observing, listening, asking, touching, and experimenting about living things.

Indicators

247. Be able to name at least 3 animals (e.g. cat, chicken, bird) (3)
248. Participate in activities about living things in the environment (e.g. taking care and feeding animals, watering plants) (3)
249. Be able to name at least 3 plants (4)
250. Be able to name at least 3 fruits (4)
251. Be able to name and describe the functions of at least 3 parts of the human body (e.g. eyes to see, ears to hear) (4)
252. Explain special features of shapes, gestures, behavior, habitat of at least one living thing (e.g. birds have wings and live on trees, fish have tails and live in the water) (4)
253. Be able to name at least 3 vegetables (5)
254. Be able to briefly explain simple steps of physical development of human beings, animals, plants e.g. child-adult-elderly, egg-chicken/duck/bird, seed-plant, life cycles of a frog or a butterfly) (5)
255. Be able to describe about growth factors of human beings, animals, plants (e.g. plant needs water and fertilizer, human being needs food, air, and water) (5)
256. Name and briefly explain functions of at least 6 parts of the human body (5)
257. Talk or ask about changes of some human body parts (e.g. hair grows, nail grows, why the wound heals?) (5)
258. Be able to identify which is a living thing and explain its characteristics (e.g. breathing, feeding) (5)
259. Describe differences among human beings, plants, animals (5)
260. Describe relationships among human beings, animals, plants and other physical environment (e.g. throwing garbages in the river causes water pollution and the fish die, trees provide shades for human beings) (5)

Area: 4.7.2 Non-living Things

Competency: Children express eagerness to learn and experiment by observing, listening, asking, touching, and experimenting about non-living things.

Indicators

261. Suggest at least one procedure in getting dressed or using any equipments appropriated for different climates (e.g. umbrella to protect from sunlight, raincoat to protect from rain, sweater to protect from coldness) (3)
262. Be able to describe briefly what an object is made of (e.g. wood, iron, plastic, glass, etc.) (4)
263. Be able to describe changes of different stages of water (e.g. ice melts into water, boiling water evaporates to steam, water freezes into ice) (4)

264. Be able to identify which object floats or sinks (e.g. water bowl floats, water bowl with water sinks) (4)
265. Name and describe functions of at least 3 daily household supplies or equipments (e.g. a broom for sweeping floors, a water bowl for water, a plate for rice, a glass for water, equipments in the kitchen or bathroom) (4)
266. Identify at least 3 non-living things in their environment (e.g. rocks, soil, sand, wood, water) (5)
267. Be able to describe what will happen when 2 objects are mixed together (e.g. 2 primary colors, food ingredients) (5)
268. Be able to name at least 3 objects in the sky (e.g. the sun, the moon, cloud, rainbow, rain, stars) (5)
269. Point to directions of sunrise and sunset (5)
270. Name at least 3 daily electrical or technological equipments or supplies (e.g. telephone, mobile telephone, public telephone, computer, TV, refrigerator, fan, radio) (5)

Sub-domain: 4.8 Social Studies

Area: 4.8.1 Family

Competency: Children demonstrate awareness of characteristics and roles of the family.

Indicators

271. Be able to tell first names or nicknames of their father, mother, or siblings (3)
272. Use right words to call family members (e.g. grandfather, grandmother, uncle, aunt, etc.) (3)
273. Be able to identify gender of family members (3)
274. Play pretend of family roles (e.g. mom-dad-child) (3)
275. Be able to talk with other people about their participation in the family's routines (3)
276. Be able to describe some characteristics of family members (e.g. grandfather has white hair and wears glasses, grandmother likes to go to the temple) (5)
277. Be able to identify that they are a part of the family (e.g. I am the youngest daughter of Father Daeng, everyone is kind) (5)
278. Draw a picture of "my family" or "my house" (5)
279. Be able to compare their family with their friends' or other people's families (e.g. our family does not have a grandma, your family has no father but only mother) (5)

Area: 4.8.2 Community and Society

Competency: Children demonstrate awareness of their community, social dependency, and social roles of various people in the community.

Indicators

280. Be able to tell their teachers' names (3)
281. Be able to identify the Thai national flag (3)
282. Name or pretend to be at least 2 different occupations (e.g. teacher, news reporter, train driver) (3)

283. Participate in activities promoting social dependency with adults' assistance (e.g. making merit to the monks, picking leaves in the park, storing things) (3)
284. Be able to identify that they are Thai, speak Thai or Thai dialects (4)
285. Be able to name at least 3 kinds of their own local food (4)
286. Be able to tell about their own possession, family's possession, others' possession (e.g. the handkerchief is my friend's, this mango tree is my family, that mango tree is our neighbor's) (5)
287. Describe roles and occupations of various people in the community (e.g. postman delivers letters, doctor cures patients, teacher teaches children, janitor sweeps the street) (5)
288. Be able to tell that a person has many roles and responsibilities and is able to be a member of many social groups (e.g. father is an uncle and a policeman) (5)
289. Be able to describe a person's abilities (e.g. auntie can make good cookies) (5)
290. Be able to tell at least 2 national holidays (5)
291. Be able to tell at least 1 religious holiday (5)
292. Be able to identify if the speaking languages they hear is their own language or others' (5)
293. Be able to identify national or ethnic costumes (e.g. Japanese kimono, Thai traditional costumes, Chinese costumes, hill tribe costumes) (5)
294. Be able to identify their own community's landmark (schools, hospitals, markets, temples), and whether it is near or far from their house (5)

Sub-domain: 4.9 Pollution and Environmental Preservations

Competency: Children preserve their environment and avoid pollutions.

Indicators

295. Urinate and have bowel movements in proper places and use the toilet properly (3)
296. Be able to describe effects of the environmental preservation and demolition (e.g. growing trees, littering inappropriately) (4)
297. Describe their own happiness when interact with nature (e.g. looking at the moon, seeing flowers blooming, sitting under the tree, looking at rain) (5)
298. Not to destroy nature and environment (e.g. breaking tree branches, picking flowers, picking up seashells or rocks from seashore) (5)
299. Explain how to avoid or protect themselves from polluted areas (e.g. covering mouth and nose) (5)

Sub-domain: 4.10 Economic Value

Competency: Children demonstrate awareness of economic value of various things.

Indicators

300. Reserve money for the future (e.g. not spending all the money, not taking more food/water than needed, not taking more things than needed) (3)
301. Know that money is for exchanging for goods and services (4)
302. Realize that by working, they will earn money (4)

- 303. Use water and electricity frugally (e.g. not leaving water, lights, or television on when not in use) (4)
- 304. Realize the importance of sharing and providing resources for each other (sharing food and supplies, helping each other to build things) (4)
- 305. Be able to identify 1-baht, 5-baht, 10-baht coins (5)
- 306. Realize that when one choice is made, they have forfeited another (5)

Domain 5: Language Development

Sub-domain: 5.1 Language Comprehension and Usage

Area: 5.1.1 Vocabulary

Competency: Children are able to understand and use vocabulary.

Indicators

- 307. Use new vocabulary in daily life (3)
- 308. Choose right vocabulary for desired meaning especially for daily routine (e.g. brushing teeth, taking a shower, washing hair, eating) (4)
- 309. Be able to use opposite words (e.g. light-dark, hot-cold, left-right, fragrant-stink) (4)
- 310. Be able to use words telling positions (e.g. front, back, on, under, inside, outside, beside, next, front, back, between) (4)
- 311. Be able to tell which of the two objects is heavier by hand-carrying them (4)
- 312. Be able to tell which of the two objects is farther or nearer comparing them at different distance (5)
- 313. Be able to use synonyms (e.g. dog-canine, eat-dine, a lot-many, pee pee-urinate) (5)
- 314. Ask meaning of unclear or unknown vocabulary (5)
- 315. Use appropriate adjectives to describe additional details (e.g. beautiful pink doll, long red shirt, walk slowly, cold water, etc.) (5)
- 316. Explain simple words (e.g. a cat is...) (5)

Area: 5.1.2 Syntax and Grammar

Competency: Children demonstrate development in using grammar and sentence structure.

Indicators

- 317. Make simple 3-4-word sentences with subject and verb (e.g. I will see mom, I am full, where are you going?) (3)
- 318. Make 5-6-word sentences correctly (e.g. mom is shopping at the market) (3)
- 319. Explain and narrate stories or events with at least 4 sentences in right sequence (4)

Area: 5.1.3 Comprehension

Competency: Children demonstrate language comprehension and concept understanding from speaking language.

Indicators

- 320. Follow 2-step instruction consecutively (e.g. pick up a bowl and put it in the sink, pick up a shirt and bring it to mom) (3)

- 321. Follow 3-step instruction consecutively (e.g. put the cup that is on the table into the sink and come here) (3)
- 322. Respond with right words or gestures to the speaker in right context (e.g. who want to drink water, raise your hand) (3)
- 323. Participate in the conversation and take part as both listener and speaker by using appropriate language (3)
- 324. Be able to comprehend and retell in their own words after listening to a story (5)
- 325. Be able to comprehend, and appropriately talk about or ask questions about stories heard or seen (5)

Sub-domain: 5.2 Communications

Area: 5.2.1 Verbal Communication

Competency: Children are able to understand and use speaking language properly according to their needs.

Indicators

- 326. Listen to stories or book reading for 5 minutes (3)
- 327. Describe their own needs, feelings, and opinions (3)
- 328. Like to listen to stories and often talk about their favorite parts (4)
- 329. Listen and notice differences of tones expressing different feelings or needs (e.g. loud voice, scolding, praising, gentle voice, threat) (4)
- 330. Describe events or their experiences to others (4)
- 331. Begin the conversation with questions or informative statements (4)
- 332. Speak clearly but might not be able to pronounce “s” or “r” sound clearly (4)
- 333. Be able to adjust communication levels of speaking language to listeners (e.g. talking to younger brother/sister, to the teacher, or to a friend) (4)

Area: 5.2.2 Non-Verbal Communication

Competency: Children are able to communicate with facial expression, gestures and symbols efficiently.

Indicators

- 334. Follow adults' non-verbal instructions (e.g. coming when adult waves) (3)
- 335. Be able to communicate with non-verbal language (e.g. smiling to greet, shaking head to refuse, raising hand for permission) (3)
- 336. Identify other people's feelings by their facial expression or gestures (e.g. angry, afraid, shocked, sad, happy) (4)
- 337. Know meaning or expected behavior for daily signals or signs (e.g. traffic signals, green light, red light, zebra crossing, male and female toilet signs) (4)
- 338. Draw or select pictures to communicate with signs (e.g. signs to express emotions e.g. love) (4)

Sub-domain: 5.3 Literacy

Area: 5.3.1 Reading

Competency: Children are able to identify and pronounce letters, and simple words.

Indicators

- 339. Pick up books and turn pages like reading gestures (3)
- 340. Open picture books, not upside down (3)
- 341. Open picture books from front to back (3)
- 342. Look and point from left to right when turning pages of books and make reading gestures (4)
- 343. Open picture books from first to last page (4)
- 344. Be able to separate numbers from letters (4)
- 345. Ask about words or names written on daily objects (e.g. names on book cover, milk box, snack packages) (4)
- 346. Identify 5 letters when asked (e.g. where is “a”?, point to “e”) (5)
- 347. Pronounce 5 letters (e.g. pronounce “a” when adult points to “a”) (5)
- 348. Pronounce most letters correctly (5)
- 349. Identify at least 10 known letters in words (5)
- 350. Read line by line from top to bottom without emphasis in reading (5)
- 351. Point to their own printed or neat hand-written first name or nickname (5)
- 352. Read simple words or their own name (e.g. first name or nickname, dog, house, dad, mom) (5)
- 353. Ask about content of printed or hand-written words (e.g. letters, newspaper, labels) (5)
- 354. Identify at least 2 categories of printed matter (e.g. newspaper, flyers, story books, cartoon books) (5)
- 355. Be able to name at least 2 of their favorite books (e.g. Little Red Riding Hood, Three Little Pigs) (5)
- 356. Express opinions on illustrated story books that they read if they like it or not, what parts they are interested in (5)
- 357. Read and finish an illustrated book and be able to retell the story (5)

Area: 5.3.2 Writing

Competency: Children are able to write letters, and simple words.

