

***The Bilingual School Administrative Strategies: A Case study of
Huathalea Municipality School, Nakhon Ratchasima Province, Thailand***

Raweevan Nanthapan, Nakhon Ratchasima Rajabhat University, Thailand
Chaturong Thanaseelangun, Nakhon Ratchasima Rajabhat University, Thailand

The Asian Conference on Education & International Development 2020
Official Conference Proceedings

Abstract

This study was mixed methodology, and purpose to study factors and the bilingual school administrative guidelines. The conduct SWOT and TOWS Matrix analyses of the bilingual school administration to propose bilingual school strategies, these proposed strategies are evaluated by the experts. The data collected by documentary, focus group discussion, in-depth interview, observation, and workshop. The data analyzed using mean and standard deviation. The results found that; the bilingual school administrative factors were; school management, personal development, curriculum and instruction, environment, budget, and networking. The guidelines were; Administrators English skills and understanding of bilingual education, Hiring a foreigner who is a native speaker by 1 foreigner teacher per 1 classroom, Managing academic work by developing curriculum and learning process, measurement and evaluation, monitoring the result of practice which the following curriculum. It also follows social needs and contains up-to-date content, Organize school environment to support teaching and learning properly, Systematically allocating school budget and resources for worthiness and cost-benefit, and Using participatory administration with knowledge sharing activities on language and culture, coordinating with parents to improve student learning. The Bilingual School Strategies as the following: 1) school quality management following standards. 2) developing both Thai and foreign professionals teachers in the 21st century. 3) developing curriculum and instruction. 4) providing an environment for supporting bilingual learning. 5) supporting budgets and resources. 6) strengthening the cooperative relationship and creating a social network among domestic and international learners. The evaluating of strategies on propriety feasibility and utility overall was at a high level.

Keywords: Administrative strategies, Bilingual school, Huathalea Municipality School

iafor

The International Academic Forum

www.iafor.org

Introduction

Education in Thailand has undergone significant changes over the past century. Currently, globalization is one of the major factors behind the educational reforms not only in Thailand but in virtually every country in the world. There is a clear movement towards multiculturalism and bilingualism. The Thai government has identified the need for curriculum reform to develop bilingual workers that are both bilingual and keenly aware of the outside world. (Ourairat, 2011) Therefore, the National Strategy (2018-2037) has been established, which is the country's first national long-term strategy developed pursuant to the Constitution. It shall be pursued to ensure that the country achieves its vision of becoming "a developed country with security, prosperity, and sustainability in accordance with the Sufficiency Economy Philosophy" with the ultimate goal being all Thai people's happiness and well-being. For The Strategy on Human Capital Development and Strengthening aims to develop Thai people of all ages in a multidimensional manner to become good, skillful, and quality citizens. The scope covers the promotion of physical, mental, and intellectual qualities, adequate multidimensional developments, sustainable welfare at all stages of life, promoting public mindedness, and generating social responsibility. Citizens are also expected to be frugal, generous, disciplined, and ethical, equipped with logical thinking and 21st-century skills, communication skills in English and a third language. Furthermore, citizens are also encouraged to preserve local languages while encouraged to acquire lifelong learning and development habits. Developments following this Strategy will help promote modern innovators, thinkers, entrepreneurs, farmers, and so forth based on personal skills and abilities. (Office of the National Economic and Social Development Board, 2018)

English is the most widely used foreign language. It is a common language used to communicate almost all over the world as a tool to access various sources of knowledge and discover new knowledge, it is absolutely necessary to encourage the Thai population to learn English at a level that can be communicated as a tool to seek knowledge and careers as well as negotiations for economic and social competition on an international stage. In the past, Thailand has attempted to increase the ability to use English including to; 1) Announcement of the policy for students to learn English as a second language, which requires teaching from primary school onwards by teacher training for language teaching. Promote the production of media and selection of textbooks, but without continue development. Encouraging the opening of more international schools and allowing Thai students to study no more than 50% of the total number of students in the school. Later, it is supporting the Bilingual School (English Program), which is a school that provides education in accordance with the curriculum of the Ministry of Education using English as a medium for teaching and learning. (Office of the Basic Education Commission, 2016)

