

Abstract

Topic	Evaluation of the Basic Education Core Curriculum 2008 in the Leading Schools for Curriculum Implementation
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The research of the Basic Education Core Curriculum 2008 in the leading schools for curriculum implementation aimed to 1) to evaluate the results of core curriculum of the basic education 2008 in the leading schools for curriculum implementation 2) to study the ways to strengthen academic development for leading schools and educational personnel.

This research is characterized by mixing principles and the concepts of project evaluation by using Mixed Methods. The population are 555 of Basic Education Core Curriculum 2008 leading schools (the basic education core curriculum started in 2009) divided into 3 levels; 185 primary schools from 183 educational service area offices, 183 extended schools from 183 educational service area offices and 187 secondary schools from 42 secondary educational service area offices. The target groups are the leading schools of the Basic Education Core Curriculum 2008 were derived by cluster sampling from 19 inspection areas.

Group of data providers are 1) school directors of leading schools of the Basic Education Core Curriculum 2008) academics supervisors 3) directors of educational service area offices 4) supervisors 5) leaders of learning strands and teachers in leading schools for curriculum implementation 6) school committees and 7) curriculum committees and policy makers such as 5 directors of educational service area offices(OBEC) and 5 experts development courses.

Research equipments consist of the interview for directors of educational service area offices, school directors and luminaries ; a questionnaire for supervisors ; focus group for teachers , schools committees , the curriculum experts ;quality assessment of the curriculum ; the leading validation of quality of the curriculum and schools ; the assessment of learning units/ lesson plans . This research was analyze by using percentage , \bar{x} , S.D. and content analysis.

The results found that :

1.The result of the Basic Education Core Curriculum 2008 implementation in the leading schools

1.1 Curriculum document

1. Principle objectives of the Basic Education Core Curriculum 2008 according to Standard based Curriculum found that the details of mission and principles are too much in content that can not be identity. The competency of students identified a wide so it is very difficult to evaluation . There are a lot of desirable feature , standard of learning and indicators. Learning Groups of primary level in year 1-3 are too much and there are not suit for young learners to develop their basic learning and it is not necessary to study all the learning groups.

2. Curriculum documents : The result found that vision and desirable features are not covered the needs of schools, communities and local . For the curriculum structures , there are more subjects / activities that corresponding with the vision and focus of the school is low. The explanation of learning groups , local knowledge in course description or in subjects are not clear as well as the guidelines for the development activities of learners are not clear.

3. Student activities, there are not any indicators to develop learners and the lack of detail in the management approach and the teaching plans to develop the students' experience are not clear. Teachers 'lack of understanding of the social and public activities assessment moreover some students' activities like Scouts to be less important so the students' lack of desirable features

4. Curriculum Management, the administrators and teachers are lack of knowledge on curriculum management truly. The operational management of the curriculum still mainly only few groups so the implementation is not systematic.

5. Teaching and learning management found that the teaching is not based on teaching curriculum and does not meet the standard indicators so this is not encourage learners to build their own knowledge. For the unit / lesson plans, the components are completely but the content are inconsistency . Most teachers are not understand the process of Backward Design Instruction.

6.Measurement and evaluation of national level learning are not cover the indicators. Teachers are lack of knowledge about techniques and how to measure and evaluate based on authentic assessment. Moreover, they ignored to measure and evaluate the level of advanced measuring. The standard of learning quality and indicators can not reflect the good quality of the students. And the students' national test score can not indicate the actual ability of the students.

1.2 The problems and suggestions of the curriculum implementation

1. Curriculum Implementation in the leading school is found that personnel involved in both area district and level of educational institution lack of knowledge and understanding about the curriculum. Therefore, OBEC (Office of Basic Education Commission) should provide training to all of the staff and everyone in order to create a common understanding. OBEC should follow the curriculum periodically to help develop and improve the curriculum implementation for the leading school to use. Also, there should be the analysis of differences conditions and contextual needs of the community in

order to define varieties of a curriculum framework, meet local community and focus on the participation of all sectors in the development of curriculum seriously.

2. Preparation unit or lesson plans. There is the finding that teachers lack an understanding of the design process for the standard teaching. The teaching and learning are not various. They do not focus on the learner-centered and do not encourage learners to learn on their own. This is because teachers lack a clear understanding of the standard learning design. Combined with other factors such as workload, many teaching of several classes, many subject teachers do not have enough time. Therefore, OBEC or related entities should provide training, give knowledge or prepare handouts or documents to educate teachers. The training should be classified by strand and level of classes. Also, there should be the giving of knowledge about the management of learning that focuses on students as an important person in teaching, techniques of teaching, and the teaching methods that encourages learners to create knowledge by themselves.