Indicators

- 358. Participate in a game of writing letters in the air (3)
- 359. Ask adults to show how words are written (4)
- 360. Draw lines as examples with adult assistance (e.g. straight, slant, curve, zigzag lines) (4)
- 361. Draw lines as examples by themselves (e.g. straight, slant, curve, zigzag lines) (5)
- 362. Write simple words following examples (e.g. mom, dad, bird, snake) (5)
- 363. Recognize differences among similar letters (e.g. n-m-u-v-w, b-d) (5)
- 364. Write their first name or nickname (not totally correct) (5)
- 365. Write father’s, mother’s, or friends’ names (not totally correct) (5)

- 366. Write at least 5 simple letters as dictated (e.g. l, i, o) (5)
- 367. Write simple sentences (with at least a subject and a verb e.g. bird flies, dad eats) (5)
- 368. Draw pictures and write appropriate words (e.g. in greeting cards for Father's Day, Mother's Day, New Year's Day) (5)
- 369. Write or explain what they have written or drawn for other people to understand (5)

Domain 6: Moral Development

Sub-domain: 6.1 Self-Discipline

Competency: Children demonstrate self-control.

Indicators

- 370. Cooperate with parents in daily routine in order to go to school on time (3)
- 371. Not to express aggressive behavior by hurting themselves or destroy their belongings according to adults' advice and assistance to behave appropriately (3)
- 372. Not to express aggressive behavior to other human beings, animals, objects and know how to control their aggression (3)
- 373. Listen to and follow school's rules and regulations (e.g. asking for permission to go to the toilet, not interrupting while the teacher is talking, etc.) (3)
- 374. Follow rules and regulations when playing games with others (3)
- 375. Be patient and wait for what they want (e.g. finishing homework before playing, waiting in line to receive gift by not grabbing it from other people's hands) (3)
- 376. Line up in queue, and not to cut in line (3)
- 377. Follow their own house's customs (e.g. taking shoes off before entering the house, "wai" when meeting with adults) (3)
- 378. Do as promised or according to simple agreement (3)
- 379. Do as advised or requested by father, mother, or relatives (3)
- 380. Do as advised or requested by teachers (3)
- 381. Be responsible for what assigned to do in a short period of time (e.g. arranging shoes, arranging tables, distributing notebooks in class) (3)
- 382. Be responsible for what is assigned to do the next day (e.g. to bring leaves or family pictures to school from home) (3)
- 383. Control themselves to finish the task despite any arousal (e.g. asked by a friend to play with, friends talking, television) (4)

Sub-domain: 6.2 Moral Development

Competency: Children behave reflecting understanding of morality.

Indicators

- 384. Be gentle to friends and animals (e.g. feeding animals, touching gently, consoling a friend who falls down) (3)
- 385. Not to take other people's possessions as their own (this ability accumulates over the years e.g. returning what is found to the teacher, not stealing things from shops) (3)

- 386. Not to be aggressive, play tricks or hurt other people or animals, or destroy property (3)
- 387. Consume things by adults' advice and according to their values, not to waste or choose expensive things or by advertisement (3)
- 388. Express love and consideration to parents, relatives, siblings (e.g. sharing favorite things, helping adults to carry things, and picking up daily objects for adults without being asked to do) (3)
- 389. Praise others' abilities, works, successes with adults' advice (e.g. praising, clapping hands) (3)
- 390. Be able to tell that hurting other human beings or animals as in the stories heard or incidents seen is a bad thing (4)
- 391. Behave and use language reflecting moral understanding (5)
- 392. Praise others' abilities, works, successes by themselves (e.g. praising, clapping hands) (5)
- 393. Be proud and choose to do good deeds to themselves and the society (e.g. helping their mother with household chores, talking nicely, being diligent and frugal) (5)

Domain 7: Creative Development

Sub-domain: 7.1 Performing Arts

Area: 7.1.1 Music and Dance

Competency: Children are able to perform musical activities and move with music.

Indicators

- 394. Be interested in music by attentively listening to songs and music pieces (3)
- 395. Be able to sing parts of a song with adults' assistance (3)
- 396. Play simple musical instruments or percussions (3)
- 397. Sing with friends or adults (3)
- 398. Sing with friends or in a group with accurate rhythm (3)
- 399. Make music with their own voice or by instruments (e.g. beating drums or cans, shaking sand box made by themselves or with adults' assistance, etc.) (3)
- 400. Move body with music by themselves (3)
- 401. Dance or move body as decided together according to the music and lyrics (3)
- 402. Be able to recognize different rhythm between 2 songs (e.g. fast-slow) (4)
- 403. Dance with traditional music (e.g. Ram Wong, Thai dance, ethnic dances) (4)
- 404. Compose tunes and lyrics or insert new lyrics to familiar tunes (5)
- 405. Name at least 5 of their favorite music pieces (5)

Area: 7.1.2 Dramatic Arts

Competency: Children are able to perform in dramatic arts activities.

Indicators

- 406. Perform gestures or pretending roles according to their imagination (e.g. as a mother, father, teacher, or an animal) (3)

- 407. Make noise or imitate gestures of characters (e.g. animals, human beings, etc.) to tell stories (3)
- 408. Tell stories from their imagination by using different media (e.g. puppets, costumes) (4)
- 409. Recite and perform a role or a play in front of the audience with adults' assistance (4)
- 410. Recite and perform a role or a play in front of the audience without assistance (5)

Sub-domain: 7.2 Visual Arts

Competency: Children are able to draw, sculpt and craft.

Indicators

- 411. Color, draw, or sculpt according to their imagination (3)
- 412. Proudly present their art pieces to other people (3)
- 413. Build toys in shapes or stories according to their imagination (e.g. Lego, wooden blocks, cloth pegs, etc.) (3)
- 414. Color, draw, or sculpt according to their imagination and explain the finished piece (4)
- 415. Look at other peoples' paintings, photographs, or sculptures and give opinions (4)
- 416. Identify light and dark colors (4)
- 417. Invent objects or toys according to their imagination using familiar or natural materials (e.g. banana stems, banana leaves, corrugated boxes) (4)
- 418. Be able to name different shapes, forms, and lines (in drawings or photographs) (5)
- 419. Draw, sculpt, craft, fold, tear, paste paper according to their imagination or designated theme (5)

Biodata

Dr. Saisuree Chutikul was a member of the UN/CEDAW [Committee on the Elimination of Discrimination against Women] (2007-2010), Vice-Chair of the UN/CRC [Committee on the Rights of the Child] (2001-2005) and represented Thailand for twelve years on the UN/CSW [Commission on the Status of Women]. She was also a Cabinet Minister responsible for Women's Affairs, Children and Youth and Social Development and a Senator who chaired the Senate Standing Committee on Women, Children and Youth (1996-2000).

At present, she serves on various National Committees: Combating Human Trafficking; Women's Affairs; Children's and Youth's Affairs; as Vice-Chair on Early Childhood Development; and as Advisor on the Law Reform in Compliance with the Constitution and the Convention on the Rights of the Child. She also was appointed by the UN Secretary-General to be a member of the Board of Trustees for the UN Voluntary Trust Fund for Victims of Trafficking [UNODC] (2011-2013; 2014-2016). The Thai Government appointed her to be a member of the ASEAN Commission on the Promotion and Protection of the Rights of Women and Children [ACWC] (2011-2013; 2014-2016). She also chairs the Board of Directors of World Vision Foundation of Thailand.

She has been responsible for many ground-breaking social policies and law reforms: e.g. nationality law for children born of Thai mothers and foreign fathers; extension of maternity leave; changes of regulations allowing children without birth registration or house registration to enroll in schools; allowing women to take high-ranked government positions; equality in employment and

prohibition of sexual harassment and child labor. She also initiated several bi-lateral/multi-lateral MOUs on anti-human trafficking among Sub-regional Mekong countries.

Dr. Saisuree was the Chair of Payap University Council. She was also members of University Councils of Khon Kaen University, Kasetsart University and Asian Institute of Technology. She served on the Board of Trustees for Pfizer Foundation of Thailand and was a member of the Board of Governors for International Development Research Centre [Canada] and the Board of Directors of Thailand Development Research Institute. She was the first Dean of the Faculty of Education, Khon Kaen University, and the founder of Khon Kaen University Demonstration School. She was also a senior lecturer at Chulalongkorn University.

Her recent research covers the areas of violence against children and women and anti-trafficking in persons.

As Vice-Chair of the National Committee on Early Childhood Development she conducted research on behavioral competencies of children from birth to 5 years old. She has been active in the area of early childhood care and development, especially on the improvement of the quality of the services provided for the children

Her contributions to ASEAN included the work on anti-violence against women and children. She was designated by ACWC as the coordinator for 3 projects: ASEAN Regional Plan of Actions on Elimination of Violence against Women, ASEAN Regional Plan of Actions on Elimination of Violence against Children and Development of ASEAN Guidelines on Non-Violent Approach to Nurture, Care and Development of Children in all Settings [2014-2015].

In the past two decades, Dr. Saisuree has received many awards and 5 honorary doctorate degrees from leading universities in Thailand and the USA in the areas of education, psychology, children's rights, women's rights, social administration, and anti-trafficking initiatives. In 2012, she was awarded the National Senior Citizen Award by the Ministry of Social Development and Human Security. She also received the following awards: Distinguished Professor of the Faculty of Education, Chulalongkorn University; Distinguished Contributor to the development of local government by the Ministry of Interior, and the Human Rights Award from the National Commission on Human Rights.

Association for the Promotion of the Status of Women in Thailand named her 'Women of the Year 2014'. The National Council of Women of Thailand also selected her to be one of 'Thai Outstanding Women' for 2014. At the ASEAN Summit in 2015 she received ASEAN People's Award for her contributions to children and women in ASEAN, especially in the areas of their human rights.

Early Childhood Teachers in Digital World

Apple Representative

Young children today have never known a time without touch-enabled digital devices. Many children come to early years programs with many hours of experience with digital devices. When we visit restaurants or use public transport, young children can be seen being entertained and pacified by digital devices. Digital devices are no longer novel to young children or their parents.

Technology has created tremendous learning opportunities for all children, especially children with special needs. Mobile technology has been developed to assist people with visual, hearing, physical and intellectual impairment. Technology provides powerful tools for teachers to work with children with special needs and at the same time, it provides new learning opportunities for children. These tools effectively enable teachers to offer personalised learning experience for individual children's needs.

In this workshop, we will explore:

- What place do digital devices have in a quality early years education setting?
- What are developmentally appropriate uses of digital devices that enhance learning and give children voice in sharing their experiences and learning?
- How might early years educators utilise technology so it moves from being a toy for passive consumption to a tool for active creation and social learning?
- How can technology support the learning journey for student with special needs?
- What do the 21st century skills look like in an early year environment?

Join us to explore these questions and engage in some hands-on learning.



Educational Management in Multi-Cultural Context for Children in the 21st Century

**Dr. Anyamanee Boonsue, Lecturer of the Division of Early Childhood Education,
Department of Curriculum and Instruction, Faculty of Education,
Chulalongkorn University, Thailand**

In the world of today and will be even more so in the future shows signs of vast changes. Most of these changes entail the power of science and technology and globalization. These changes call for new educational forms and processes. **The 5 minds** for the future of Howard Gardner which composed of The Disciplined Mind; The Synthesising Mind; The Creating Mind; The Respectful Mind; and The Ethical Mind. are, then, the main characteristics that we will need to cultivate if we are to have the kinds of qualitative population in our planet. Therefore, education is the key to developing these 5 minds for the future, and while traditional forms of education will bear the burden of training young minds, parents, peers and the media also play as an important role in influencing and developing minds of tomorrow.

One of the major changing nowadays in this century is increasingly multiracial, multilingual, and multicultural in the society. The need for educators' abilities are to support children's development by instilling in them the tools they need to live together respectfully and stand up to prejudice. Consequently "**The Respectful Mind**" is inevitably needed to be developed in your children in order to respond sympathetically and constructively to differences among individuals and among groups, seeking to understand and work with those who are different, extending beyond mere tolerance and political correctness.

National Association for the Education of Young Children (NAEYC) is also well-known for the advancement of developmentally appropriate practices. The first version occurred in 1987. The second version states that NAEYC has a commitment to respect "the dignity, worth, and uniqueness of each individual (child, family member, and colleague" (NAEYC, 1997, p.7). Also one of the principles of the NAEYC position statement is that "development and learning occur in and are influenced by multiple social and cultural contexts (NAEYC, 1997 p.12). NAEYC gone further by starting a program called "Engaging Diverse Families." The goal of this project is to assist early childhood program in effectively connecting with diverse families. With the implementation of this program, NAEYC still acknowledges that early childhood programs are struggling to engage diverse families (Gonzalez-Mena, 2008; Halgunseth, Peterson, Stark, & Moodie, 2009)

One of the contemporary issues facing educators and families today is raising children to become culturally competent and sensitive from a young age. When interacting with people whose culture and background are different from their own, children need to learn how to respect and accept these differences, or else they will risk growing up into adults who contribute to problems brought about by discrimination. By the age of five, the lines of friendship or hostility, group inclusion or exclusion, love or hatred are already drawn. Based on what young children observe from others, they have already begun to adopt stances towards the groups to which they belong and those they don't. Detection of differences is part of human cognition and only by teaching children cultural competence can we hope to have a society based on mutual respect and acceptance.

