



A Study of guideline for Reforming Training Program for Pre-service Preschool Teachers, In-service Preschool Teachers, Caregivers, and Teacher Assistants

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ABSTRACT

This research aims to study the preparation and development guidelines of early childhood curriculums, including caregiver and teacher assistant training program. The research operation separated into three parts: 1) The knowledge synthesis of early childhood preparation and development systems in Thailand, and six foreign countries, namely The United States of America, England, New Zealand, Japan, Philippines, and Hong Kong ; 2) The developmental guideline studies of early-years curriculums and teaching methodologies for preschool teachers, caregivers, and teacher assistants; 3) The recommendation for Equitable Education Fund (EEF), using as part of the reformation in preschool teacher preparation and development, providing the recommendations for creating the prototypical patterns of preparation and development for the preschool teachers and other personnel. For the qualitative data, the interview information was collected from 101 people who were early years educational specialists, kindergarten executives, preschool teachers, parents. The quantitative data was gathered by using a questionnaire, there were 1,044 responders in six regions of Thailand including the school administrators, preschool teachers, caregivers, and teacher assistants. The quantitative data were analyzed by descriptive statistics and Modified Priority Needs Index (PNI Modified) to forecast and analyze the expected and actual condition. The qualitative data were analyzed by content analysis. The results found that there were four periods of reformation in early childhood development for preschool teachers of Thailand during the last two decades. There were similar and different systems for preparation and development of preschool teachers in six countries. Moreover, the recommendations of preschool teacher preparation, consisting of 12 areas.

Keywords : Preschool Teacher / Caregiver / Pre-Service Training Program / In-Service Training Program

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Introduction

Early childhood is a significant period of the human lifespan for national development. In the present time, the public sector has increasingly focused more on early childhood development by issuing the Early Childhood Development Act in 2019. Chapter 1, section 5 of this act specifies that the children in the early year period must receive well-rounded development consisting of physical, emotional, intellectual development.

A lot of research show that children from 0–6 years are able to have full learning capacity and have a rapidly developed brain if the children receive appropriate instruction and development in this period. Therefore. Early childhood development plays a significant role in creating a good life foundation and national prosperity. To receive full capacity from the development, adults are crucially responsible for holistically caring, nurturing, and developing the children to have physical, emotional, social, and intellectual readiness. If the early years children study in an efficient education system that is well-academically designed, they can grow up to be qualified citizens of society and the nation. Therefore, the education system plays a significant role in developing early years children from 0–6 years. Public and private schools are also essential places to develop children for physical, emotional, social, and intellectual readiness, and life skills to live happily in the 21st century.

In the present time, there are various management troubles in early childhood education. Kongsanoh (2015) points out that the critical problem of early childhood education is the lack of knowledge and understanding of managing early years education for teachers, caregivers, and school administrators, especially for children's intelligence development. Therefore, teaching and learning methodologies are focused on rote learning. Students are managed to concentrate on literacy skills more than thinking, decision making, and other important life skills. Meanwhile, many school administrators focus on creating an institute reputation from academic achievement scores more than developing overall children's capacities. Besides, educational quality inequality has existed in schools nationwide causing high competition among parents to push their children to enter reputable schools at every school's level from kindergarten to secondary school.

As a detailed explanation, teachers are key persons for education development as qualified teachers will teach and train the students efficiently, leading to well-cultivated students. The teacher plays significant roles in making the idealistic students, who have the perfect characteristics of complete physical and mental conditions, including intelligence, wisdom, morality, and cultural appropriation. These traits of students will positively affect well-being in society.

The teacher's development is regarded as one of the educational policies in every government. However, the Office of the Education Council (2013) proposed the executive summary that reported three obstacles for efficient teacher development :

- * the lack of clarity
- * absence of a direct agency in charge
- * mismatching between the teacher curriculum and the manpower requirement in schools

Furthermore, the early childhood degree curriculum still lacks systematic monitoring and evaluation as seen from several procedures such as over-recruitment of early years teacher students, which results



in the inappropriate ratio between students and teachers that reduce the learning efficiency.

Early-years teacher preparation and development are not possibly effective by lecture and teaching practice under specialized teachers' supervision. This assumption corresponds with the study of Kong-sanoh (2015), he mentioned that the current in-service teacher training program did not match the preschool teacher's needs. Moreover, the program, contents, and contexts for developing the preschool teachers were outdated.

From all previous mentions, the research team is interested in researching guidelines for reforming training programs for pre-service preschool teachers, and in-service preschool teachers, caregivers and teacher assistants in Thailand. This research also aims to draw up the preparation and development guideline on curriculum, teaching, and learning methodology and study the body of knowledge related to the development of preschool teachers, caregivers, and teacher assistants in the past two decades from the six foreign institutes. The final objective is to create recommendations on developing a prototypical institute for the better quality of teaching and training of preschool teachers, caregivers, and teacher assistants in the future.

Research Objectives

1. To synthesize the body of knowledge regarding the reformation and development of preschool teacher preparation, including training caregivers and teacher assistants of Thailand, in the past two decades.
2. To synthesize the body of knowledge from prototypical institutes for preschool teacher preparation and development in six foreign countries.
3. To study the development guidelines for the courses and training patterns for preschool teachers, caregivers, and teacher assistants.
4. To study the development guidelines for more attainments of qualified preschool teachers, caregivers, and teacher assistants.
5. To conduct the recommendations for the Equitable Education Fund (EEF) in the issues of reformation and development of preschool teacher preparation, including training caregivers and teacher assistants.
6. To conduct the recommendations for the Equitable Education Fund (EEF) in developing a prototypical institute for the preparation and development of preschool teachers, caregivers, and teacher assistants.

Methodology

This research was conducted and divided into three phases as follows;

Phase I : The synthesis of the body of knowledge concerning the preparation and development of preschool teachers, caregivers, and teacher assistants for the past two decades in Thailand and 6 foreign countries, The United States of America, England, New Zealand, Japan, Philippines, and Hong Kong.

1.1 Research Instrument

- 1) The semi-structured interviews form

1.2 Data Collection

- 1) Study and gather relevant pieces of literature and research concerning early years teacher preparation and development in Thailand and 6 foreign countries.
- 2) Use the semi-structured interviews form to interview the target group by online platform
- 3) Synthesize the relevant documents regarding the prototypical institute for early years teacher preparation and development in Thailand and 6 foreign countries.

1.3 Data Analysis

The qualitative data from interviews and group discussions were analyzed by content analysis.

Phase II: Study for development guidelines on the courses and training patterns for preschool teachers, caregivers, and teacher assistants.

2.1 Samples

The target groups were dividing into two groups, as follows;

Group One : 101 interviewees

This group consisted of :

- 1) 18 specialists working in the field of early childhood teaching and development,
- 2) 7 kindergarten and nursery administrators,
- 3) 7 directors from child development center in local administrative organizations,
- 4) 28 preschool teachers working in the Office of the Private Education Commission and the Office of the Basic Education Commission,
- 5) 32 caregivers working in local administrative organizations,
- 6) 9 parents of preschool children.

Group Two : 1,044 respondents

These 1,044 respondents were preschool teachers, caregivers, and teacher assistants, which were selected by the multi-stage sampling. They were related personnel who worked in early childhood education in six Thailand regions, such as school administrators, early years teachers, and mentors. They worked in several organizations such as the Office of the Basic Education Commission, the Office of the Private Education Commission, the Local Administrative Organization, and the Ministry of Social Development and Human Security. Their works are mostly related to the needs for a capacity promotion.

2.2 Research Instrument

1. The semi-structured interview form regarding issues of the needs for capacity promotion of preschool teachers, caregivers, and teacher assistants
2. The questionnaire

2.3 Validation Test

Three specialists tested the content validity in finding the correlation between the research questions and definitions and using the Index of Item Objective Congruence (IOC). The result showed that some questions were marked with 0.67–1.00 of IOC and the validity test was proceeded for the questionnaire, 1,044 copies.

2.4 Data Collection

The data were collected by using the questionnaire and the semi-structured interview form.



The research team organized the field study to collect the data from 101 interviewees. For personnel who provided information regarding teacher capacity promotion in six regions of the country, the questionnaire was used to collect data.

2.5 Data Analysis

The quantitative data was analyzed by using statistical description as follows;

- 1) Primary statistic: mean, and standard deviation.
- 2) The Modified Priority Needs Index, PNImodified to conduct the need assessment between the actual and expected conditions.

Phase III : The recommendations for Equitable Education Fund (EEF)

3.1 Sample

7 experts working in the field of early childhood education

3.2 Research Instrument

The semi-structured interview form

3.3 Data Collection

- 1) The research findings from phases 1–2 were summarized and analyzed to conduct the recommendations for reformation of early childhood preparation and development of preschool teachers, caregivers, and teacher assistants.
- 2) The recommendations were proved and commented by the experts.
- 3) The recommendations for the reformation of preschool teacher preparation and development were edited and adjusted as suggested by the experts.
- 4) The recommendations for reformation guidelines on preparation and development system for preschool teachers, caregivers, and teacher assistants were completely conducted.

3.4 Data Analysis,

The content analysis was used for analyzing interview data.

Results

1. The knowledge synthesis of reformation of early childhood development for preschool teachers, caregivers, and teacher assistants of Thailand, in the period of last two decades.