3. Measurement and evaluation of students. There is the finding that teachers lack of knowledge about the measurement and evaluation. They do not understand the creating of criteria of evaluation to assessment in different forms. They lack of understanding of the actual assessment. Also, the evaluation of the desirable quality has no clear assessment form. Therefore, OBEC should organize training or workshops to educate and practice in the creation of the measurement and evaluation tools. The content of training or seminar should be in line with guidelines of the Core Curriculum of Basic Education 2008.

1.3 Problems and suggestions for the management of schools curriculum found that there are lack of participation and monitoring. In practice, there are some teachers who do not teach and assess by using standards-based learning. Therefore, the curriculum should focus on personal in school having a chance to participate in providing the curriculum and there should be a supervision in order to help the teachers in knowledge management and evaluate by using supervision, coaching, mentor, monitoring and classroom research. Curriculum should be developed according to social change through social Network online via the Social network

1.4 Suggestions factors affecting the preparation of quality of curriculum.

The Office of Basic Education Commission (The policy makers) 1] should not change curriculum frequently and to develop the teachers to deeper understanding and awareness about the importance of curriculum, teaching and assessment standards. 2) the long-term plan for the area offices and educational institutions have in mind the guidelines and should be coordination between the sub-units in the Office of the Basic Education Commission for working that does not overlap and should be integrated 3) should reduce the projects / student activities in order to let the teachers can teach a full-time teaching. For training courses / seminars should be at the end of semester or on weekends, and should provide training courses for every teacher instead of only leaders 4) Supports 4 Ms and providing the exchange of knowledge management of academic learning for each other 5) should work

with policy , monitoring , evaluation and allows the educational areas and schools to be free to create new jobs. Decentralized to the schools as a full entity. 6) Should have a clear policy on the development of teachers and monitoring the development process with the teachers.

Educational service area offices 1) should allocate manpower to suit the required fields and facilitate the preparation of the documents 2) Supervisors should help teachers to educate and recommend enthusiastically and should have continuous supervision and also the a greater role in the intermediation between the office of Basic Education and schools in order to distribute authority from central to local 3) should reduce the workload of supervisors in order to supervise responsibilities fully and increase the role of supervisors as the consultants to teachers in schools seriously 4) Supervision Leading to improve the students' quality to the goals of the course requires the preparation or planning supervision , monitored closely and the development, evaluation and medias are useful for supervision . 5) should have the format of management such as program of supervision based on principles of participation of all parties ,to create a network with monitoring systems and use the leading of decentralization of education to all parties so that every sections play a role and involved to reflect issues into action together.

Schools 1) should provide more programs and courses in accordance with local requirements. Having a strong internal quality assurance system and extracurricular activities with the promoting the use of English language that focusing on participation in the management. 2) executives should focus on academic work, knowledge of curriculum, instruction ,assessment and evaluation as well as academic leadership, 3) teachers, supervisors, executives need to have a clear understanding of the curriculum in terms of the goals, standard, indicators, capacity and desirable characteristics of learners with expertise as a provider of knowledge and practice seriously before the course can be taken into practice, requires to follow up system 4) should have a good academic administration with regard to learners center 5) should play a vital role in pushing the students to the goals according to the policy of the Office of the Basic Education Commission focusing on the students is good, scholar and be happy. Thus schools should have to help teachers both of educate through curriculum training, course, learning techniques, assessment and evaluation and coordination with community.

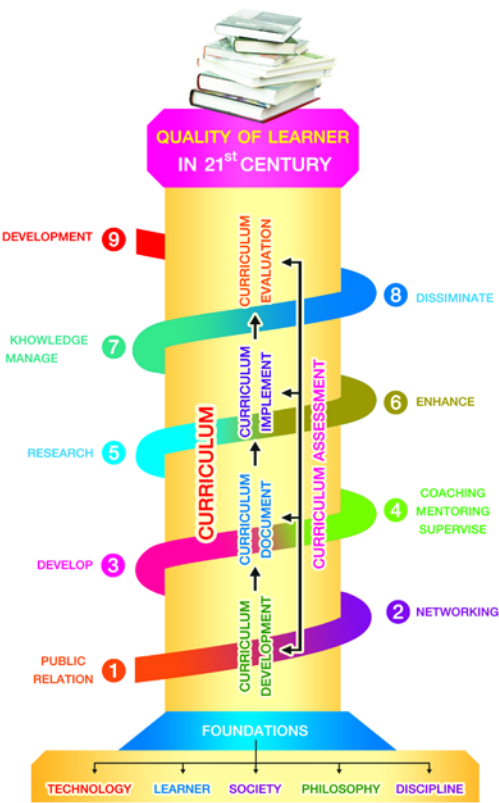
1.5 Suggestions on Curriculum Development in 21th Century and Preparation toward AEC

ASEAN should be integrated into school curriculum and set as learning objectives and learning contents including learning standards/indicators in each grade level. Assessment and evaluation should be clearly clarified; 2) Language skill should be emphasized. Teaching and learning processes should be conducted through English language and ASEAN languages should be integrated into classroom instruction. School curriculum should foster learners' ability in applying theory to their practice. Learners in southern provinces should study and understand languages of neighboring countries; 3) Science, Mathematics and English and Information Technology should be focused. Great emphases should be placed on enhancing learner's ability of self-adjustment in social changes based on Thainess, life skills,

skills in analytical thinking, problem-solving capacity, public-mindedness, livelihood, service skills, skills for social harmony and understanding of cultural differences.