What is culture?

Culture can be defined as 'what we create' beyond our biology. Not given to us, but made by us (Williams, in MacNaughton, 2005). Using this definition, culture incorporates the scope of human diversity and ways of being, such as gender, ethnicity, class, religion, ability, age and sexuality. This means that as educators, we need to 'think about our own values, beliefs and attitudes related to diversity and difference and acknowledge and address any bias that we may hold'.

Multiculture Education

Aim of Multicultural Education is to educate children so that they will be able to acquire knowledge about a range of cultural groups and develop the attitudes, skills, and abilities. There is no clear definition for intercultural competence, and several different terms are used to describe this broad concept. Some of these are **multiculturalism, cross cultural adaptation, intercultural sensitivity, cultural intelligence, transcultural communication, cross-cultural awareness and global citizenship**. Each term has a slightly different nuance, but all refer to the same broad concept that in this article is referred to as intercultural competence (Deardorff, 2011) Therefore they are needed to function at some level of competency within many different cultural environments.

Bennett (1990) defines multicultural education as an approach to teaching and learning that is based on the democratic values and beliefs and that multicultural education seeks to foster cultural pluralism within culturally diverse societies at national and international levels. According to Bennett, multicultural education has four dimensions. They are a) movement which means to achieve equality and equity;

b) curriculum- knowledge that helps to develop one history, knowledge and understanding of others;

c) process that includes the way a person becomes multicultural;

d) commitment an obligation to combat discrimination with the development of appropriate skills and attitudes.

It has also been suggested that it is important to be aware of one's own cultural limitations, to acknowledge the integrity and value of all cultures and to regard cultural diversity as an opportunity for learning (Le Roux, 2002). Hence, multicultural competence or **intercultural competence** involves lifelong learning where we learn about cultural differences and integrate them into our identity. From yet another perspective, intercultural competence is seen to be made up of multicultural awareness, multicultural knowledge and multicultural skills (Han & Thomas, 2010). It has been stressed

that intercultural competence does not involve adopting another culture's values, attitudes, customs or dress in a way that can be considered patronising or manipulative, as well as a sign of disrespect for one's culture of origin. Nor does it involve forming generalisations or stereotyping other cultures (Le Roux, 2002). Instead, it involves forming an interpersonal, intercultural space (Risager, 2000) where connections can be built and learning can take place that contributes to a new cultural identity for all those involved.

Problems of Multicultural Education

Research suggests prospective teachers in American public schools may not be prepared to teach diverse student populations. Teachers report that they are not prepared to work with diverse populations and have not been adequately trained (Ukpokodu, 2004). As many as 80% of teachers did not feel prepared for the various challenges that diversity presented within their classrooms (Parsad, Lewis, & Farris, 2001). One reason is due to their misguided beliefs about diverse student populations (Milner, 2005) which are often stereotypical. Stereotypes produce a “mental picture or judgment of a people or culture” (Kyles & Olafson, 2008). MacNaughton and Hughes (2007) contend that the teachers' own racial and cultural identity influence their understanding of diversity, and if they belong to the dominant culture and have no personal experience of being marginalised, they feel less pressure to develop intercultural competence. Elsewhere, it has been suggested that intercultural competence is one of the most important factors in preventing the marginalisation of students (Hosoya & Talib, 2010). One viewpoint from the United States (Han, West-Olatuhji & Thomas, 2011) states that early childhood teachers are hindered from developing intercultural competence because they lack self-awareness as to the influences of their own beliefs and values on their teaching practice and how this impacts on the teaching practice of children. In other words, there was a denial of cultural differences (Bennett, 2004), and teachers failed to realise that they taught from who they were as a person. This means that diverse students will not have the knowledge, skills and attitudes to become successful and contributing citizens in their world because teachers may misinterpret the children's behaviour if they do not have an adequate understanding of the cultural norms of a child's culture. Therefore, there is an urgency to address this problem.

Multicultural Education Movement

By early 1970 Multicultural Education was developed in 4 phases. The first phase of Multicultural Education was “**ethnic studies**”; (structural and systemic changes to increase educational equality) “**multi-ethnic education**” was the second phase; “**women, disabilities, and other minorities**” (groups who viewed themselves as victims of society) was the third phase; and the development of “**theory, research and practice**” became the fourth phase (Banks, 1992).

1. Ethnic Studies:

Ethnic studies, also known as “Black Studies” emerged in colleges and universities in the late sixties to address the significance and specialization of ethnic minorities. Banks & Banks (2004) defined “ethnic studies” as: The scientific and humanistic analyses of behavior influenced by variables related to ethnicity and ethnic group membership. This term is often used to refer to special school, university, and college courses and programs that focus on specific racial and ethnic groups.

2. Multi-ethnic Education

Banks and Banks (2004) affirmed that the purpose of multi-ethnic studies was: to prepare future citizens to reconstruct society so that it better serves the interest of all groups of people, especially those who are of color, poor, female, and/or with disabilities. The multi-ethnic education facilitated the study of all ethnic groups, developing the sense of togetherness.

3. Disabilities, women and other minorities.

Women, people with disabilities and other minorities who viewed themselves as “victims of society” began to insist that their voices be heard (Banks, 1993). From 1989 to 1999, there was an over representation of elementary and secondary students with learning disabilities (LD). The LD category increased by 36.6% according to NCES (2001). This rise corresponded with the implementation of ESEA/Title 1 program. Oftentimes those labeled as LD were minorities: To supplement the curriculum for women, minorities and others with disabilities, “their histories, cultures, and voices” were incorporated into the curricula of schools, colleges and universities (Banks, 1993).

4. Theory, Research and Practice

The fourth phase of Multicultural Education was the “development of theory, research and practices” (Banks 1993). The “practices” intergrated race, class and gender and is an important phase of Multicultural Education today (Banks, 1993). Research and theory are components of Multicultural Education that continues to be studied. Research has been conducted on the tenants of Multicultural Education by many scholars; some concerned with the social justice and equity aspects of education for all students.

Intercultural Competence of Young Children

It has been suggested that there are several important aspects to consider in relation to intercultural competence: that it is an ongoing process of learning; that it requires critical thinking; attitudes of respect, openness, and curiosity are fundamental to its development; and that it requires an ability to see the world from another’s perspective. Furthermore, it is thought that an individual has intercultural competence when they can see relationships and connections between cultures, both within and outside of their own culture, and are able to mediate and interpret these for themselves and others (Bryam, 2000).

As stated by Teresa Vasconcelos (2007 in Cordona et al., 2013: 45), the kindergarten- just like the school- is a fundamental locus of citizenship because personal and social development takes place there by educating children about their sense of ethics and aesthetics (Nichols, 2007: 120-121). Research highlighting the formative significance of early childhood has fuelled policy work for at least a century. Banks’ (2004) research supports that a child’s racial attitudes can change but education must start early. Many early childhood theorists believe that developing kindness and compassion are a vital part of a child’s early development (Moore, 2004). Moreover, early childhood programs are the perfect place to start multicultural education. It crystallized in debates about how far the early years are ‘sensitive phase’ versus a ‘critical period’. Early childhood is, then, a period of great potential for human growth and development. Preparing them to effectively exercise citizenship, the kindergarten

is where they begin to learn about diversity and equal opportunities, parity between the sexes, cultural diversity and the social responsibility of each one to promote a more democratic and inclusive society.

Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Besides, children are naturally curious about the people around them. A child, then, will typically ask questions about observable characteristics like skin color, accent, or manner of dress. However, young children can gradually understand that they belong to groups (such as family, friends and classroom), in which they share common objectives (Ramsey, 1987). They can construct their identity through their early experiences both in physical and psychological development during the first years of life they attempt to formulate a sense of their own identity by defining what makes them different from everyone else.

Children Development Related to Cultural Competence

Research suggests that children are more open to diversity in the early years than in later years so the earlier children think about and develop respect for diversity the better (Stone, 1986 in Baker, 2013). According to the researches about child development in each period of early years, there are evidences that children show sign of cultural competence as followed:

Infant Period

One of the earliest stages of cognitive development begins with the infant's ability that they are able to distinguish him/herself from others (Alcock, Carment, & Sadava, 2005).

Toddler Period

By the time children reach toddlerhood, they can correctly discern racial differences and use gender labels (Ramsey, 2004), yet they still struggle with understanding exactly what these constructs mean (Sprung, 2007).

Until children are around two or three, they begin to notice physical differences among people. (Kupetz, 2012). They will frequently ask questions about people who are different. However, these questions are innocent and not motivated by any intention to offend or hurt anyone. It is therefore, up to the parents and educators to use these opportunities to send a fair and accurate message about each culture, so that children learn that these differences only makes a person unique, not inferior.

Preschool Period

Preschool children actively construct their own self identities by examining their similarities and differences from others (Cross, 1991). Preschoolers can ask questions about their own and others' racial, linguistic, and gender attributes (Ramsey, 2004). They are cognizant of family structure and socio-economic differences and the values of society attached to them (Tatum, 2003).

Research has shown that by the age of three or four, construction of gender and racial identity has already started in a child (Ramsey, 2008). At this age children can also participate in common activities such as preparing food, tidying and cleaning the room and taking care of plants and animals (Oikonomidis & Eleftherakis, 2011 cited in Nalbantoglou, Kyridis, and Tsioumis, 2015) which means

that In the early childhood, children can learn what it means to be a responsible member of a group (McIlveen & Gross, 2002 in Baker, 2013), and gain independence and self-reliance by learning to do a job and taking credit for it (Baker, 2013:1126). For example, children can be responsible for collecting in the books or delivering a note to another teacher. This trait will help the child in school and in all of life's endeavors (Baker, 2013:1126). Brunner (1996 in Balias, 2008) "when we treat persons, young and old as responsible individuals, active members of a group and people who have a job to do, they gradually familiarized the idea, some obviously are better than others, and everyone is willing to play her/his role" (Phillips, 2011).

At the age of 5-6 children participate in group activities, in which they share responsibilities, plan and work together (Oikonomidis & Eleftherakis, 2011: cited in Nalbantoglou, Kyridis, and Tsioumis, 2015). Young children can assist in many ways in the community by being thoughtful and compassionate and showing kindness to others. They can help others in need or help to clear the classroom which means children evolve from being 'passive subjects into active citizens. (Baker, 2013) By announcing and discussing their ideas children are able to solve problems and plan their learning by taking responsibilities within groups. (Oikonomidis & Eleftherakis, 2011 cited in Nalbantoglou, Kyridis, and Tsioumis, 2015), and are able to express ideas and wants and to contribute to decision-making that affects those (Nutbrown & Clough, 2009).

Roles of Multicultural Education in Schools,

In order to understand the role of multicultural education in schools, we must first examine the distinction between education and schooling. This is of special importance, for policymakers often fail to recognize the difference between these two concepts (Pai, 1991). "**Education**" has to do with the processes of learning while "**schooling**" is the means by which social, political and economic factors shape the learning environment.

In regard to multicultural education, Pai (1991) stated that **multicultural education has almost always been associated with schooling**. This erroneous equating of schooling and education inclines us to minimize the enormous impact our families, churches, industry, mass media, and other institutions outside of the school have on the development of the young.

Understanding the impact of the environment children are raised in, including the child's own culture, family, social and educational settings, which is vital for both parents and educators who will need to work collaboratively to actively prevent development of bias in young children. Foremost to this is for the key adults in a child's life to be sensitive to the fact that young children are always observing their behaviours, both good and bad. Children base their concept of right or wrong according to what adults around them are saying and doing; they take adult behavior as cues for social expectations and norms (Wilson, n.d). It is for this reason that educators need to find numerous opportunities to display desirable behaviours. In practice this means that educators need to find ways for children to become familiar with, understand and if possible even experience joy from difference.

According to the study, there are many ways to implement multicultural in the classroom. One is five dimensions and strategies for Early Childhood Program which were created by Bank (2004), another is a Culturally-Based Inquiry Unit by using the process of Nette's and Carolyn's inquiry based units (Ponciano & Shabazian, 2012), as followed:

Five Dimensions and Strategies for Early Childhood Programs

Banks (2004) developed five dimensions of multicultural education to describe how programs schools can implement components of multicultural education. Banks' five dimensions are **content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture and social structure**. Each of these dimensions will be defined with strategies that can be implemented in early childhood program and we propose that each of the dimensions builds on each other.

1. Content Integration

Content integration focuses on how the teacher uses examples, data, and information from diverse cultures to support key concepts, principles, generalization, and theories. It occurs when the curriculum has material from diverse groups. The goal of this dimension is to create an awareness of different cultures.

2. Knowledge Construction

In knowledge construction the teacher assists the children in comprehending how knowledge is produced and influenced by the racial, ethnic, and social culture. Banks' gives four levels to approach curriculum reform in knowledge construction.

