

A PROFESSIONAL DEVELOPMENT MODEL FOR TEACHER LEADERS OF CATHOLIC SCHOOLS IN THAILAND

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Abstract: The professional development model for teacher leaders of Catholic schools in Thailand is created for the higher quality of teacher and the higher academic achievement of student. Mixed-methodology is applied during the study which refers to content analysis, questionnaire, and interview. The study begins with the Catholic School System in Thailand exploring by using content analysis then identifies the current situation and the expectation situation of the professional development of Catholic schools in Thailand by using the questionnaire. Later, the professional development model is developed by using the results from previous methods of data collection and the application of transformational leadership theory. The focus group is called for evaluate and approve to the model proposing. The correction is made according to the comments and suggestions before the model is presented. Final outcome concerns as the five layers of the model which the two outer layers refer to the six factors with the detail namely: resource factor, individual development factor, teamwork factor, teacher training factor, working environment factor, and teaching and learning factor. While the three layers inside are connected with the two outer layers refers to the application of transformational leadership, the teacher leaders and the final outcome is students' achievement. As of the study the model can apply to all Catholic schools in Thailand. The professional development model gives school administrators the opportunity to use professional development model in developing teacher leaders. The teacher leaders are going to helping students to have the higher academic achievement which support to the school goal.

Keywords: Professional Development, Teacher Leaders, Catholic Schools in Thailand

Introduction

A professional development model for teacher leaders of Catholic schools in Thailand is a study that focuses on (1) explore the System of Catholic School in Thailand, (2) identify the current situation of the professional development of Catholic schools in Thailand, (3) identify the expectation situation of the professional development of Catholic schools in Thailand, and (4) develop a professional development model for teacher leaders of Catholic schools in Thailand.

The journey along the study starts by applying documentary research. The researcher uses content analysis technique to point out the issues of the Catholic

School System and the practice in professional development in the Catholic school in Thailand. Later, the professional development model is created with the application of Transformational Leadership approach.

The research is conducted in Catholic School in Thailand with Basic Education (Kindergarten – Secondary levels). The population of the study was counted as 27,438 teachers from 291 schools. Sample size of 379 teachers from 27,438 teachers was found by using Krejcie and Morgan's table (1970). The sample of study is based on the criteria in selecting only schools with 250 teachers as minimum as found at 19 schools. The representative schools namely: Joseph Upatham School, Assumption College, Assumption College Thonburi, Saint Gabriel College, Saint Louis School Chaochoengsao, Saint Joseph Convent School, La Salle School, Kasintorn Saint Peter School, Sarasas Ektra School, Sarasas Witaed Bangbon School, Sarasas Witaed Romklao School, Sarasas Witaed Bangbuathong School, Sarasas Witaed Nimitmai School, Sarasas Witaed Rangsit School, Darasamutr Sriracha School, Assumption College Sriracha, Assumption, College Lumpang, Marry Withaya School, and Darunaratchaburi School.

According to the objectives of the study, the researcher sketches the outline contents as the following orders.

Characteristics of Catholic Schools

The Catholic schools in Thailand began through the proclamation of Christianity specifically the Roman Catholic faith, by the missionaries during the Ayutthaya period. Due to these beginnings of Catholic schools, the spread of Christianity has become the mission and philosophy of Christian Education. The administrative organization and management structure of the school in a Catholic school are different from the common educational institution. Catholic education aims to develop human beings in all dimensions, physical and spiritual, intellectual, emotional, and social. Based on the teaching of Christ, it should promote the dignity of all human beings, giving witness to love, service and charity.