2. Ways to strengthen academic development for leading schools and educational personnel

1) The principles of leading to strengthen academic development emphasizes on cooperation from every sector to put the curriculum into practice. The aim of this leading is to develop practical implementation of the Basic Education Core Curriculum into schools. There are 9 steps to strengthen academic development; 1) Public Relation: publicize school curriculum by arranging meetings for educational service area offices (directors of educational service area offices and supervisors), schools (school directors, teachers and school committees) and related people and promote school curriculum through various channels to enhance understanding of curriculum development; 2) Networking: establish networking with universities, educational service area offices and local offices to cooperatively develop school curriculum; 3) Develop: develop documents and media as a guidance for school curriculum implementation; develop teachers profession, school directors and supervisors to become professionals in curriculum implementation; 4) Coach, Mentor and Supervise: coach, mentor and supervise curriculum implementation in both educational service areas and schools; 5) Research: research and follow up problems on curriculum implementation and curriculum development; 6) Enhance: enhance follow-up process of curriculum evaluation and implementation; 7) Knowledge Management: provide opportunities for schools to exchange knowledge about strengthening academic development (Best Practice); 8) Disseminate: the Office of the Basic Education Commission (OBEC) disseminates effective ways through various channels which can be successfully applied to strengthen academic development and; 9) Develop: develop and improve curriculum continually and systematically.



Model of strengthening academic development		
Principle: Cooperation among sections in curriculum development and curriculum implementation		Objective:
Factors 1. Media Accessories to promote curriculum such as teaching manual, curriculum, instruction medias, teaching materials, accessories for teaching, media technology, internet etc. to be adequate and appropriate in order to make the curriculum into practice efficiency and achieve the goals. 2. All staff must have the knowledge, ability and sufficient to bring the curriculum into practice for example academic administrators, teachers, supervisors. 3. Related agencies especially department of OBEC require the policy in promoting, support, curriculum development process and the procedure to put the curriculum into practice with the participation of all parties.		

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3. Related agencies especially department of Basic Education / office of Education require the policy in promoting , support, curriculum development process and the procedure to put the curriculum into practice with the participate of all parties.

3.New Paradigm on Basic Education Curriculum consist of Content Knowledge Skill Value and Attribute

The content knowledge has devised into 4 levels as follows:

1. PRIMARY SCHOOL in year 1-3

The education management in this level aims at the basic skill and knowledge in reading, writing, thinking process, math, social, moral & ethical manners comprised in Thai's language, math, foreign language and social (family and community). This is mainly under the integration learning process of working employment, arts, science, health and physical education.

2. PRIMARY SCHOOL in year 4-6

This level is still for basic skill development for learners but will increase subjects that would support to wider knowledge. This is for the purpose of thinking development, skill in communication and technology. This will support learners in the subject of moral and ethic, Thainess and the sufficient economy that would apply to living style, language, culture, technology for communication, science, math and social in AEC group.

3.SECONDARY SCHOOL in year 1-3

This level is to support learners in skill knowledge for the purpose of applying. The learners will gain a wider content for an interest survey & an individual ability. This will also support to thinking skill, technology, communication, living skill, social member, moral and ethic, Thainess and also bring in sufficient economy into daily life style. This is comprised of the language, culture and technology for communication, science, math, geography and the world population.

4. SECONDARY SCHOOL in year 4-6

This level is to focus on the skills and expertise in any specific interest area of both the academic and vocational area. The educational management mainly focus on the learner's creativity skill, high thinking level, ability in using techniques, communication skill, life skill, good social's member, moral and ethical support, Thainess and the sufficient economy in language, culture and the communication in technology, occupation, arts and create science, math and economics.

SKILLS :

Education management in new content knowledge in basic foundation for the purpose of the necessity of learners' development is as follows:

1) Higher Order Thinking 2) Technology 3) Communication 4) Life and Social 5) Creativity and Innovation

VALUE and ATTRIBUTE :

The good characteristics that should promote to all learners for uses are in the following;

1) Civic Literacy 2) Moral and Ethic 3) Thainess 4) Sufficient Economic

New Paradigm on Basic Education Curriculum