2.1 The Contribution Approach. This focuses on the "heroes, holidays, and discrete cultural elements"

2.2 The Additive Approach. This is when "concepts, themes, and perspectives are added to the curriculum without changing its structure".

2.3 The Transformation Level. This occurs when changes are made to the curriculum so that students are able to "view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups"

2.4 The Social Action Approach. This level requires that the children to implement what they have learned in the previous levels and "make decisions on important social issues and take action to help solve them".

Early childhood education would be able to implement Banks' levels of knowledge construction especially the transformational level which may become an issue in early childhood education because one needs to make sure the information he or she is sharing is developmentally appropriate for the child. Derman-Sparks (1989) and Crary (1992) both believe that this can be done by responding to a young child in context of the situation. One way of doing this is by allowing children to share their stories. Miller and Mehler (1994) and Kidd, Sanchez, and Thorp (2004a; 2004b; 2005) state how important it is for children to tell stories about their home and family lives and for teachers to listen. Stories not only come from the children but from the teacher and the students' families. These stories allow teachers to become more culturally aware and provide insight into the child and family. If these stories are shared with all the families in the classroom it can create a sense of community (Araujo & Stresser, 2003). Also teachers can create stories that have anti bias themes. However, they should be based on concerns that come from the child's daily life, current events, information that the teacher wants the student to know. (Derman-Sparks, 1989). All of these stories from students and families can also be integrated into the curriculum or used by teachers to develop curriculum therefore creating transformation.

The social action may be difficult but children can begin early to develop critical thinking skills. Social action is very hard to view in an early childhood program because it requires solutions and actions. However, it may be evaluated in the future after a child has left the early childhood educational setting; thus providing the need for longitudinal studies in this area.

3. Prejudice Reduction

Prejudice reduction focuses on how the administration and teachers work together to decrease racial stereotypes and prejudices in the school and increase democratic attitudes, values, and behavior. The staff work together to understand students' racial attitudes and how their racial attitudes can be altered (Banks, 2004). Research in this area focuses on the nature and modification of racial attitudes.

The prejudice reduction dimension is a relevant to an early childhood setting. Teacher can assist students in developing social-thinking strategies that can assist them in becoming more assertive and effective in resolving peer related issues (Araujo & Strasser, 2003). In an early childhood setting prejudice and stereotypes can be handled in many different ways. One is having the teacher take immediate action when he or she hears or sees a stereotype or prejudice. Crary (1992) stated several guidelines for teachers to help children understand differences and begin to feel comfortable with people different from them. They are: respond promptly, give simple answers, model respectful behavior both verbally and nonverbally, acknowledge children's fears, clarify misconceptions, introduce differences via books, and offer children experiences with real people. One way the teacher can use this in early childhood programs by how he or she groups the students or seating arrangements. Teachers can divide children into more culturally diverse groups at tables and centers. They also go further by implementing the contact hypothesis. In a preschool setting, equal status would be making sure that each group represented equal. An example of this would be having diversity in dolls, pictures, and any items where culture is reflected. This includes the staff in the early childhood program. The staff should be reflective of the children in the center. Early childhood centers can implement cooperative interdependence by focusing on activities that encourage cooperation among students instead of competitiveness.

4. Equity Pedagogy

The fourth dimension is equity pedagogy. These are teaching techniques and strategies that designed to improve the academic achievement of diverse students. This is often done by understanding learning styles, teaching styles, and language. One of the major ideas on learning styles is field dependent and field sensitive. Purnell, Ali, Begum, and Carter (2007) discuss how literacy and the arts can be used to build culturally responsive classrooms. They believe that teachers need to be inventive to do this. Their strategies include storytelling, drawing, moving, singing, and creative playing. Examples of this include using clay to enhance the alphabetic principle, exploring differences with people portraits and recipes for celebrating our heritage.

There are other pedagogical areas that need to be discussed by early childhood educators. Perkins and Mebert (2005) suggest that teaching children to become experts in multicultural education would allow them to have more domain-specific knowledge. When children have more domain specific knowledge, they are able to make inferences and think on higher levels in this domain than their age group normally does.

5. Empowering School Culture and Social Structure

The last dimension is empowering school culture and social structure. The school was a part of each of the earlier dimension but Banks' also sees the school as its' own cultural structure. There are many components that go into the school culture and structure.

A Culturally Based Inquiry Unit

NAEYC states that effective and appropriate teaching must recognize children's culture and incorporate elements of the culture in everyday teaching (2009). An inquiry unit built on cultural themes supports three goals. Nette's and Carolyn's inquiry based units (Ponciano & Shabazian, 2012) is the learning process which is based on the Bredekamp and Rosegrant model, continuous or overlapping cycles of awareness, exploration, inquiry, and utilization which has 3 main principles:

First, it helps children develop critical thinking and problem solving skills. Teachers model those skills as they ask children to investigate, question, and solve a problem.

Second, familiarity with a topic related to their culture empowers the children and engages them to adopt the skills modeled by their teachers. The knowledge children bring about the topic allows the teachers to push children's conceptual understanding further.

Third, it strengthens home-school connections. Since families are familiar with the topics, they can reinforce children's inquiry at home, which deepens children's thinking.

The three steps as used in Nette's and Carolyn's inquiry based units (Ponciano & Shabazian, 2012) can be identified as followed.

1. Planning

- a. Choose topics that reflect local cultural themes.
- b. Collect pictures, children's work, books, and other culturally relevant materials to use in an interactive learning center.
- c. Invite family or community members to share their knowledge with children.
- d. Allow ample time for children to explore materials and engage in activities that promote critical thinking. Inquiry activities take time to plan a flexible schedule.

2. Teaching (follows the teaching and learning cycle of Bredekamp & Rosegrant)

- a. Awareness: Plan an interactive way to introduce the topic and new vocabulary to the children.
- b. Exploration: Design a selection of activities that will give children the opportunity to learn through all their senses.
- c. Inquiry: Focus on a question for investigation with the whole class, a small group, or on individual child. The question, which can come from the teacher or the children, is the first step of the inquiry process. Help the children to follow the steps of prediction, investigation, recording, and discussion.
- d. Utilization: Create extension activities that encourage the children to apply the new knowledge (concepts and skills) to other situations or other topics.

3. Reflecting

Provide time for the teaching team to deepen its understanding about what works with its particular group of children and what needs to be done in order to support the children's learning. Consider questions such as: Did we meet our objectives? How do we know? What did the children in the classroom enjoy most? Which concepts did they not seem to grasp? What did we learn about the children's culture? How can we use what we learned to plan future activities?

Summary

ASEAN cooperation in the education sector has taken on more wide ranging measures to develop the human resources in the region and to empower the peoples of ASEAN, strengthening the prospects for the ASEAN Community by 2015. However in order to be able to work together it is important to accept that each country in ASEAN has its own uniqueness. Consequently, to lay the right understanding of ASEAN identity and to develop in young people a better understanding of the diversity of cultures across the region is a major concern for all the educators in ASEAN countries.

As mentioned before that prospective teachers' attitudes and beliefs are as important as what they teach and how they teach. Teachers' attitudes and beliefs about diversity and their chosen teaching strategies in the classroom are often dissimilar to a commitment to diversity and Multicultural Education. So test yourself to check your attitude and beliefs about multicultural. Therefore, before get start to understand and apply multicultural education in the classroom, ask yourself: Are you an educator who respect diversity and are culturally competent?

- have an understanding of, and honour, the histories, cultures, languages, traditions, child rearing practices
 - value children's different capacities and abilities
 - respect differences in families' home lives
 - recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing
- demonstrate an ongoing commitment to developing their own cultural competence in a two-way process with families and communities
- promote greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being
- teach, role-model and encourage cultural competence in children, recognising that this is crucial to ensuring children have a sense of strong cultural identity and belonging
- engage in ongoing reflection relating to their cultural competence and how they build children's cultural competence.

Sample of Activities

Multicultural finger play: I Am Different by Kenyetta C., a teacher from Watson Avenue Day Care, Available from: Gayle's Preschool Rainbow.<file:///Users/banjerd/Desktop/อันนูน%20multi%20culture/Preschool%20Activities%20for%20a%20Multicultural%20Theme.webarchive>

Objective: to teach diversity and acceptance of different ethnic backgrounds

Materials: Just fingers.

Description: This is a finger play to do with children during circle time.

I am different from my head to my toes

(point to self then to head and toes)

I am different from my eyes to my nose

(point to self then eyes and nose)

I come from a place that is far and wide

(point to self then spread arms wide open)

A place where we all smile instead of cry

(act like you are tracing your lips into a smile and bring hands down eyes as if you are crying)

I am very different as you can see

(point to self then at a friend)

But I still have a lot of love in me!

(point to self place hand over the heart then hug yourself)

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Biodata

Dr. Anyamanee Boonsue got a Bachelor's Degree in In-Personnel Management from Chulalongkorn University and a Master's Degree in Elementary Education from West Virginia University, USA. She earned her Doctoral Degree in Early Childhood Education from Chulalongkorn University. She used to work as a kindergarten teacher in the United States for 2 years and in Chitralad School for 7 years. She also worked as the Head of the Kindergarten School at Roong Aroon Kindergarten for 7 years. She is currently a lecturer of the Division of Early Childhood Education in the Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University. She has written 8 children books and article related to children development. Her expertise is in the areas of local resources, learning environments, children play, child development, children books, community empowerment, Thai wisdom and culture for young children, child rights and multiple intelligence.

Research on the Professional Standards of Early Childhood Teachers in Thailand



Dr. Nattapon Yamchim,
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Dr. Siri Chara-um,
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Abstract

The objective of this research was to study current states, problems and necessary requirements for early childhood teachers in order to gain data to establish the professional standards of early childhood teachers.

This research used a mixed-method approach. The data was collected through surveys, interviews, group discussions and public hearings from stakeholders including scholars, experts, personnel, and executives from educational fields: the Teacher Council of Thailand, universities and schools, as well as early childhood teachers and parents. The findings are as follows.

Regarding to current states and problems of early childhood teachers, it was found that early childhood teachers had a lot of works and responsibilities so they had not enough time to develop themselves, to think creatively, or to develop teaching materials. The teachers who did not graduate in early childhood education did not have knowledge and skills related to young children. Most teachers were aged over 45 and were not enough in many schools. Moreover, that the government and related agencies did not pay enough attention to early childhood education resulted in lack of mutual goals and guidelines to reach such goals, lack of budget for material development and teacher trainings.

Regarding to necessary requirements for early childhood teachers, it was found that the teachers should graduate directly from early childhood education programs, having knowledge and understanding of children's natures and development. The other requirements included abilities in music and art, having love and faith in teaching profession, having morals and ethics, having public mind and love of Thai traditions.

The suggested professional standards of early childhood teachers are composed of two main elements which are Formational Competency and Care Competency. The teachers should be selected and developed through three stages that are Selection, Training, and Knowledge Management. The indicators of the standards focus on students that they must be Knowledgeable, Ethical and Sociable.

Biodata

Nattapon Yamchim received Master of Education in Educational Research and Statistics from Srinakharinwirot University in 2004. After graduation, he has started working as a researcher at Suan Dusit Poll, Suan Dusit Rajabhat University. In 2013, he has been promoted to be the Head of Suan Dusit Poll.

As a researcher, he has worked in many research projects which are mostly focusing on education, for instance, “Early Childhood Teacher Professional Standard”.

Not only serves as the Head of Suan Dusit Poll, he is also a member of the research board at the Office of the Welfare Promotion Commission for Teachers and Educational Personnel and was regularly invited to be a guest speaker in the topic of principles, concepts, theories, and polling patterns.

Biodata

Dr. Siri Chara-um is an Economics and Education professor of the Faculty of Management Sciences. She is also currently the Director of International Relations Division of Suan Dusit University, Thailand. Her fields of work cover the subject areas of Higher Education, Comparative Studies, Public Opinion, International Economics and Tourism Industry. She has been working intensively on the topic of Student Employability and International Competency. She studied B.E. (Bachelor of Economics, majoring in Monetary and International Economics) at Chulalongkorn University, Thailand, completed her Master degree in International Laws and Economics (M.I.L.E) from University of Bern, Switzerland in 2002. She worked at World Trade Organization, Geneva, as an Economic researcher for one year and later finished her Ph.D. in Higher Education from Chulalongkorn University. Her recent papers deal specifically with professional competencies of Thai graduates in ASEAN Community context. She is also an active member of the South East Asian-Association of Institution Research (SEAAIR).