Therefore, the Huathalea district municipality office which is a local government organization in Nakhon Ratchasima province under the Ministry of Interior established The Huathalea municipality school in 2014 and opened teaching in the academic year 2016. The objective to establish the school develops into a bilingual school, so in this area attend by free education for students. Currently, students are studying from kindergarten 1 to grade 4 with a total of 295 students. This school doesn't have a director to manage the school into bilingual school that managing by the Education Division of the Huathalea district municipality office. There are not

enough foreign teachers to teach the language. Thai teachers don't have enough foreign language skills. The school doesn't have a strategic plan. Therefore, there is not a clear operating guideline.

Researcher is an educator who responsible for the administration of Huathalea municipality school. Therefore interested to study and develop the strategy of managing the Huathalea municipality school and using the results from the research as a guideline for the development of effective bilingual school administration.

The research Objectives

1. To study factors and the bilingual school administrative guidelines of Huathalea municipality school.
2. To create the bilingual school administrative strategies of Huathalea municipality school.
3. To evaluate the bilingual school administrative strategies of Huathalea municipality school.

The Conceptual Framework

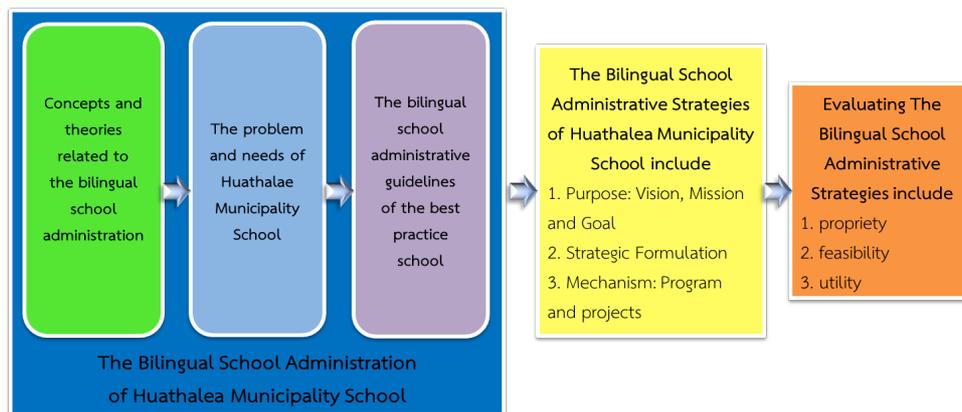


Figure 1: The Conceptual Framework.

The research methodology included qualitative and quantitative analysis, divided into 3 phases as follows;

Phase 1: Study of components and guidelines for the administration of bilingual schools of Huathalea municipality school consists of 2 steps.

Step 1: Study of the problems and needs of the bilingual school administration of Huathalea municipality school by analyzing documents from theoretical, concepts, and research related to the strategy and administration of bilingual schools in order to analyze the composition and content of important issues in the administration of bilingual schools as follows;

Strategic components include;

1. Purpose consists of Vision, Mission, and Goal
2. Strategic Formulation
3. Mechanism consist of Program and projects

The factors of bilingual school administration include;

1. School management

2. Personal development
3. Curriculum Design and Instruction
4. School environment and classroom atmosphere
5. Budgets and resources management
6. Networking of the bilingual school.

After that, the researcher organized a focus group discussion for 9 stakeholders to study the problems and needs of Huathalae Municipality School using SWOT Analysis.

Step 2 studies the best practice school process. The researcher chose to study at Tessaban 3 (YommaratSamakki) school, which is a school that is excellent in educational management according to the bilingual classroom project by interviewed school administrators and teachers responsible for the bilingual classroom project, including to studied the strategic plan and observed the operations of Tessaban 3 (YommaratSamakki) school in order to use the study results as a guideline of Huathalae Municipality School.

Phase 2 created the bilingual school administrative strategies by using workshop.

