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Development of the Professional Learning Community Process for Teacher Development in Public-Mindedness Education

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Abstract

The purpose of this research is to research and develop a professional learning community process for teacher development to enhance public-mindedness education for primary students. This research used research and development process with quality data collection that divided into three phases. 1) Reviewed literature and created the process with analyze and synthesis method. 2) Checked content validity of process by 3 expert persons. 3) Revised the complete process from expert persons suggestions. The curriculum management process by applying lean concept for waste elimination were complete at IOC ≥ 0.8 by items and 0.95 by overall.

Keywords: Professional learning community, teacher professional development , instructional development, public-mindedness ,

Introduction

In today world with rapid changing due to advancement of technologies, Thailand should accelerate in develop our country to suit with changing and be able to compete with other countries. This tendency of accurate development and forced economics affect to the way of life of Thai people leading to high competition and high level of materialism causing them to take advantages from one another and emphasize on obtaining personal benefits instead of public benefits as well as lack of consecutive and serious moral and ethical development leading to mental and material unbalance. Consequently, awareness forwardness public is decreasing every day and current material development makes Thai society has values on emphasizing and seeking for money and power instead of emphasizing on mind and society causing Thai society to be declining with several problems. Accordingly, it is necessary to foster our people to have responsibilities on themselves and society. With this reason, the term "public-mindedness" is being mentioned increasingly for utilizing as personal guidelines for giving benefits and development to society, fostering people to be responsible for themselves and society as well as for building morality and ethics internally. "Public-mindedness" is another thing that is important for fostering consciousness making people learn to sacrifice, unite, and cooperate for public benefits. This will help to reduce problems occurred in society and develop quality of life as the security of living as well as helps to solve problems while giving benefits and happiness to society.

Fostering consciousness in people to be responsible for themselves and society or public will help to foster morality and ethics in general people, especially children and youth. This is considered as something that is generated internally inside people. "Public-mindedness" is important in fostering consciousness in people to learn to sacrifice, unite, and cooperate for public benefits. This will help to reduce problems occurred in society and develop quality of life as the security of living as well as helps to solve problems while giving benefits and happiness to society empirically.

As a result, public-mindedness is compared as feeling and thinking as the mutual owners towards public things as well as the use of right and duties to supervise and maintain

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public things together, for example, maintaining environment without dropping any waste on the floor, dropping garbage in available containers, avoiding dropping any garbage in public water sources, maintaining public assets (e.g., public telephones, lighting lamps), saving of natural water and tap water, utilizing public electricity worthily, and looking after people in low circumstances without causing any problem to ourselves and our families as well as not contrary to laws (Dujdearn Phanthumnavin,2007 ; Somkiat Rakmanee,2009 ; Paisal Wisalo ,2008).

Public-mindedness should be fostered in childhood because it is the age which is sensitive to fostering and reinforcing ethics and culture. If children reach the age of 12 years, their habits are hard to be changed and developed therefore the age below 12 years is appropriate for developing ethical reasons enabling them to have reasonable thinking abilities, understanding, and perception towards criteria. Based on theory of ethical reason development and theory of intellectual development, they have consistent results that childhood is appropriate for developing public-mindedness of students and facilitating them to study, research, survey, and inspect from actual situations for making understanding on public-mindedness (Duangdearn Phanthumnavin,200; Kosol Meekhun,1981 ; Kohlberg,1976 ; Piaget and Inhelder,1969).

A teacher plays directly important role in developing students to grow up as quality citizen of the nation. According to research regarding school efficiency (Scheerens & Bosker; Kyriakides; Cambell; Christofidou, 2002), a teacher is a key factor resulting in students' learning development. It can be said that the quality of students' achievement significantly depends on a teacher. Teacher efficient in instructional arrangement will enable students to fully learn and develop themselves. Accordingly, teacher is considered as the person playing the important role in developing students to have knowledge along with morality enabling them to apply knowledge and morality from instructional management process to their living for personal and national benefits. As a result, teacher is not only a person who is responsible for passing on academic knowledge but teacher is also the person who has to develop and foster students to have completeness on academics, skills, morality, good values, and desirable characteristics as defined by the Basic Education Core Curriculum B.E. 2551 in order to develop students to have quality for becoming the good and desirable citizens of the world (Kanya Panna, 2016 ; Danucha Ponkam, 2012).