The Training Program to Equip Foreign Teachers with Required Knowledge to Apply for the Teaching License in Thailand



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The Regulations of the Teachers Council of Thailand on Teacher's License, B.E. 2547, second revision, B.E. 2557, and third revision, B.E. 2558, No.5, second paragraph (8) stipulate that in order for foreign teachers to have qualification to apply for the teacher's license, they must have successfully undergone a training program required by the Teachers Council of Thailand. In addition, the Teachers Council of Thailand, in the committee meeting of No.6/2558 on April 29, B.E. 2558 has determined the criteria for approving the training program to equip foreign teachers with required knowledge to apply for the teacher's license. The criteria details of the training program for approval have been declared in the Regulation of Teachers Council of Thailand dated July 15, 2558.

Suan Dusit University, as an institution for higher education, realized its roles and functions on the provision of educational services to society, therefore the training program to equip foreign teachers with required knowledge to apply for the teacher's license has been developed for training foreign teachers to meet the requirements set by the Teachers Council of Thailand. The Faculty of Education will offer this training program to foreign teachers who teach in education institutions below tertiary level in Thailand in order to develop their potential as well as make them meet the acquirement for applying for the teacher's license. In addition, foreign teacher's potential will be developed to achieve high quality, which will contribute to upgrading the instructional quality in Thai schools.

Objectives

1. To provide foreigners with knowledge and understanding of Thai society, Thai language and culture, Thai arts and laws concerning professional performance as well as to apply the knowledge and experiences gained from the training program to their professional teaching functions more efficiently.

2. To enable foreigners who have successfully undergone on the training program to meet the requirements to apply for the teacher's license.

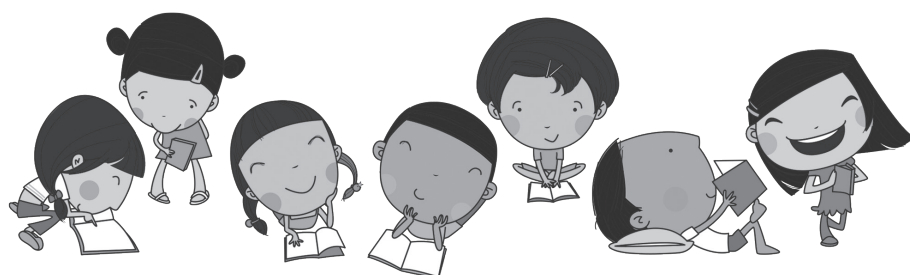
Biodata

Assoc. Prof. Dr. Praphon Jearakul

Praphon Jearakul was born in Ubon Ratchathani Province, Thailand. He received his B.Ed. degree from Srinakharinwirot University, Thailand, M.Ed. degree in Philosophy of Education from University of Hawaii, USA, and Ph.D. degree from the University of Colorado, USA. His work experiences include being an instructor at Ubon Ratchathani Teachers College (now Ubon Ratchathani Rajabhat University); a supervisor at the Department of General Education, Ministry of Education, Thailand; Assistant Director for Research at SEAMEO-RECSAM, Penang, Malaysia; an associate professor at the School of Educational Studies, Sukhothai Thammathrat University, Thailand; Director of the Research Office, Sripatum University; and a consultant for SEAMEO-RIHED, Bangkok, Thailand. At present, he is serving as an expert and consultant for the School of Educational Studies, Sukhothai Thammathrat Open University. His research interests are in the areas of curriculum development and instruction, secondary education, and teaching English as a second language.

Asst. Prof. Dr. Poonsap Naknaka

Poonsap Naknaka was born in Prathumtani Province, Thailand. She received her B.Ed. degree in English from Srinakharinwirot University, Thailand, M.Ed. degree in Adult and Continuing Education from Morehead State University, Kentucky, U.S.A. and Ed.D. degree in Research and Curriculum Development from Srinakharinwirot, Thailand. Her work experiences include being an instructor teaching English, Measurement and Evaluation in Education, Educational Research. In addition she used to serve as Vice-Dean of Faculty of Education, Director of International Programs, Suan Dusit Rajabhat University. At present she is serving as a consultant of Panyapiwat Institute Management. Her research interests are in the areas of curriculum development, measurement and evaluation in education, and teaching English as a foreign language.



Background Information for the Workshops, Field Trips and School Visits

La-Or Utis Demonstration School and the Development of Early Childhood Education in Thailand

La-Or Utis Demonstration School is located in Suan Dusit University main campus. It was the first state-owned kindergarten in Thailand, established in 1940. The primary aim was to assess the public's interest and understanding of pre-school education. At present, La-Or Utis Demonstration School is operated in association with Suan Dusit University to serve as the field base for the teacher training of the students of the Faculty of Education and the development of early childhood curriculum. The school provides education at two levels: 'pre-school level' for children aged 1 to under 6 years old and 'elementary level' for children aged 6 to 12 years old. The curriculum used in the school emphasizes hands-on learning, physical and mental activities engagement, and a holistic approach that addresses each development domain – creative, emotional, intellectual, physical, social and critical thinking. La-Or Utis Demonstration School is regarded as the role model of early childhood education program and its historical background also reflects the development of early childhood education in Thailand.

The development of early childhood education in Thailand

Before 1939, pre-school education had hardly gained popularity in Thailand. HSH Prince Rajadabhisek Sonakul, who was the Director-General of the Education Department – the only one department under the Ministry of Public Instruction (which was renamed Ministry of Education in 1941) realized the importance of pre-school education and had an idea to found a public kindergarten. At that time, Ms. La-or Limsengthai donated eighty thousand baht to the Ministry of Public Instruction for the construction of a kindergarten building in the compound of Phra Nakhon School of Culinary Arts which is currently Suan Dusit University. The building was thus named “La-or Utis”, which means donated by La-or, and was used as a kindergarten school named “La-or Utis Kindergarten”. It was operated under the supervision of the Teacher Training Division, Department of General Education, the Ministry of Public Instruction and was open for the first time on 2nd September 1940. The kindergarten was administrated by M.L. Manich Jumsai, Head of the Teacher Training Division, and Mrs. Jittra Thongthaem Na Ayudhya, Head of the La-or Utis Kindergarten Section who also took the role of the school's first principal.

The popularity of La-Or Utis Kindergarten grew by leaps and bounds; the number of students increased from 30 in the first year to 116 in 1941. This led to increasing demand for students of the Kindergarten Teacher Training Program. Concurrently, the Ministry of Education planned to found a kindergarten in each and every province. In 1943, Ms. Benja Tungkhasiri (Khunying Benja Saengmali), a graduate in pre-school education from Japan, was appointed as the Head of the Kindergarten Teacher Training Section. Overseeing the expansion of kindergarten education to provincial areas, she played a vital role in laying solid foundation for Thailand's kindergarten teacher training. She proposed a revision of Kindergarten Teacher Training Program used from 1941- 1942 and, as a result, the Pre-school Education Program was implemented from 1943 onwards.

In 1961, the Phra Nakhon Home Science Secondary School was upgraded to Suan Dusit Teacher College and subjected to the Department of Teacher Training, Ministry of Education. La-or

Uti Kindergarten thus was operated under the supervision of the Department of Teacher Training. In 1975, Khunying Benja Saengmali reached her retirement and the Department of Teacher Training replaced her with Ajarn Khrueawan Khachornphan. During this period of time, the Suan Dusit Teacher College underwent several administration changes and restructuring to conform to the Teacher College Act Vol. 1, B.E. 2518 (1975). The La-or Uti Kindergarten was renamed La-or Uti Demonstration Kindergarten School. For greater efficient operation, the school was subsequently merged with the Kindergarten Teacher Training Section and became the Department of Kindergarten Education under the Faculty of Education, Suan Dusit Teacher College. Ajarn Khrueawan then also took the helm at the faculty. In this pursuit, a program organized for children with special needs was excluded as the Department of Special Education.

In January 1981, Assistant Professor Somjai Thipchaimetha was appointed as the Head of the Department of Kindergarten Education, which was responsible for both teacher training and operation of the La-or Uti Demonstration Kindergarten School. The school then focused on providing learning environments that suited three child development stages, which were orientation, experience enhancement and experience expansion. Free activities and group activities were provided for the students. Additionally, a common program for normal children and children with learning disability was successfully implemented and became a model for common classes for normal and special children.

The orientation stage starts from the first day children were brought to school. During this stage, they are encouraged to accustom themselves with the school, new friends, school's staff, and life in the school from the morning until their parents fetched them in the late afternoon. The experience enhancement begins when the children have already been familiarized with life in the school. Teachers will encourage them to learn about their surroundings and social life so as to make them observant, sensible and be able to live in harmony with others. The experience expansion is the stage during which their experience is expanded through language and arithmetic drills to prepare them for the elementary education. Individual differences are taken into account when preparing activities throughout these three stages. Free activities are those prepared to allow children to freely choose according to their personal interest and aptitude. Group activities are those that teachers and children carry out together such as tale telling, puppet playing, conversation, singing, demonstration, and out-of-class activities which encourage children to learn from their surroundings.

In 1984, Assistant Professor Araya Sookwong was appointed as the Principal of the La-or Uti Demonstration Kindergarten School. Many critical changes in kindergarten education in Thailand happened during her term of office. Increasing number of pre-school children and public awareness of the importance of pre-school education gave rise to many public and private kindergartens and this resulted in more intense competition. As most parents had to work, many other institutions offered pre-kindergarten classes and pre-school education that was expanded from two years to three years. As such, kindergarten education was renamed early childhood education. In such a context, the philosophy of educational management, which was to prepare children for the elementary education, was changed. For early childhood education, the focal point was academic preparedness; children were taught English, arithmetic, and social sciences to meet the demand of their parents, who would like them to be able to pass the admission exams in famous primary schools. However, La-or Uti Demonstration Kindergarten School did not value such an approach and firmly held up its philosophy of enhancing physical, mental and social preparedness of the students rather than their academic knowledge.

For this reason, the school has operated to meet the following objectives.

1. To be a school for children aged between 3-6 years and be a demonstration home for children aged 2-3 years. This mission is of great importance and the school maintains the instruction that focuses on early childhood development, which has been practiced since its inception. It is thus extensively recognized that La-or Utis Demonstration Kindergarten School offers pre-school classes that prepares the children continuously and appropriately to their ages and stages of development.

2. To be an institution that provides teacher students with vocational training, allowing them to observe and take part in pre-school classes, and to gain full experience in pre-school teaching.

3. To be a center for experimentation, study, research, and development in early childhood education, where teachers are allowed to research and develop bodies of knowledge, and for inter-agency cooperation. In 1987, two house-like office buildings were constructed at a corner of the school's lawn, which was adjacent to the swimming pool of the teacher college. To serve the experiment and research purpose, the buildings provided an environment that encourages learning and development in children aged 2-3 years. They also served as a pilot project of demonstration houses for commercial purposes. The result of the experiment supported the school's approach to early childhood education. The experiment provided children aged 2-3 years with proper education and the buildings became a venue for demonstration of early childhood education management open to the interested public and student teachers.

4. To be a center for dissemination of educational innovations. Following a theoretical experiment and research, the claimed theory would be put into practice and then develops for the most effective performance. At present, the school provides a variety of publications, including experience management plan for children of 3-6 years of age, workbooks that correspond to the experience management in each of the three pre-school classes, school report booklets which show evaluation of the children's development, and many different teaching materials and educational games.

Continuous study and research contributed considerably to the development of early childhood education, particularly the development of environment-based learning activities and introduction of state-of-the-art technology into education management. In 2002, the La-or Utis Demonstration Kindergarten School began to offer a Grade 1 primary class to continue with its environment and activity-based approach. The students were not required to wear uniform and do homework. Textbooks were available in the class and the students did not need to take them home. There were no extra tuition classes but simply after-school activities in the afternoon. Students were encouraged to learn English from their surroundings.

Asst. Prof. Araya Sookwong headed the La-or Utis Demonstration Kindergarten School during the period of development and changes (1984-2004) and her initiative in both administration and academic affairs greatly contributed to the development of the school. She retired in 2004 as the Director of the La-or Utis Demonstration Kindergarten School and was appointed as Advisor to the President for Demonstration School and has taken office until now.

According to the university structure, the demonstration school is under the Faculty of Education, but the administration is directly subject to the President's authority to ensure independent and smooth-flow operation. Assistant Professor Chongrak Angurapinun became the new Director and retired two years later. In 2007, the La-Or Utis Demonstration Primary School and La-Or Utis Demonstration kindergarten School were merged and renamed La-Or Utis Demonstration School.

Assoc. Prof. Dr. Noppanet Dhammabovorn was appointed as the Director of La-or Utis Demonstration School but passed away three months after she took office. Asst. Prof. Chongrak was then appointed as the Director again.

Over 68 years of operation, the La-or Utis Demonstration School has undergone administrative and academic development on a continuous basis and becomes the archetype of early childhood education in Thailand as well as a distinguished integral part of Suan Dusit University. In the global context, greater importance has been placed on early childhood development because a balanced child development will result in sustainable development of human quality and prevention of many social problems. Aware of this matter of fact, the school is committed to the development of education quality to ensure that the pre-school children are able to properly develop themselves in all aspects. The mission includes instilling morality and ethics into the children and encouraging them to live happily in society. Concurrently, the school will enhance administration to maintain its recognition as the archetype of early childhood education in Thailand and to allow other preschools to observe and adapt its approach to their contexts. This will help develop early childhood education to a greater extent. The school is pledged to its intention while endeavors to modernize educational system to guarantee standard quality that responds to the changing global context and develop Thai children into good and able citizens.

Teaching Competency Standards in Southeast Asian Countries: Eleven Country Audit (SEAMEO INNOTECH Research, 2010)



Excerpt from SEAMEO Innotech Research Update

Over the last decade, much has been invested in teaching standards, teacher professional development, and competency standards development. In order to determine the major strands of teaching standards, a two-day workshop was convened by the SEAMEO INNOTECH Research Studies Unit with experts from the region. The workshop was held back-to-back with the SIREP DACUM Workshop (Developing a Curriculum Workshop) on the Development of the Competency Framework for Southeast Asian Teachers of the 21st Century, conducted by the Solutions Development Unit of SEAMEO INNOTECH.

Summary

This report primarily focuses on identifying attributes of competent teachers in Southeast Asia as well as how teaching competency standards are developed, assessed, and monitored. It highlights trends in developing teaching competency standards and has come up with a framework for common teaching competencies in Southeast Asia.

This report can help the countries in Southeast Asia that are still in the process of developing their own teaching competency standards. It provides country-level data for better understanding and benchmarking.

This report found that there exists a common framework for teaching competency standards in the region. This includes professional knowledge, professional practice, professional engagement, and professional and personal values. It is important that the countries in the region have some areas of convergence when it comes to teaching competence.

From the two SIREP workshops, the research came up with the following major outputs:

- 1) Regional Strands/Domains of Teaching Competency Standards in the Southeast Asian countries;
- 2) Common Approaches in Developing Teaching Competency Standards; and
- 3) Competency Framework for Southeast Asian Teachers of the 21st Century.

1. Regional Domains/Strands of Teaching Competency Standards

The research resulted in the identification of common domains of teaching standards for South-east Asia, namely:

- Professional knowledge – refers to the mastery of content and methodology for teaching
- Professional skills – refers to pedagogies, classroom management, and learner assessment
- Professional characteristics – refers to personal traits such as being responsible, punctual, etc.
- Professional/ personal ethical standards and values – refers to moral, good role model, etc.
- Professional development and lifelong learning – refers to participation in professional teacher organizations and activities, demonstrates a desire to enhance the teaching profession, etc.

See Figure 1 for the regional strands/domains of teaching competency standards.

Based on the discussion of experts and the validation, Southeast Asian teachers are generally expected to demonstrate all these professional competencies. The comparisons make clear that “teaching competency standards” are adopted in several ways, and that common strands exist.

Figure 1: Major Strands of Teaching Competency Standards in Southeast Asia



A set of trends in the region can be gleaned from the wealth of data on teaching competencies. The database of teaching competencies generated by this research study will be able to provide inputs for capacity building, training orientation, policy development, regional cooperation programs on teaching competence, and exchanges of research leading to the revision and enhancement of curricula. Moreover, the research revealed that the Southeast Asian countries have points of convergence when it comes to indicators of teaching competencies. The Southeast Asian teachers are expected to possess:

- professional knowledge (refers to teachers' pedagogical knowledge)
- content knowledge
- technological knowledge
- lesson planning skills
- curriculum design skills
- awareness of school policies
- knowledge of principles of learning
- awareness of laws and legislations on education
- knowledge of their schools' vision and mission
- knowledge of child psychology, and awareness of required standards.

Table 1: Major Strands/Domains of Teaching Competency Standards in Southeast Asia

Country	Major Standards of Teaching Competency Standards
Brunei Darussalam	Professional knowledge Professional practice Professional engagement and values
Cambodia	Knowledge Practice Learning Ethics
Indonesia	Pedagogical competence Personal competence Professional competence Social competence
Lao PDR	Characteristics and professional ethics Knowledge of children Subject knowledge and practical teaching wisdom
Malaysia	Professional teaching values Knowledge and comprehension Teaching and learning skills

Country	Major Standards of Teaching Competency Standards
Myanmar	(Myanmar's country paper and presentation did not give specific information on the teaching competency standards in the country.)
Philippines	Social regard for learning Learning environment Diversity of learners Curriculum Planning, assessing, and reporting Community linkages Personal growth and professional development
Singapore	Cultivating knowledge Winning hearts and minds Knowing oneself and others Working with others
Thailand	Professional competence Knowledge Experience Personal competence
Timor-Leste	Language Technical knowledge Teaching and learning Professionalism
Vietnam	Knowledge Teaching competence Presentation competence Classroom management competence

The Southeast Asian teachers are generally expected to have positive characteristics that include respecting cultural diversity, encouraging equality, being considerate, demonstrating positive attitudes, demonstrating a passion for excellence, and demonstrating social awareness and selflessness.

Some of the professional values that should be imbibed by a Southeast Asian teacher include being respectful, law-abiding, understanding, consistent, emphatic, open-minded, humble, forgiving, morally upright, non-discriminating, humane, patient, dynamic, and enthusiastic.

2. Common Approaches in Developing Teaching Competency Standards

From the regional workshop, the experts from Southeast Asian countries shared common approaches utilized in developing and finalizing their teaching competency standards. The following phases were observed and noted.

Phase I Benchmarking with Developed Economies

Countries in the region commonly start their development of teaching competency standards by conducting reviews of best practices in different countries. Some engaged foreign consultants to provide advice and technical inputs.

Phase II Creating a Team/Technical Working Group/Pool of Experts at the Ministry Level

A team is then designated to develop teaching competency standards by drafting performance standards and developing a teaching competency standards framework. Some countries sought the help of experts from developed economies. Their bases for the standards are often their national education laws, codes of professional practices, and experts' advice.

Phase III Pilot Testing of the First Draft of Teaching Competency Standards

Almost all the countries underwent a pilot test of their first drafts of Teaching Competency Standards. These drafts were presented to several stakeholders and subjected to reviews. Qualitative procedures such as focus group discussions, interviews, and extensive consultations or public hearing activities were also held.

Phase IV Rollout and Full Implementation of National Teaching Competency Standards

Six countries in Southeast Asia have already rolled out teaching competency standards. The remaining five are still in Phase III of the implementation framework. Teachers were given guides, manuals, and compact discs to better understand their country's teaching competency standards.

Phase V Monitoring and Reviews

Some of the countries that are already implementing teaching competency standards conduct audits, reviews, and monitoring activities using various observation techniques, survey instruments, and consultation meetings. Most countries link teaching competency standards with rewards for good teaching performance and teacher training for those who need to enhance their competence. Teachers utilize their own improvement plans where areas for capacity building are noted. Summaries of the teachers' training needs based on the competency standards are then compiled, collected, reported, and given appropriate budgets.

3. Competency Framework for Southeast Asian Teachers of 21st Century

The common core competencies identified in this research have been fleshed out in another SEAMEO INNOTECH SIREP project into a Competency Framework for Southeast Asian Teachers of the 21st Century incorporating general competency areas and the units of elements of enabling competencies. This framework has been validated by the 11 SEAMEO member's MOEs. It will serve as

a guide to SEAMEO INNOTECH and MOEs as they design and develop capacity-building programs for teachers and teacher training institutions in the region.

Conclusions and Recommendations

The main gaps and issues for policy action identified by the study include the following:

- One crucial gap is the absence of nationally-recognized teaching standards in some countries in the region. About half of the countries in the region are currently engaged in the development of teaching standards, while half are well on their way to implementing the national teaching standards. SEAMEO is well positioned to take the lead in providing a platform for facilitating collaboration between and among countries to develop, implement, and improve the monitoring and evaluation of teaching standards.

- The experience of some countries with teaching standards has yet to be fully documented and it is difficult to assess the extent to which “national teaching competency standards” have been implemented and institutionalized. The Southeast Asian countries must assess the lessons learned and the challenges they faced in developing the national teaching standards, and give more policy attention to the gaps identified. Other countries can gain insights from the lessons learned to guide them in the planning, development, implementation, and monitoring and evaluation of their own national teaching standards.

- Relatively little is known about the overall impact of national teaching standards on educational performance of students, specifically performance in national achievement tests or exit examinations. Research and evaluation are required to highlight correlations of teaching standards and good practices with student achievement and student learning outcomes.

- The issue of how to develop teaching standards has been a concern for many countries. Some would like to benchmark with developed countries to expedite the development and adoption of national competency-based teaching standards. The various policies and models of completed national teaching standards will support more effective approaches in other countries in the region by way of benchmarking and complementation of efforts.

The identified regional core teaching competency areas in the study are an important milestone in this study. There is a need for countries to support the acquisition of regional teaching competencies by Southeast Asian School Teachers as identified in the study. This will promote professionalization of Southeast Asian teachers and encourage regional standards of teaching. Although the study has identified a set of common teaching competency standards for Southeast Asian teachers, the performance indicators and measures of verification for each of the general and enabling competencies have yet to be fleshed out. This could be the focus of a future SEAMEO INNOTECH SIREP research project. Moreover, based on the results of the study, the following areas for future researches are recommended:

- Recommendation 1 – Development of comparative statistical profiles of Southeast Asian teachers, which include teachers’ education profiles, workloads, hours, class sizes, employment conditions, capacity-building activities, professional development activities, and participation in school- and community-level concerns.

- Recommendation 2 – A survey of qualifications in the region, focusing on tertiary qualifications, pre-service requirements, and professional training and other requirements used in assessing teachers.

- Recommendation 3 – Future research studies should be conducted to investigate the demographic composition of teaching forces across the region looking further at the match between pre-service and in-service requirements, and the teaching salary expenditure per student.
- Recommendation 4 – A policy review of the teacher professional development policy is suggested, with emphasis on areas of collaboration, identifying the strengths of countries in terms of offering regular capacity development programs.
- Recommendation 5 – Within SEAMEO, there is a need to institutionalize the conduct of study visits, benchmarking missions, and secondment programs for MOE personnel. This will help MOEs to further enhance their capacity to develop and implement their teaching competency standards.
- Recommendation 6 – A teaching competency profiling study is suggested to determine the level of alignment of teachers in Southeast Asia with the competencies of the SEAMEO INNOTECH SEA Competency Framework for Teachers of the 21st Century. The study should seek to identify key competency gaps among existing Southeast Asian teachers and recommend strategies on how these gaps might be addressed.

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Pierra Navin School



Background of Pierra Navin School

The Pierra Maternity & Child Welfare Foundation under the Royal Patronage of HRH the Princess Mother

Doctor Khun Pierra Vejagul, the Angel called by many people, initiated maternity and child support in 1938 by inspiration from the death of a daughter of a rich family who was unintentionally pregnant and committed suicide by taking poison. The Girl came to see Doctor Pierra to consult about abortion, but Doctor Pierra told her that abortion was a sin and suggested her to go back to consult her mother to let her child be born. Unfortunately, her mother severely blamed her making the Girl commit suicide. When Dr. Pierra knew about that, she went immediately to pick up the Girl to the hospital, but the Girl died in the arms of Dr. Pierra before going to the hospital.

From this lesson, Dr. Pierra got an idea to take care of mothers who are premaritally pregnant and her children. When those girls have delivered her children, they will give children to Dr. Pierra to take care for them. These children will use the surname “Vejagul” by having Dr. Pierra as Mother and Lt. Gen. Pun Wongwiset (the Former President of the Executive Committee of the Foundation) as Father. Hundreds life have grown up and left to join the outside world. Some of them access the chance to enroll on their further education abroad, some are married and build their own families, some are successful in their career, but some are in trouble and have failure in their life.

Dr. Pierra established the Maternity Foundation in 1938 at Phlabphlchai and then moved to Sathorn Road nearby Bangrak Hospital in 1947 and HRH Prince Phitthayalongkorn renamed the Foundation as “Pierra Maternity & Child Welfare Foundation”.

In 1964, Ban Sathorn made all people of the Country feel sympathize with them when the Government Saving Bank as the creditor decides to sue Dr. Pierra claiming her to repay the debt of more than three million baht which was taken to buy the land and Ban Sathorn premises, and Bangkok Administration Office (presently “Bangkok Metropolitan Administration”) as the registrar also notified Dr. Pierra to dissolve the Foundation. At that time, both Thai people and foreigners jointly donated money to repay the debt to the Government Saving Bank in full and that was why Ban Sathorn is subsequently called “Ban Pracha Uthis” (the Home Contributed by People).

