Transformation in Education Policy and Teacher Performance Appraisal in Thailand

Communities and Changes: Research Partnership and collaborations in Education and Social work
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Education Reform

• 1999 National Education Act
• 2003 MOE New Structure (National Ed Council, Permanent Secretary Office, Basic Ed, Vocational Ed, Higher Ed)
• 2005 Education Strategy Road Map
Key Reform Areas

1. Development of Early Childhood Education
2. Reform of Basic Education Curriculum/Teaching and Learning
3. Development of Teachers and Educational Personnel
4. Vocational Education Reform
5. Development of Non-formal and Informal ed.
6. Higher Education Reform

Key Policies

- Alleviate the problems of debts incurred by teachers by inculcating financial discipline and maximizing earnings above the regular teaching income; and
Key Policies

- Accelerate the proclamation of organic laws required by the Administrative Procedures for Teachers and Educational Personnel Bill 2004 for full-scale and effective implementation.

Number of Students in the Thai System (2005)

<table>
<thead>
<tr>
<th>Age - Group</th>
<th>3 - 5</th>
<th>6 - 11</th>
<th>12 - 17</th>
<th>12 - 14</th>
<th>15 - 17</th>
<th>18 - 21</th>
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<td>Pre-primary education</td>
<td>2,991,100</td>
<td>5,801,400</td>
<td>5,772,500</td>
<td>2,931,000</td>
<td>2,841,500</td>
<td>3,938,700</td>
<td>18,503,800</td>
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<td>Primary education</td>
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<td>Secondary education</td>
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<td>Lower Secondary</td>
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<td>Upper Secondary</td>
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<td>Higher education</td>
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<td>18,503,800</td>
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</table>
Teacher Performance Appraisal in Thailand

• This system has long been criticised by various stakeholders in education for perceived inadequacies in determining the quality of teachers.

• Lacking in real-world focus and discouraging teachers from practicing classroom activities (MOE, 2005).

Human Resource in Education

OLD
• Centralised
• Document-Based
• Financial incentive
• Strong Academic research Practice

NEW
• Decentralised
• Competencies-Based
• Financial and welfare incentives
• Action research practice
Performance Appraisal in Thailand

• The major purpose of the evaluation by the Ministry of Education is to foster and reward good teaching practice through systematic job promotions and incremental salary increases.

The New Structure
(Competency-Based Rank)

• Level 1- Teacher
• Level 2- Experienced Teacher
• Level 3- Highly Experienced Teacher
• Level 4- Specialised Teacher
• Level 5– Highly Specialised Teacher
Research Objectives

• To investigate problems of the current performance appraisal system by focusing on the experience of teachers and key stakeholders.

Methods

• A focus group interview was carried out with each of two groups of key participants.
• The first group consisted of 10 teachers, and the second group of 10 stakeholders involved in the three steps of the performance appraisal process (i.e. Principals, Superintendents, and staff from the Ministry of Education).
Key Areas

- During the interviews, three major points were strongly focused:
  1. Their experiences in the performance appraisal process
  2. Problems of the appraisal system
  3. Overviews for some improvements

Findings

- *Failure to Perform an Effective Strategic Planning in Performance Appraisal*
  - Has yet to established strategic planning and implementation
  - Instability in policy and leadership
  - Political Influence from the local politicians in strategic implementation
Findings

• *Inefficiency in Inter-organisational Communication*
  - No shared understanding in process and goals
  - In 2006, over 150,000 applications were made and the Office of Education Service Areas could not handle this volume alone. The huge number of applicants also caused a shortfall in the peer reviewers.

*Figure 1. Process of Teacher Performance Appraisal in Thailand.*
Findings

• **Paper-Based Assessment**
  - The applicant is required to submit a teaching plan and a number of academic evidences (i.e. research-based report, Computer-Assisted Instructions, classroom management report or teaching media).
  - No classroom-based (authentic) assessment.

Findings

• **Lack of knowledge in key teaching areas**
  - The major cause of this problem is the mismatch of applicants’ key areas of teaching, with locally available evaluators of appropriate rank and expertise.
  - Some evaluators feel obliged to be the mentors for the teachers, although the knowledge in a particular teaching area is insufficient.
Findings

- **Discouragement by mentors or unqualified trainers**
  - Some people, who involved in the appraisal system, take this opportunity to take some benefit from the teachers.
  - Former judges, teachers who pass the evaluation, or officers from the Ministry of Education set up training businesses for the potential applicants.

Conclusions

- The confusion from the current system may arise from various sources.
- One common theme that we found as a contributor of all problems is lacking in direction of teacher performance appraisal in Thailand.
Suggestions

• The Ministry of Education should focus on personalised actionable knowledge, where individuals are helped to examine their own actions and to take responsibility for both detecting and correcting defensiveness associated with interactions.

Suggestions

• Furthermore, the Ministry and local organisations should help appraiser to expose the gap between their espousals and actions. This exposure must also involve challenge and critique and be based on objectives evidence that the appraiser can reflect on.
Suggestions

- In terms of the main criticism from public on lacking in an on-going professional development, the Ministry must arrange some activities followed-up by intensive, on-going site-based practice.
Thai soldiers talk to young Thai Muslim students before a trust-building program at Ban Brijah School in La Lo, Thailand, Dec. 26, 2006. Ban Brijah's principal, Wanna Ohmpalanupat, a Buddhist, was gunned down at her home in early December, becoming the third educator killed from schools in La Lo in five months. Since that time the Thai military has stationed a platoon of 41 paratroopers at the school for safety measures.