Since the researchers realized on the importance of student's public-mindedness development for enabling them to grow as the quality adults, the researchers were interested in studying on the situations and guided development of public-mindedness among primary students in primary teacher's opinions for developing students further.

The Professional Learning Community is a model of teacher development that integrates teachers or stake-holders to create a learning process for teachers and school staffs about teacher instruction, students' learning outcomes. It is a combination of strength, synergize, hope, faith, a common goal and sincere, the exchange of learning to each other, reflection the results and support each other consistently. This process will create a learning culture in the agency, create quality teaching for teachers and promote professional teachers achieved to the same goal, that is to develop of students' quality. It is believed that the heart of student development is better placed on the learning of teachers and educators (DuFour, 2007; Wijarn, 2559; Office of the Royal Institute, 2558)

The researcher is interested to study the development of the teacher development process by studying the concepts, theories, the development of the appropriate systems. Through the concept of development with a professional learning community. It is hoped that the results of the study will be used as a guideline for the design, development, process of teacher development, to design the teaching and learning process, and to strengthen the students to continue to public. In this article is the first part of the development of the teacher

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development process was based on the concept of a community of professional learning to enhance the public mind for the students.

Objective

To develop of a professional learning community process for teacher development to enhance public-mindedness education for primary students.

Research Methodology

The Research on "Development of a professional learning community process for teacher development to enhance public-mindedness education ", using research and development process and collected data in a variety of ways. that is the multi-instrument approach focuses on qualitative data collection. The research was divided into 3 phases.

Phase 1: To study, analyze, and synthesize notions, theories, documents, and research, including basic information regarding teacher development in order to develop process which consists of 3 steps:- study of Problem Condition And the development of public mind in elementary school students as perceived by teachers and related research on public mental development in students, conceptual Study of Teacher Development and Professional Learning Community Concepts in Contexts and Related Research, and synthesize and create the process. Developing teachers according to the concept of community, professional learning to enhance public mind for students. There are 6 steps in the process called 4PSQ process: 1) Preparation 2) Planning 3) People 4) Process (with tri-directional system) 5) Supporting and 6) Quality.

Phase 2: To verify the developed of a professional learning community process by having 3 experts: in teacher development ,public-mindedness , and research and development. There is using a form to evaluate process appropriation to see relation and accuracy in terms of contents.

Phase 3: To finalize teacher development process based on process appropriation evaluation form and expert's recommendations.

Result

1. Study results from study, analyze, and synthesize notions, theories, documents, and research show that :

- 1.1 Situations of primary students 's public-mindedness in total were rated at a moderate level. Thai teachers 's opinions were in a low level , Asia teacher 's opinions were in a moderate level and Native speaker were in a high level.
- 1.2 The ways to develop students public-mindedness consist of 3 aspects :
 - 1.2.1) School and Administrator should be realize to promote student's public-mindedness and integrate the process in the school curriculum.
 - 1.2.2) Teachers should to set the instruction and teaching to promote public-mindedness. They should to be the model and have collaboration with the parents.
 - 1.2.3) Parents should be participate in school develop public-mindedness process. They should to use quality times with their students and let them to have responsibilities in the family situation and problem. They should to have opportunities to participate in community's activities.

The results of the study mentioned. There is a process synthesis to develop teachers and influence student development through the concept of community learning professional. The main concept is to integrate the three concepts: the Lesson study process, Coaching and Mentoring process and Contemplative education process. The conclusion of teacher

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development based on the concept of professional learning community to enhance public mind for students process are 6 steps in the process called 4PSQ process: 1) Preparation 2) Planning 3) People 4) Process (with tri-directional system) 5) Supporting and 6) Quality.