The researcher gathered the data analysis of strengths, weaknesses, opportunities and obstacles from SWOT analysis techniques and the results of the study of the administration of Tessaban 3 (YommaratSamakki) school in Phase 1 to use the workshop 25 stakeholders by using the TOWS Matrix technique and to create a strategy for bilingual school management of Huathalae Municipality School following components include;

1. Purpose consist of Vision, Mission and Goal
2. Strategic Formulation
3. Mechanism consist of Program or projects

Phase 3 evaluated the bilingual school administrative strategies on propriety, feasibility, and utility by 5 education experts and analyzed data using mean and standard deviation.

Conclusion

The Research Result found that the factors of bilingual school administration consisted of school management, personal development, curriculum design and instruction, school environment and classroom atmosphere, budgets and resources management, and networking of the bilingual school.

The guidelines for Bilingual school administration

1. Administrators have English language skills and understand bilingual education administration.
2. Hiring a foreigner who is a native speaker by 1 teacher per 1 classroom
3. Administer academic by prioritizing curriculum development and learning process, measurement and evaluation, and monitoring the curriculum implication to make it conform to the social needs and contain up to date contents of subject matter

4. Organize the school environment and atmosphere to support teaching and learning properly
5. Administer school budget and resources systematically for its worthiness and cost-benefit use
6. Use participatory administration with knowledge sharing activities on both language and culture, coordinating with parents in student caring and excelling them with their full potential.

The Bilingual School Administrative Strategies of Huathalea Municipality School was composed of 3 parts: part 1 the purpose consist of Vision, Mission, and Goal.

Vision

"Huathalea Municipality School is committed to developing the quality of education to be standardized Focus on bilingual communication Create an atmosphere conducive to learning Promotes teacher professionalism Strengthen educational networks with participatory management"

Mission

1. Raise the quality of **educational management** following the educational standards to be a bilingual school.
2. Promote the development of **teacher quality** to be professional teachers in the 21st century.
3. Develop **curriculum and instruction** for learners to develop learners to achieve language excellence can communicate at least two languages in tandem with morality, ethics, preserving Thai identity, and living skills in the 21st century.
4. Develop the school to be a learning source and an **environment** that facilitates quality bilingual learning.
5. Supporting **budget and resources** (media, innovation, and technology) in providing thorough and effective education for bilingual schools.
6. Collaborate between schools, parents, communities, and create **network** partners to support education both domestically and internationally.

Goal

1. The school has an education management system according to educational standards.
2. Thai and foreign teachers are efficient and specialized in teaching, are professional teachers in the 21st century, and are enthusiastic in their work.
3. The school has a bilingual curriculum focusing on student-centered learning. Students are morally, ethically, conserving Thai identity, live happily in the 21st century, and can communicate in English at a good level.
4. The school is a learning source that provides a conducive to environment for bilingual and diverse learning.
5. The school has media, innovation, modern information technology, and allocated budget for all learners to have an opportunity to study in a bilingual school thoroughly and efficiently.
6. Parents, communities, and network partners both domestically and internationally are involved in school management to develop the quality of bilingual education to standards.

There are 6 strategies of The Bilingual School Administrative Strategies of Huathalea Municipality School as follows;

Strategy 1 school quality management following standards.

There will be a development approach by 1) developing personnel capability to manage bilingual schools and develop English communication skills to be ready for bilingual education management, and 2) develop a bilingual school management system according to educational standards. There is a supervision system to monitor, evaluate, and examine educational quality following educational quality assurance.

Strategy 2 developing both Thai and foreign teachers to be professionals in the 21st century.

There will be a development approach by 1) promoting educational management by foreign teachers and co-teachers in all classrooms, with a supervision system to continuously improve the teaching quality of teachers, 2) developing Thai and foreign teachers to be professionals with knowledge and expertise in teaching by using modern technology and continuously developing themselves and their professions, and 3) Raise awareness among teachers to have loyalty, morality, ethics, unity, and determination to work efficiently.

Strategy 3 developing curriculum and instruction to suit bilingual learners.

There will be a development approach by 1) develop a standardized bilingual curriculum with a systematic evaluation of the curriculum, 2) develop English program teaching styles together with using modern information technology to develop learners in the 21st century, and 3) organize integrated learning activities focusing on bilingual communication by allowing parents and communities to participate in educational arrangements for learners to have professional skills, morality, and preserve Thai identity.

Strategy 4 providing an environment that is conducive to bilingual learning.

There will be a development approach by 1) improve bilingual classrooms to be ready for bilingual learning management using modern technology, and 2) improve the landscape learning sources within the school and the school area to be diverse and safe.

Strategy 5 supporting budgets and resources for bilingual school administration.

There will be a development approach by 1) Supporting the budget for hiring foreign teachers and arrange education for students to study for free without charge, and 2) Support media, innovation, technology for use in the learning process and develop information technology to be ready for bilingual school administration.

Strategy 6 strengthening the cooperative relationship and creating a social network among domestic and international learners.

There will be a development approach following 1) strengthen the relationship of participation between the school and the parent community and educational network to help students and improve the quality of education, and 2) make Memorandum of Understanding cooperation with schools and language institutes both domestically and internationally.

Mechanisms to implement strategies consist of

Strategy 1 school quality management following standards.

- 1) A project for the development of the potential of bilingual school administration.
- 2) A project for the development of the bilingual school management system for educational quality assurance.
- 3) A project for improvement of the school action plan.

Strategy 2 developing both Thai and foreign teachers to be professionals in the 21st century.

- 1) A project for hiring foreign teachers to teach foreign languages.
- 2) A project for the development of teachers' potential to professional teachers.
- 3) A project for the development of communication skills in English and the using technology.
- 4) A project for the development of teacher performance in the 21st century.
- 5) A project to raise awareness of consciousness for organizations to creative and happy working together.
- 6) A project for the selection of good teachers with morality.

Strategy 3 development of curriculum and instruction to suit bilingual learners.

- 1) A project for the development of a bilingual program (English Program)
- 2) A project for the teaching and learning of bilingual courses (English program)
- 3) A project for The Common European Framework of Reference for Languages Testing (CEFR)
- 4) A project for the development of English language learning achievement
- 5) A project to enhance the experience of learning outside the place (Extra Class)
- 6) A Project for English Camps
- 7) A project for the development of life skills for learning in the 21st century
- 8) A project for the promotion of morality, bringing knowledge to the 21st century

Strategy 4 providing an environment that is conducive to bilingual learning.

- 1) A Project for the improvement of bilingual classrooms
- 2) A Project for developing learning resources within schools
- 3) A Project for landscape improvement

Strategy 5 supporting budgets and resources for bilingual school administration.

- 1) A project for raising funds and resources to improve the quality of education
- 2) A project for creating media Educational innovation and technology

- 3) A project to promote the development of ICT systems for learning and management.
- 4) A project to develop Children Counseling system

Strategy 6 strengthening the cooperative relationship and creating a social network among domestic and international learners.

- 1) A project for sports competitions to build relationships
- 2) A project for mobile Academic Camp
- 3) A project to create academic cooperation
4. The evaluating of bilingual school strategies on propriety feasibility and utility overall was at a high level.