Dr. Pierra implemented her principle and the objectives of the Foundation until being well known and accepted by both national and international communities and was called the Angel of All Girls.

Dr. Pierra was awarded the Royal Decoration of “the 2nd Chulachomklao and was permitted to use the term “Khunying” in front of her name, but as unmarried, Dr. Pierra then is called Dr. Khun Pierra Vejagul. She passed away on April 20, 1984.

When Dr. Khun Pierra Vejagul, the Founder of Pierra Maternity & Child Welfare Foundation, passed away, the Executive Committee of the Foundation then elected Prof. Dr.Ukrit Mongkolnavin, the Vice President of the Executive Committee to act as the President of the Executive Committee to take charge of the operation of the Foundation since 1984.

The first task of Prof. Dr.Ukrit Mongkolnavin was to collect all exact property of the Foundation including the property in the name of Dr. Khun Pierra Vejagul that was to be transferred to Pierra Maternity & Child Welfare Foundation, by Khun Khawankaew Vacharothai, the Vice President of the Executive Committee (who invited Dr.Ukrit Mongkolnavin to join in the work of the Foundation as the Treasurer) requesting Dr.Ukrit Mongkolnavin to prepare the Will of Dr. Khun Pierra Vejagul to give all of her estate to the Foundation and then prepare the financial statements of the Foundation to be audited since 1984.

The Establishment of Pierra Navin Nurseries

Prof. Dr.Ukrit Mongkolnavin saw that the current social and economic condition causing labor immigration of parents, grandparents or guardians of children to the urban areas to earn their income, leaving their families to stay home alone.

Change in the lifestyle of people is a significant factor that indirectly destroys children such as parents leaving their children stay home alone while working or parents taking their children with them when going to work. That causes a family problem which impacts on growth and development of children.

The way that parents cannot afford time to take close care of their children especially a poor family or a family that children have only single father or mother will cause problems to such children and impact on safety and well-being of the society.

Based on medical and psychological knowledge, development of children both physical and mental shall be correctly transmitted to them when they are at the ages of 2-5 years.

Therefore, in 1989 the Foundation initiated the nursery project to admit little children aged 2-5 years to take care of without charging any fees to assist poor families.

Perspectives of Pierra (Piraya) Navin Nurseries:

Pierra Navin focuses on the development and provision of standardized education to strengthen Thai children both mentally and physically, so that Thai children will have education together with ethics and achieve their well-being.

Philosophy :

“Gratitude is a sign of good people.”

Strategy:

To strengthen children is to strengthen the country. To develop and strengthen the country, we shall begin with children. Anyone who harms children, he or she also harms the country.

School Colour: Violet**Obligations:**

1. A cheerful mind in a healthy body leads to intelligence under the support of parents and teachers.
2. We should build love in children first, and then train and provide knowledge to them. No one is skillful since his/her birth. We can be skillful because of our perseverance. Parents and teachers shall be good trainers for children.
3. One should lean on oneself. Nobody can be our true supporter. The one who is well trained is a valuable supporter.
4. Pierra Navin does not teach children to be ones who are skillful but intend to defeat others all the time.

Theories and Guidelines for Treating and Developing Children at “Pierra-Navin”

The Nursery at “Pierra-Navin” engages in the development of children in accordance with their natural development. Apart from unchangeable heredity, the theories and guidelines used in development of children are as follows:

1. The Natural Rules discovered by Buddha, i.e.
 - 1.1. Creation and Training children to become good people, “Create the World through training of children” namely
 - (i) Friendliness: friendliness and kindness teachers show to pupils, wanting them to be happy.
 - (ii) Rectification, correction and releasing troubles of children: teachers shall try to solve problems of children within their spirits.
 - (iii) Enhancement, support: when children are successful, teachers shall encourage and expect any due output from children consistent with their ability and ages.
 - (iv) Teachers shall prepare children to be responsible for a better and growing life, by training them to do things by themselves. Teachers shall provide a chance to children to learn by themselves, only giving advice and assisting when necessary.

1.2. The Practice of Criteria to achieve both worldly and moral outcome (Social plus Family), emphasizes children to be able to live by themselves and assist each other in the mutual relationship of society, living with love and community spirit, unity and prosperity, stability, i.e.

- (i) Encouraging, assisting each other, and giving the four requisites to support the development of children. Including giving all knowledge without discrimination, and acting as a teacher equally to all pupils.
- (ii) Assist verbally, giving advice and consolation to help children feel warm and fulfilled. Politeness and sincerity from the teachers can lead to children not only finding their own potential, but allow them to go beyond their potential. Each child has a different commencement point for improvement.
- (iii) Teachers must protect the children from danger, assist a weak child, including acting as a specimen to children, not to be conceited, but deem that the one who was born before should take care of those who were born after.
- (iv) Equality: teachers shall act and treat all children equally, making harmony of their differences and encouraging them to share their happiness, not envy nor quarrel.

2. The Meet Approach is a practical guideline to training children in knowing and understanding their organs in order to be able to control and use them effectively, not request anything that is beyond the ability of the child, but use what the child has as a base from which to begin to develop his/her skills, teaching them how to improve step by step and teaching them how to use them in learning as the child grows up.

3. After having been taught the criteria in the beginning, children will amazingly learn and study further. Train children to ask question (mouth), listen (ear), and think through the warmth in teaching and touching to encourage the mind of children to feel proud and create resistance within themselves to outside things. Teachers shall understand, observe, deliberate about, seek for and accept differences between each child as differences show individual beauty.

4. All Knowledge to develop children (Harmonious Knowledge)

Pierra/Piraya Navin does not aim to teach children to be capable but compete against one another, it teaches children to think, understand, classify what is virtue, what is vice, to be good and happy people.

Cheerful mind and physical healthiness encourage child wisdom under the support of parents and teachers.

Good teachers are teachers who do not teach students either with greed, anger or enchantment.

Outstanding teachers are teachers who mentally, physically, intellectually sacrifice for their work under good teamwork.

Montessori Method in the way of Buddhism

(By Pirayanalai Educational Institute)

Child education in Montessori method that is developed to be used with general children and widely well known in various institutes can be described as follows:

The significant principle of such learning process is to control children's behavior to make them accomplish any of activities through their learning, trial and error with their concentration, firm mind and consideration to find out their desired output. That is to develop them to become Buddhists.

1. To be enlightened through concentration, observation and practice.
2. To be conscious with consciousness; with awareness i.e. to use senses and mental power to understand what is a correct way chosen from their trials; with practice by training and depending on themselves. It is to finally gain wisdom which will administer to accomplish all activities they do.
3. To be joyful. It is to begin any activities with joy, cheerfulness, freshness. When they can learn and find out answer by themselves, it will make them proud and happy. When they are happy, they will feel relaxed and achieve mental and physical happiness. When being happy, they will be able to concentrate on activities.

Or we may say to make you more simply understand, “With physical and mental happiness, the mind will get ready to learn and when learning, they will achieve wisdom.”

Education in Buddhist Ways – Buddhist Approach

Explain-teach-train-assess

Various sections of dharma

1. Explain to children/students to understand about how to function the perceptive organs, their functioning mechanism and to control them as desired, i.e. eyes, ears, nose, tongue, body, mind (body or perceptive organs).
2. Teachers shall study and observe completeness of physical and mental function of children/students.
3. In spite of changing a teacher for another class after a class of a lesson ends and students will study another lesson in the subsequent class, bodies and perceptive organs of students are still at the unchanged state; it is proper for teachers to prepare physical and mental readiness of both the teachers themselves and of the students to get ready to learn another lesson accordingly.
4. Bodies and mind function all the time without any break, so students can learn all the time. Teachers are persons who play the significant role; therefore, teachers should train students under good systematized procedure to make students achieve physical and mental development.
5. Nature of bodies or mind: it always tastes everything and prefers amusement by instinct. For example, if any food is tasteless, people will not eat. If a person is well-trained, s/he will properly eat.
6. To teach every lesson/course, it is aimed at the students' knowledge. Do not forget to prepare students to observe precept and get concentration first.
7. To arrange weeks of various sections of dharma, such as the week of atthachariya, i.e. friendliness by assisting others and doing good things to the society, the week of politeness, etc.
8. To organize dramas on tales of the previous lives of Buddha or significant events during Buddha's life, etc.
9. To arrange the game of answering questions about dharma.
10. To arrange games about events during Buddha's life, such as matching the couple of events, relationships between persons.
11. To produce teaching-learning media according to Buddhist training, such as word cards, etc.
12. To write and fix significant sentences at various places to encourage memory of students.
13. To have students write compositions comparing 2 events, such as virtue and vice, creation and destruction so as to assess ethics of students.

Roong Aroon Kindergarten of the Mindful-Mix-aged Classroom

Presented at the 17th annual conference of the Pacific Early Childhood Education Research Association (PECERA) on 7th-9th July, 2016
Chulalongkorn University, Bangkok, Thailand

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Background and Rationale

Roong Aroon School (RAS) is a private school established in 1997, on 19.7 acres in Bangkhunthien, a sub-district of Bangkok, Thailand. In 2000, it was registered as a foundation for the purpose of being a non-profit organization. The school of 1,200 students with 140 teachers has been operating through 3 levels; kindergarten, primary and secondary, each level has its own principal in order to cope with the appropriate number of students and teachers. In 2007, Roong Aroon School Foundation contributed to the expansion of the higher education institution of the same conceptual direction, "Arsomsilp Institute of the Arts." It provides 3 major study programs: Holistic Education, Architecture for Community and Environmental Development and Social Entrepreneurship. RAS and Arsomsilp Institute have adopted the concepts of Buddhism to be the main direction of teaching and learning, academically in the curriculum and pedagogy as well as in its school culture.

Methodological context

According to Buddha's teaching, the most powerful human value is the learning capacity cultivated through proper practices particularly the main concept of 'life is learning or learning is (right function of human) life'. RAS has applied some major Buddhist principles which are actually the heart of all Buddha's teachings to be the main concept of learning at the school. In doing so, RAS preferred to adapt the basic standard curriculum to be rearranged and redesigned into the value oriented school based curriculum and pedagogy in order to enlarge and deepen its goals of learning achievement beyond being merely content or subject based. The development of the whole child, especially the spiritual wisdom needs a holistic learning system and process which can be obtained by special learning spaces, practices and key factors and mindful parents and teachers to comprehend learning corresponding to the Buddhist principles.

The objective of holistic learning is interpreted into the mindset of "life is learning" or "learning is human life". This principle helps creating the added objectives out of the contents and skills; the value outcomes are right view, right intention, right livelihood, right action, right speech, right effort, right mindfulness and right concentration. These are based on the four aspects of development described by Phra Bhrammagunabhorn, the most recognized monk scholar of Thailand. The value outcomes of 4 major developments should be expected; firstly, the physical development (mindful seeing, hearing, smelling, tasting, touching and feeling), secondly, the moral development (social

development or the proper interpersonal and environmental relationship), thirdly, emotional development (higher mentality, such as compassion, kindness, respect to others, generosity, appreciation with others' achievement), fourthly, wisdom development (such as self-awareness and reflection, learning how to solve problems, etc.). These profound characteristics of students are practiced and nurtured through both routine activities and guided learning activities integrated by subject matters.

Roong Aroon Kindergarten: The Mix-aged Classroom for Holistic Learning

Considering the importance of this initial age of learning, as a critical opportunity of building crucial characteristics of a well-rounded good citizen, the early childhood learning at RA's kindergarten was developed to create critical learning opportunities. With the conditions that their parents and teachers are guided to be inspiring and initiative facilitators, the children themselves are able to learn by doing, considering and whole-heartedly touching.

Based on its school - based curriculum, the RA Kindergarten of 300 students has been arranged in three main clusters, each consists of 4 classrooms with 25 mix-aged students and 2 teachers. The mix-aged (4-6 years old) classroom is selected to be the learning platform of sharing and learning together. This kind of platform has automatically created the proper relationship, especially of "give and take" among the different age groups. The elders are challenged to proudly behave as the coach to the youngers while the youngers try to bring about their capacities to equally share with the elders as much as possible. Moreover, this mix-aged classroom opens up the opportunity to learn by using project-based units for the children to help each other in different activities and perspectives. What and how do they learn together? The lesson plans are designed and integrated into the 5 major learning activities, as described in the followings:

1. Outdoor learning and free play, including swimming, allow the children to practice themselves in sharing with others through exploration, observation and physical movement, listening and communicating on the specific issues such as "climbing up the big tree together". They will experience the natural diversity or the unity of environment as well as the teamwork to achieve a common goal. Furthermore, the teachers can easily bring them to the deeper link of the valuable relationship between the tree and the kids themselves or its impact to the environment. In addition to the language skill or communicative literacy, mathematical literacy and body strength, the kids will be able to improve their understanding of the interrelationship between nature and themselves and gradually develop the consciousness of caring for Mother Nature through arts' interpretation.