Catholic schools are schools which are rooted on religion beliefs. The goal and vision of Catholic schools is the propagation of the Catholic faith by the missionaries which make them different from the regular schools. Lake (1983) mentioned that Catholic schools aims at human development, both physical and spiritual because the value of the human person. In this regards, the Catholic school adheres to a philosophy that focuses on a teaching-learning process which is found in harmony and success with God who is all good. The duty of schools to instruct human values to everyone has its origin which comes from Jesus Christ. God made

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human beings with dignity and makes human life meaningful and is deemed the exemplar of all the students. Moreover, Thanasomboon (1983) studied a unique characterized by Catholic school as schools with an atmosphere of lively learning through the ideals of freedom and love according to the Gospel. Thus, the Catholic schools are committed to helping young people develop their personality and train students to work for the benefit of the nation. In addition, Catholic schools also teach students to know how to control oneself and live a disciplined life considering self-control leads to both temporal and spiritual success.

Catholic Education System

According to the characteristics of Catholic school, an education system of Thai Catholic schools have been shadowed and connected to the aims at the formation of the moral and ethical behavior of the learner for the development of the human being and the Thai society. This helps the country to be able to move forward to a sustainable progress. While, the Catholic school administrator is as important person who leads moral, ethical and exemplary lives. Also, Catholic administrator needs to be accepted as professional by the local community, society, and professional realm with a clear educational vision, mission, and goals.

Philosophy

The philosophy of Catholic education emphasizes the importance of values, human dignity, human rights, freedom, and social responsibility. Education starts from birth. The parents are considered the first teachers of the child. The child learns from their parents the first lessons of life which is to know oneself, the things around him, life experiences, and the environment. He learns about others, the society, and the events that occur around him. He learns about the society around him in the horizontal and vertical level by building good relationships in the society and between broader societies on the basis of social responsibility in the personal, social, temporal, and spatial dimensions which is beneficial towards the society and the world at large.

Vision and Mission

The vision of Catholic education was set after a seminar *"Learning individuals, caring community towards human excellence according to Christian principles."* by the Catholic Education Association of Thailand in the academic year 2000. A mission statements shows as 1) create a society of learning with an atmosphere of love, truth, justice, and peace, 2) to be a living witness of life worthy of human dignity, 3) create a quality education using the child-centered approach, 4) relate acquired knowledge with the local culture and wisdom with emphasis on the meaning of daily life, 5) offer the poor and the underprivileged access to education as they deserve, 6) protect family life values, and 7) promote participation between the home, church, educational institution, and community for a quality personal development.

Goals

As Catholic schools set their goals as schools for all and being a place where love for God and man should be preached. Catholic schools aim to develop student's behavior to behave in a way of love, compassion, giving, and service to others. By doing so, the Catholic schools create an atmosphere according to the ideals of love and freedom community: a community of love and generosity, or a family deeply rooted in love and sharing. Thus, it leads to a community of service and mutual responsibility in reality.

To serve those goals, an input as good students and good teachers are counted as the valuable assets. Professional development in teacher professional is indirect way to train teachers to help students to elevate their achievement. Simultaneously, shape students to discern the good, bad, truth, and right and what it takes to be a Christian.

Three Categories of Catholic Schools

1. Diocesan schools

Presently, there are 10 dioceses or 10 districts in the Catholic Church of Thailand. Diocesan schools are administered by Catholic priests or religious of the dioceses such as the Archdiocese of Bangkok, Diocese of Chanthaburi, Diocese of Chiang Mai, Diocese of Thare-Nongsaeng, Diocese of Nakhon Ratchasima, Diocese of Nakhon Sawan, Diocese of Ratchaburi, Diocese of Surat Thani, Diocese of Udon Thani, and Diocese of Ubon Ratchatani.

2. Schools run by religious men and women in Thailand

Currently, there are religious congregations for men which administer Catholic education such as, the St. Gabriel's Foundation of Thailand and religious congregations for women such as, the Sisters of St. Paul de Chartes Foundation Schools.

3. Schools run by Catholic laity

Lay people administer Catholic schools such as, St. John Foundation Schools, Sarasas Schools, Pensamit Schools, Saeng-arun Schools, Sethabut Upatham Schools, Thampirak Schools, and etcetera.