VISION	Huathalea Municipality School is committed to developing the quality of education to be standardized Focus on bilingual communication Create an atmosphere conducive to learning Promotes teacher professionalism Strengthen educational networks with participatory management					
MISSION	1. Raise the quality of educational management following the educational standards to be a bilingual school.	2. Promote the development of teacher quality to be professional teachers in the 21 st century	3. Develop curriculum and instruction for learners to develop learners to achieve language excellence can communicate at least two languages in tandem with morality, ethics, preserving Thai identity, and living skills in the 21 st century	4. Develop the school to be a learning source and an environment that facilitates quality bilingual learning	5. Supporting budget and resources (media, innovation, and technology) in providing thorough and effective education for bilingual schools	6. Collaborate between schools, parents, communities, and create network partners to support education both domestically and internationally.
GOALS	1. The school has an education management system according to educational standards.	2. Thai and foreign teachers are efficient and specialized in teaching, are professional teachers the 21 st century, and are enthusiastic in their work.	3. The school has a bilingual curriculum focusing on student-centered learning. Students are morally, ethically, conserving Thai identity, live happily in the 21 st century, and can communicate in English at a good level.	4. The school is a learning source that provides a conducive environment for bilingual and diverse learning.	5. The school has media, innovation, modern information technology, and allocated budget for all learners to have an opportunity to study in a bilingual school thoroughly and efficiently.	6. Parents, communities, and network partners both domestically and internationally are involved in school management to develop the quality of bilingual education to standards.
STRATEGY	1. school quality management following standards	2. developing both Thai and foreign teachers to be professionals in the 21 st century	3. development of curriculum and instruction to suit bilingual learners	4. providing an environment that is conducive to bilingual learning.	5. supporting budgets and resources for bilingual school administration	6. strengthening the cooperative relationship and creating a social network among domestic and international learners.
MECHANISMS	1) A project for the development of the potential of bilingual school administration. 2) A project for the development of the bilingual school management system for educational quality assurance. 3) A project for improvement of the school action plan.	1) A project for hiring foreign teachers to teach foreign languages. 2) A project for the development of teachers' potential to professional teachers. 3) A project for the development of communication skills in English and the use of technology. 4) A project for the development of teacher performance in the 21 st century. 5) A project to raise awareness of consciousness for organizations to creative and happy working together. 6) A project for the selection of good teachers with morality.	1) A project for the development of a bilingual program. (English Program) 2) A project for the teaching and learning of bilingual courses. (English program) 3) A project for The Common European Framework of Reference for Languages Testing. (CEFR) 4) A project for the development of English language learning achievement. 5) The project to enhance the experience of learning outside the place. (Extra Class) 6) A Project for English Camps. 7) A project for the development of life skills for learning in the 21 st century. 8) A project for the promotion of morality, bringing knowledge to the 21 st century.	1) A Project for the improvement of bilingual classrooms. 2) A Project for developing learning resources within schools. 3) A Project for landscape improvement.	1) A project for raising funds and resources to improve the quality of education. 2) A project for creating media Educational innovation and technology. 3) A project to promote the development of ICT systems for learning and management. 4) A project to develop Children Counseling system.	1) A project for sports competitions to build relationships. 2) A project for mobile Academic Camp. 3) The project to create academic cooperation.

Figure 2: The bilingual school administrative strategies of Huathalea Municipality School

The Recommendation

1. From the results of the research, the bilingual school administrative strategies of Huathalea Municipality School should be used in the action plan and the implementation of various projects into concrete actions to achieve the goals of each strategy to develop into a standard bilingual school.

2. There should be a serious evaluation of the implementation of the bilingual school administration strategy of Huathalea Municipality School in educational institutions and continually develop strategies to monitor the effectiveness of the strategy.

Acknowledgements

I would like to express my sincere thanks to my thesis advisor, Assistant Professor Dr. Chaturong Thanaseelangun for his invaluable help and constant encouragement throughout the course of this research. I am most grateful for his teaching and advice, not only the research methodologies but also many other methodologies in life. I would not have achieved this far and this thesis would not have been completed without all the support that I have always received from him.

I am grateful for the teachers of Educational Administration: Associate Professor Dr. Sanrudee Deepu, Associate Professor Dr. Suwimon Tungprasert, Assistant Professor Dr. Kant Netklang, Assistant Professor Dr. Suphap Phoorungrueng, Associate Professor Dr. Kitipong Luenam, and Dr. Orawan Aiyarapiwat, who is an external expert for their guidance in the dissertation.

I would like to thank all administrator and teachers at Tessaban 3 (YommaratSamakki) school for their time in the interview.

In addition, I would like to thank Mr. Ekkaphop Tomornsak, who is mayor of Huathalea Subdistrict Municipality and others person Involved in the administration of Huathalea Municipality School for suggestions and all their help. Finally, I most gratefully acknowledge my parents and my friends for all their support throughout the period of this research.

References

Ourairat, A. (2011). *Bilingual curriculum development and implementation in thailand: a case study ofsatit bilingual school of Rangsit University*. Unpublished Doctor of education, Rangsit University.

Office of the National Economic and Social Development Board. (2018). *National Strategy 2018 – 2037 (Summary)*. Bangkok: Author.

Office of the Basic Education Commission. (2016). *Concepts and experience of school-based administration*. Bangkok: Pimdee.

Contact email: raweewan.may2536@gmail.com