2. Tales and story-telling, including puppet performances, are also favorite activities for every child. They practice and learn to interpret meaningful messages from inside out through the verbal and non-verbal language or body language, the basic skills of communication literacy. Imagination and creative presentation skills are particularly well nurtured by these activities.

3. Music and movement and role-play activities integrated with English practice are the special opportunities for the children to naturally learn the second language. The English teachers for kindergarten need to have the unique capability of integrating music, songs and phonics with movement or play. Sometimes the English teacher relates their lesson with the main theme of the term or project, which allows the children to easily recognize that the words of a different language refer to the same meaningful communication. Considering that music, songs, visual arts and performing

arts are the different ways of communication in the small children, they learn to communicate or present their inner feelings and perceptions through many kinds of media. Learning different languages at the early ages can be perceived as encouraging and imaginative interpretation, especially, when the children have a friendly association and communication with the artistic native speaker teachers.

4. Cooking and table setting are incorporated personal routine and volunteering for the benefit of others. These are the basic work and social skills appropriate for children of these ages. They are able to understand how to take responsibility for others and the environment. They are trained to cook using the vegetables they have planted. It is found that they easily eat all vegetable dishes with pride. They are also trained to wash and dry recycled milk cartons before taking them to the school recycling center or 'Zero-Waste' center. The elder children proudly take responsibility for the lunch table setting and service. In addition, they are trained to set the tables and chairs and bring enough plates, bowls, forks, spoons and cups for the member of each table. Then, they arrange the utensils on the table properly. In a situation, there were some students smelled the odour from the toilet and bathrooms. They raised this issue in their classroom circle and the teacher had them to discuss how to solve this problem. Finally, the activity of cleaning toilets has become a favorite voluntary routine activity as much as cooking.

5. Term or seasonal projects are designed according to the different weather changes and the specific issues related to the climate. Certainly, such amazing and wondrous things as trees, insects or small animals and their habitats, and the cooking of a special menu are interesting to the children as they discover their different aspects. For instance, a group of students found an old sick goose left lying alone from its flock. The children all agreed to bring it to the veterinary clinic in front of the school. Even though it was refused, the students didn't give up trying to help the poor goose by negotiating with the vet. They asked why dogs, cats and even rabbits are always accepted as patients but not a goose. They insisted their determination through a fund raising activity for the payment by baking cookies for sale. They received enough money in only one week and informed the vet. Finally, the veterinarian accepted the goose with the condition that the children had to bathe it before bringing it into the clinic. They organized to have it bathed and carried it to the clinic a few days later. Even though it was clean but accidentally, when they brought it into the clinic, the goose burst out, ran and made a mess. The children then understood why the clinic tried not to have a goose inside. However the doctor gave it an injection and cured its wounded legs. He also asked the children to help prevent bedsores. Amazingly, they helped tie a stretcher with an opening of 2 holes so the legs could drop down to prevent sores. Through this project of many weeks, the children learned such complicated knowledge and developed much more sophisticated teamwork and organizing skills than merely reading and writing in class.

The most important lesson learned here was the development of their grit on the basis of generosity towards the suffering creature.

According to the thematic design lesson plan, the teachers select inspiring issues, which allow the content and skills to be easily matched and integrated into the small projects. During each trimester, the small project-based learning units have always been welcomed with eagerness by all of the students.

Factors of Success

In addition to the value-oriented curriculum and pedagogy, the other two major factors of mindful parents and teachers are a primary concern. Even though it's not easy to achieve, RAS has continued to provide contemplative practices to inspire proper guides.

The necessary practicum platforms were created and systematically settled into the work schedule or annual school calendar. The 30 hours of parents' classroom are arranged for the parents of the first year students to prepare their mindset of being good model for their children. Furthermore, the mindfulness practices are formally provided for all teachers to participate in by their own choice, during the school holidays. Therefore, the mindful teachers manage their classroom to be a pleasant space to learn for their students.

Moreover, the mindful teachers are able to integrate the right view of 'life is learning' into the process of teaching, and learning and evaluation. The kindergarten teachers are trained to be able to design the value-oriented lesson plans ranging from the annual roadmap, term plan and weekly schedule. They recognize the ultimate goal and identify the value objectives as much as the other learning skills which are necessary in early childhood. They also have the right imagination of the required learning process corresponding to those learning objectives. The evaluation processes are arranged in the form of formative assessments observing through each learning activity. Furthermore, the most essential practicing platforms for teachers are designed as the After Action Review (AAR) weekly meeting. In this special platform, the teachers share and learn from each other on the basis of trust among themselves by reflecting the critical situation from their classroom, both successes and failures. The important result from this platform is that the teachers can see their own performances in the real classroom situation and are eager to find the better ways of learning opportunities for their students. The school principal has to be a supervisor as well as a coach to train teachers for critical reflection at every AAR meeting and bring them to the moment of Before Action Review (BAR) and readiness for the next class. All of these value-oriented systems are our regular operating platform which have actually turned the routine to classroom research which can be a well-rounded child development center.

The Result of 20 Years of Development at RA Kindergarten

Throughout the 20 years of developing the contemplative learning community at RA school, the kindergarten has been the most explicit in building a warm and generous family. The teachers, parents and children always learn side by side. They share their roles as learning partners with trust and understanding. Most students move on to RA primary and the secondary schools. Our graduates are distinguished. Most are accepted by the best higher education institutions in Thailand and abroad. The responding feedback from these institutes reflects the common characteristics of RA students, which we expect. In addition to the ability to learn and steadily work hard towards the achievement of their goals and the skills of teamwork, the RA students have the unique mindset to focus on the value-thinking approach and the self-reflected ability. Most of them were asked the same question, which school did you study at?

The foundation laid in kindergarten provides the essential base for the development of the reflective, insightful and caring adult.

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Biodata



Assoc. Prof. Prapapat Niyom

Associate Professor Prapapat Niyom is currently the President of Arsom Silp Institute of the Arts. Her first and second degrees are in Architecture from Chulalongkorn University and the University of Pennsylvania, Philadelphia, U.S.A., respectively. In 2011, Assoc. Prof. Prapapat received her honorary doctoral degree in Education for local development, from Phranakorn Rajabhat University.

Assoc. Prof. Prapapat was a member of the National Reform Council and the Advisor to the Minister of Education from 2014 to 2015. She was also the founder of Arsom Silp Institute of the Arts and Roong Aroon School. In 1996, she was also the Deputy Governor Bangkok Metropolitan Administration. (City Planning, Civil Work, Public Cleansing and Community Development) In terms of expertise, Assoc. Prof. Prapapat is keen in holistic education and learning.

Biodata



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History of Bangkok

“Bangkok” used to be “plum orchard”, and although it sounds quite unbelievable today, that is indeed what it once was - a small, peaceful village surrounded by wild plum trees. Bangkok is now a bustling city with a population of some 8 million as it is the centre of administration, transportation, business, communications, education, entertainment and all. However, Bangkok is not the true name of the city - it called by the Thais as Krung Thep. The name means “City of Angels” This name was bestowed on the place in the year 1782 by King Rama I, the father of the Chakri dynasty.

Looking back four hundred years ago, Bangkok and Thonburi, an area on the west bank of the Chao Phraya River, were just small villages. At that time they served as ports for ships sailing up the river to Ayuthaya, the former capital of what was then called Siam.

When Ayuthaya fell to Burmese armies in 1767, the kingdom’s capital was relocated to Thonburi on the river’s western bank established by King Taksin. After King Taksin’s death, General Chakri (Rama I) became the first king of the Chakri Dynasty, ruling from 1782 to 1809. His first action as king was to transfer the royal capital across the river from Thonburi to Bangkok and build the Grand Palace.



(Source: John Crawford - Journal of an embassy from the Governor-General of India to the courts of Siam and Cochin-China)

At the time Rama I. decided to move his capital, it had already grown into a small duty port. The town was mainly inhabited by Chinese merchants and customs inspectors, who were asked to vacate the area and Rama I started building his new city, beginning with Wat Phra Kaew (Emerald Buddha). Defensive moats were dug and canals built and a city wall was erected from bricks from the old city wall of Ayuthaya.

Work on the Grand Palace and the Temple of the Emerald Buddha (Wat Phra Kaew) was by and large completed in 1785. The new capital, now more or less just covering the area on the eastern side of the Chao Phraya.

Rama II (1809-1824) continued the restoration begun by his predecessor. King Nang Klao, Rama III (1824-1851) reopened relations with Western nations and established trade with China.

In the 1850s, the city really was a “Venice of the East” with lots of canals and waterways and only a handful of dusty roads. A city with a large network of water-roads in the place of streets, and intersected with bridges. A large proportion of its inhabitants lived in floating houses, which line both banks of the Menam (Chao Phaya river)

King Mongkut, Rama IV, (1851-1868) may have achieved western fame through the story “The King and I”, but won the hearts of Thais for his accomplishments including the establishment of treaties with European countries, thus avoiding colonialization, and modernizing Thailand through many social and economic reforms. King Chulalongkorn, Rama V (1869-1910) continued his father’s tradition of reform, abolishing slavery and improving the public welfare and administrative systems.



King Chulalongkorn's equestrian statue in the Royal Plaza
(Source: Adam Carr, 2006)

The city continued to grow in all directions through the 19th and 20th centuries, eventually encompassing Thonburi. Educational reforms, including compulsory education, were introduced by King Vajiravudh, Rama VI (1910-1925). During the reign of King Prajadhipok, Rama VII (1925-1935), Thailand changed from an absolute monarchy to a constitutional monarchy. The king abdicated in 1933 and was succeeded by his nephew, King Ananda Mahidol Rama VIII (1935-1946). . The first bridge over the Chao Phraya river (Memorial Bridge) was built in 1932. The country’s name was changed from Siam to Thailand with the advent of a democratic government in 1939. Our current monarch, King Bhumibol Adulyadej (R. Jun. 9, 1946 - present), is King Rama IX of the Chakri Dynasty. In the 20th century the city started growing both eastward and towards north. Bangkok’s population increased by about 1 million people between the 1980 and 1990 censuses alone. But still, the economic and social conditions are far better than in many of the neighboring countries in Southeast Asia.



(Source: <http://www.fodors.com/world/asia/thailand/bangkok>)

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Thai Children's Plays - การละเล่นเด็กไทย (karn-la-len dek Thai)

Thai Children's Plays are simple but they are full of fun. They show the identity and local wisdom which go from the generation to the generation. With the simple materials which are easily found and also available from the nature such as banana leaves, pebbles, sticks, clothes and etc., Thai children can play anytime and anywhere. There are plenty of plays and the games are also different to play according to the region. The popular games are Ngu Kin Hang (Snakes Bite Tail), Son Ha or Pong Pae (Hide and Seek), Ree Ree Khao Saan (Trapped between the Arches), Morn Sorn Phaa (A Morn / Khmer Hides a Cloth) and so on.

Here are two popular Thai Children's Plays.

Son Ha or Pong Pae (Hide and Seek)



(Source: <http://ppasboxs.blogspot.com/2010/03/ngoo-gin-hang.html>)

Equipment: no
Number of player: unlimited

HOW TO PLAY

Draw lots for the first seeker. The rest of the players go out and hide themselves separately while the seeker is blind-folded and waits. The seeker will count 1, 2, 3, ... 100. When s/he finishes counting, s/he then asks loudly if their friends are ready. If the answer is 'No', s/he continues to wait. If the answer is 'Yes', s/he can then take off the blindfold and goes out in search for the hiders. When s/he finds one, s/he must quickly shout 'Pong!' and calls out the hider's name loudly.

However, if the seeker is ponged first, s/he then loses and continues to play the seeker. At this time all of the players come out of hiding to play another round of the game while the seeker is again blind-folded and the other players sing a chorus.

Ngu Kin Hang (Snakes Bite Tail)



Equipment: no
Number of player: unlimited

HOW TO PLAY

In “Ngu Kin Hang” or “the snake-bites-tail game”, there are two teams. It is a chasing and protection game. One player is a mother snake including her babies, and another player is a father snake – one-man team. The mother snake has the duty of protecting all the baby snakes, who are her teammates. The mother and the father snakes are engaged in a preliminary dialogue which goes something like this:

Father snake: Dear Mother Snake.
Mother snake: Yes, Father Snake.
Father snake: From which well do you drink?
Mother snake: I drink from a well in the stone.
Mother and baby snakes in chorus: Each one of us does too.
(The line of baby snakes then sways from side to side.)

Then the question and answer rhymes go on for quite a while but it all boils down to which part the father snake will eat the mother snake’s middle part or her tail both comprising baby snakes. In the end the father snake will try to catch any of the little ones behind the mother snake’s back. She, of course, must try to protect them.

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