Professional Development and Transformational Leadership Theory

A professional development for teacher leaders must follow the way in which presented as the characteristic of Catholic school. On the belief that every teacher can be a teacher leader, thus the opportunity to be trained and developed is included in all teachers and in all phases of their advancement. This is precisely the reason why this research and study was taken to be able to develop the quality of the school system and the professional development model for teacher leaders of catholic schools in Thailand.

The five stages of professional development namely RPTIM are considered as the stages of professional development model for teacher leaders of the catholic schools in Thailand. According to Wood,

Thompson, and Russel (1981), the program for effective staff development are as the following stages.

Readiness stage is focus on the development of climate before the staff development activities are attempted. This stage includes the activities as a) establishment of goals for future program improvement, b) assessments of group/ individual motivation, c) proposed program, and d) determination of leadership and support needed.

Planning stage is happen when readiness is considered to be at a high level, specific planning activities are implemented. Activities in this stage are; a) examination of differences between desired and actual practices, b) identify staff development needs, c) considering of participants' learning styles, specific objectives, and d) leadership is shared among teaching and administrative personal.

Training stage is an actual staff development activity. The training is obtain the delivery methods and the training program.

Implementation stage is the practice stage in applying the knowledge and skill into teacher's behavior. The peer collaboration can be using in assist one another in implementing new work behavior.

Maintenance stage is the final stage in RPTIM. This stage involves a) evaluations of procedures and program outcomes, b) recorded of change for the purpose improving future staff development efforts, c) instructional supervision is used to monitor and support new work behavior, and d) related change occur in student behavior and student achievement are assessed through a variety of methods.

According to the belief of good input can produce the good output. The professional development model is answer why the model has to be use in all Catholic schools. There is no specific theory in applying all stages to be success. In this study, the transformational leadership theory (Bass, 1985) is selected to cooperate with the model. As the transformational leadership theory is explain that the motivation of follower is increase if the leader is giving the high expectation and raising the followers' levels of consciousness about the importance and value and idealizing goals, getting followers to transcend their own self-interest for the sake of the team or organization, and moving followers to address higher-level needs. In doing that, the follower is doing more than expect and the output is attempt to do by them.

A Professional Development Model for Teacher Leaders in The Catholic Schools in Thailand

Nowadays, education has been a topic of national during the past two decades. Political, social, and educational reformers have noted the impact of schools as one vehicle in bringing about improvement of society for the benefit of all citizens, which is the aim of all noble reform. Teacher has been counted as a factor for the success of school. The teacher is at the center of what takes place in the classroom. The teacher is responsible for creating a

student-centered, stimulating, and developmentally appreciate learning environment. As teacher is an architects of the classroom, a professional development model is the architects of the teacher. The professional development model helps prepare and assists the teacher to be an active force in improving student achievement. Moreover, teacher is able to deliver not only the knowledge but also shape student behavior as the understanding of the aims, philosophy, and vision and mission of Catholic schools. Thus, the professional development model is presented and applied to all teacher leaders as figure 1.

(See figure in next page)

A professional development model for teacher leaders was conducted under the philosophy, vision and mission, goals of Catholic schools with the factors of Transformational leadership and the six factors of professional development situations from the findings of the study namely: factor 1- resources, factor 2 - individual development, factor 3 - teamwork, factor 4 - teacher training, factor 5 - working environment, and factor 6 - teaching and learning. The benefits of the model are stressed for school leader in planning on professional leadership and help promote students' achievement. As the Catholic schools have the teacher leaders with the high quality in teaching and learning, they can provide the good quality of teaching, students gained more knowledge and experience in what is expected from the curriculum. Then, the achievements of students are the final outcomes of the professional development model. There might take some period of time in order to fulfill the complete model. In between the processes of running on the activities or services, the management strategy and the treatment must be concerned.

Conclusion

In summary, a professional development model is suit for Catholic school in Thailand. According to the stages of research with mix-methodology and all the content studies are related to the context of the Catholic school in Thailand. Also, the model is approved by the experts who work in the context of Catholic schools in Thailand. Thus, this model is real suit to the context.

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Figure 1: A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand