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KEYWORD: DEVELOPMENT MODEL / PROFESSION TEACHER EDUCATIONAL MODEL

DAORUNG CHARA-UM : THE DEVELOPMENT OF A PROFESSIONAL TEACHER EDUCATION MODEL OF THAILAND. THESIS ADVISOR: ASST. PROF. SUCHART TANTANADAECHEA. Ph.D. THESIS COADVISOR: ASSOC. PROF. PORNCHULEE ARCHAVAI IMRUNG. Ph.D. 306 pp. ISBN 974-53-1037-9

The objectives of this research were to study new context of Thailand's professional teacher in relation to the guidelines of teacher education reform and to propose the professional teacher model along with teacher education strategic plans for Thailand. The research was a qualitative research which applied content analysis methodology. The fundamental variables analyzed were *new facets of teachers, characters of professional teachers, curriculum, and teacher education process*. The research was conducted in eight following procedures: (1) Content Analysis, (2) Draft the teacher education model, (3) Draft the new facets of teachers, (4) Examine the appropriety of the two drafts (2) and (3), (5) Draft the strategic plans for teacher education, (6) Connoisseurship for evaluating the drafted model and strategic plans, (7) Refine the model and strategic plans, and (8) Complete the research paper. Tools used in this research were Content analysis form, Interview forms, Focus group research, and Connoisseurship.

The study found that the new model for professional teacher education must be the *tripartite collaboration* among university, school, and teacher candidates and the new facets of teachers can be concluded as "SMART". The meaning represents by each letter are "s" as skills, "M" as management, "A" as attitude, "R" as resource, and "T" as technology. For the administration of the two institutions, both university and school must apply strategic management for the best practice so called "3 parties – 4 principles – 3 changes – 4 plans"

Three parties are those in the tripartite collaboration. Four principles of strategic management are learning community, equity&diversity, accountability&quality assurance, and structure-resources-roles. Three changes for leader's learning at three levels are individual, school team, and system. Lastly, four plans for the development of teachers, curriculum&learning activities, learning resources, and infrastructure & IT.

Department of Educational Policy, Management, and Leadership

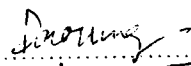
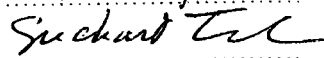
Field of study: Higher Education

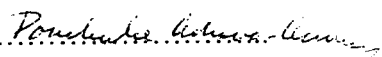
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