2. The results of the evaluated of the teacher development process in accordance with the concept of professional learning to enhance the public mind for students. Three experts were selected by using the process suitability assessment for see the consistency and content validity. It evaluates the concepts, principles, objectives, operational procedures. The duration of the process has an IOC value of 0.8. Considering the suitability and consistency of the implementation process, The process of the 6-step process showed that steps 1, 2, and 5 have an IOC value of 1.0. Steps 3 and 4 have an IOC value of 0.8. Looped the IOC as a whole stood at 0.95

3. The results of teacher's development process based on the concept of community learning professional to enhance public mindedness for students based on the process suitability assessment and the advice of the experts. It's can be presented as a complete process as follows.

Notions

The teacher development process is based on the concept of community learning. It is a process of continuous and sustainable teacher development. The focus is on collaborative processes and the teacher's learning with the group system. It is a process of teacher development that affects quality development in the public mind. In the development of teachers, the role of different stakeholders is defined. But there is a clear mission and duty through the tri-directional development process. There are three ways to drive: 1) Lesson Study 2) Coaching & Mentoring and 3) Contemplative Education. There is a collaborative effort for continuous improvement. In order to develop the work and maximize the benefits to the students.

Principles

The teacher development process is based on the concept of a community of professional learning to enhance public mind for students.

- 1) It is the process of teacher collaboration. In their main roles and responsibilities, and the sharing of learning.
- 2) Targeting and value sharing of processes must be due to mutual consent and accept that value.
- 3) Targeting must be clear, simple, measurable, Achievable, Reasonable, and Tractable.
- 4) Determining the team responsible for the work with a related group. They will be responsible for one thing in common and find ways to improve the work that is responsible.
- 5) Defining role roles of process participants is essential to drive the process but the role may change as appropriate.
- 6) Development in the form of a professional learning community. There must be continuity in action. The development is not clear in a short time.
- 7) Executives and stakeholders in the process is necessary to identify the supporting factors to achieve the goal.
- 8) Raising awareness and preparation of process participants is an important aspect of initiating the process.
- 9) In the teacher development process, It is a continuous process without the end. It develops as a continuous cycle to find a better way to work all the time.

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Objective

Teachers who use the teacher development process in accordance with the concept of professional learning community to enhance public mind for students can develop themselves and enhance their skills and ability in teaching and learning. That will make the affect's result for public mindedness of students quality.

Work processes

The teacher development based on the concept of professional learning community to enhance public mind for students process are 6 steps in the process called 4PSQ process: 1) Preparation 2) Planning 3) People 4) Process (with tri-directional system) 5) Supporting and 6) Quality. The detail in each step is as follows :

STEP 1 : Preparation

This is a step for teacher preparedness, that defines strategies and structures to support change in development with a professional learning community. It is a process of team development. The team is trained to have knowledge, understanding and awareness of the importance of teacher development through community processes and they can be used effectively. The key feature of the team is the mutual relationship and responsible for the same thing. One person may be a member of more than one team. Each team action can be carried out simultaneously. Determining a team that has a mutual relationship can be determined from teachers who are responsible for the same topic. Teachers are responsible for the same class or the group of teachers, who responsible for the same project.

Team training is used by the trainers to provide practical knowledge. The content is focused on the process of creating a professional learning community. Instructional design that develops character and promotes public mind to learners. The workshop is divided into 3 stages.

Starting phase (upstream stage) It is a workshop that focuses on the understanding of the professional learning community, principles, processes, and procedures in each step. It includes activities that focus on raising awareness and the importance of development through a professional learning community in the school.

Period of operation (Medium water stage) It is a workshop for evaluation, goal tracking, and reinforce for teachers in the process. That is the process to let the evident that occurs during the process such as : the combination of teachers, innovation and change occurred that include problems and obstacles in the implementation to take the lesson and attend the planning meeting to adjust the work process in the next phase.

Phase before completion of the process. (Downstream Stage) This is a workshop for evaluating, tracking, implementing, and supporting the 2nd phase. It should find out how the process works in a systematic way and how to achieve sustainability in the next operation.

STEP 2 : Value or Targeting Steps (Planning: Goal)

Academic management committee of an educational institute mutually identified needs for curriculum application under teacher development process on the basis of SMART: Simple, Measurable, Achievable, Reasonable, and Trackable. After this step, The committee should be identifies the needs to enhance public-mindedness for students and set to the working process goal. There were following sub-processes.

- 1) Academic management committee mutually identified needs showing enhancing public-mindedness of development application based on information of the core curriculum for basic education, guidance for student quality evaluation from external quality assessment, institutional curriculum, identity and uniqueness of each school, as well as community's and relevant stakeholders' needs.

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- 2) Academic management committee took needs for verification and adjusted them as needed for teachers' instruction.
- 3) A teacher verified target set for instructional arrangement based on SMART principles.

STEP 3: Creating a group and integrating the teacher (People: a variety of mental energy)

Creating groups and assembling teachers is important step, because the nature and relationships of teachers in the same group could be affect the development of work and relationships in the work of teachers. So in grouping or building a team of teachers, There are some basic principles to follow.

3.1) It 's could determine a team with a common relationship, such as it can determined from teachers who are responsible for the same topic. Teachers, who are responsible for the same class or the group of teachers, who responsible for the same project. Each group will have different actors for the exchange of learning and develop together.

3.2) The number of teachers in the group should not be too large. There may be between 3 and 5 people in excess of 5 people. It should be divided into 2 groups, so that the operation in step 4 is more flexible and can be carried out more systematically.

Step 4 : Process : tri-directional systems

This step is an important step. It is a process step with specific techniques and methods with a clear pattern. There are three important principles called tri-directional systems, consisting of the following sub-processes:

Lesson Study Lesson study is the Professional development process to develop the teaching and learning of teachers and learners in a systematic way. The core concept of this process is working together, They must have collaborative work in the long run. There are three sub-steps in the process.

Planning

- The teachers have to identifies the learning problems of their learners with collaborative process.
- The teachers have to set goals and action plan of lesson study process for the group members. The emphasis is on public mental development in students.
- The teachers have to plan the lesson that is consistent with the goal. They have to prepare a plan for learning and preparation for students to achieve their learning objectives and have developed a public mind along the way.

Implementing (DO/SEE)

- Teachers share lessons that have been planned together for teaching and learning.
- Assign members of the teacher group to observe the class and collect information about behaviors reflecting the learner's public consciousness while studying.

Reflecting

- Teachers share a discussion of their performance from the data and evidence obtained from classroom observations to get ideas or suggestions that lead to improved lessons.

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Coaching & Mentoring

Grouping teachers into action-based learning must be at least one experienced teacher in the group to teach and serve as a mentor to the group. They will collaborate in every cycle of the whole planning process: Teaching / Observation and Reflection.

Contemplative Education

Designation and Teacher instruction for enhance students' mindedness have 3 steps required as follow :

- Awareness
- Implementation
- Reflection

Step 5 : Steps to create supportive factors (Supporting: reinforcing)

In this step, The managements and the stakeholders have to discuss and brainstorm to help drive development through a professional learning community. It can be done systematically for create a working culture of teachers. And it is the demand that comes from the master of the process. This procedure have Involvement of teachers, administrators, teachers . planning users and observer who were in the same team with the planning users. This is to create a supporting factor that will be make the teachers benefit.

Step 6: Reflect the quality of the students (Quality: to improve quality).

This step is a work review . It is a step that the team will convene to discuss and reflect on their work base on the students' work, students' behavior , that occurs during the operation. Let's analyze together. Then present them in the form of academic forums or symposium for exchange of learning together, as well as to create a sustainable way of working.

5. Duration of the process

The teacher development process is based on the concept of community learning. It can be implemented as a continuous cycle endlessly. In Round 1, it defines the steps to perform every week. The duration of the course is 1 academic year with 40 weeks. The time is flexible. It can be adjusted according to the context of the school or vary the difficulty of the purpose at each institution.

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It can be shown as follow :

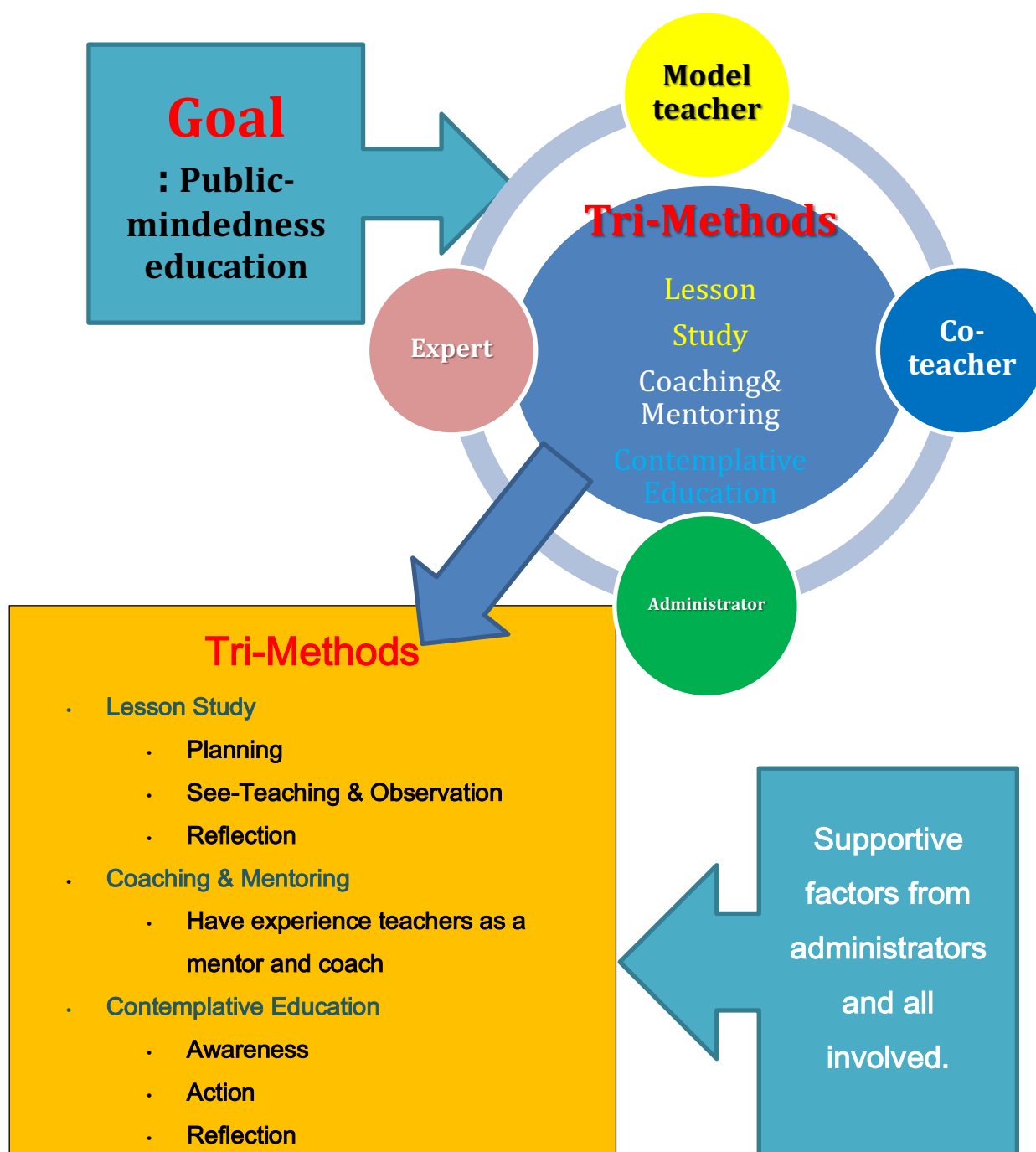


Figure 1 The professional learning community process for teacher development in public-mindedness education.

Suggestion

The teacher development process is based on the concept of research and development process. The complete process, that is passed the quality check from qualified experts, it will be applied to the real primary teacher in schools under private education and the schools under the Office of the Basic Education Commission to study the effects of teacher development and student development. The result of the implementation of the development process. In addition, the study of facilitating factors and obstacles in the implementation of teacher development process based on the concept of professional learning community developed for use in educational institutions.

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