The policy variation regarding preschool teachers' preparation and development during 1999–2019 began on implementing the National Education Act in 1999. It indicated that the professional license would become effective in 2002. Therefore, the careers in teacher and educational personnel must be upgraded systematically to be professional. Later, the degree of early childhood education was set up in 2004, focusing on providing early-year education for 0–6 years of the children to have completed physical and mental evolution, including suitable emotion, social, and intelligence development. These components are prepared for the children to grow up appropriately.

In 2004, the bachelor curriculum in Early Childhood Education in universities in Thailand was prolonged from four to five years, becoming a more intensive course. During that time, students as preservice teachers had to learn theoretical contexts and pass the teaching practice in granted school, certified by the Teacher Council of Thailand. In 2007, the long-term national strategy for early childhood de-



velopment (2007–2016) was officially announced, followed by the strategy for parental promotion for early childhood development in 2010. One of the government's education policies at that time is "Education for all," and the bachelor's degree in pedagogy or education (5 years program) was then enforced in 2012.

According to the higher education development plan No.11 (2012–2016), Strategy No.2, it defined that preservice teachers must be trained and developed to be professional. In 2017, the early childhood education program was officially announced to provide education for children age 0–6 years old, to have physical, emotional, social, and intelligent readiness for growing suitably in the future.

In 2018, the 20-Year National Strategy (2018–2037) presented human capacity promotion and development. The role of the teacher then changed from teacher to a learning facilitator. Moreover, the system of teacher preparation and development was adjusted for creating a much more efficient teacher. Later in 2019, the Early Childhood Development Act and the early childhood development centre standard were finally implemented. These provide in-service training and development for preschool teachers, instructing teacher spirits and developing teachers to have Virtue, Morality, Ethics, including knowledge and skill for early childhood education administration.

2. The results from the knowledge synthesis of preschool teacher preparation and development in six countries.

The body of knowledge concerning preschool teacher preparation and development in six countries, as follows;

1) The United States of America

The United States Education Commission (USEC) is responsible for developing preschool teachers in each state, imposing professional development requirements such as the total hour of development for teacher certificate renewal and professional development scope.

In terms of nationwide enforcement, professional development must be carried out to meet the state standard and school evaluation objective. The professional development content may cover some interesting topics like understanding early childhood education and new teaching strategies, including practicing teamwork skills through an occasional online system.

2) England

The preschool teacher, working in a public or private kindergarten, must be certified by receiving Early Years Teacher Status (EYTS), especially public-school teachers. Also, they must pass a qualifying examination for getting a GCSE certificate (General Certificate of Secondary Education) to be the standard qualification that will be used for working in the field of early childhood education.

3) New Zealand

There are various patterns of professional development, and numerous government agencies are responsible for this task. The Ministry of Education also has a profession development program. For example, the Strengthening Early Learning Opportunities (SELO) program consisting of three levels for preschool teachers and caregiver development. The first level is in-depth professional development ; preschool teachers need to gain standard teaching license to ensure the quality of their teaching. The second level aims at professional development at the local level, and the third level focuses on developing a supportive environment for promoting early-year children learning.



4) Japan

The caregiver's training program is available in Japan, including the examination for attaining the qualification of being a professional caregiver. The in-house training system is also applied to be the pattern of caregiver development, and there are self-revision and monitoring in each school. Moreover, the follow-up plan and preparation are performed after the meeting and lecture session, given by the school principal or head of the nursery regarding taking care and education plans. There are also staff meetings to inform some children's behaviour and development. This information is collected through caregiver discussion and video recording to find the way to assist and develop the early-year children in the future.

5) The Philippines

Early Childhood Care and Development Act 2000 focuses on the importance of preschool children. It announces that preschool children must receive special care and attention from their parents, preschool teachers, and caregivers. According to this act, the government must arrange the seminar and training for parents in the topics of nutrition and child development. In the case of a national scale, the Department of Social Welfare and Development (DSWD) is the critical agency responsible for the overview of policy and pre-service and in-service training program for early childhood development. It also issues practical regulations support and guide the local administrative organization through the district office in each area.

6) Hong Kong Special Administrative Region

The planning and continual professional development seem to concentrate on long-term than short-term development because it has wide and positive effects on the school's sustainable development. To increase the professional capacity sustainably, Hong Kong has properly issued the policy for preschool teacher development by encouraging discussion between teachers and experts. To achieve this development, schools must acknowledge the teacher's need for professional development in terms of research on learning activities in schools. Also, there is an adjustment on management issues to promote collaboration of preschool teachers to create more varied patterns of training and development.

3. The development guidelines in the courses and training patterns for preschool teachers, caregivers, and teacher assistants

Apart from special knowledge and capacity in early childhood education, the curriculum should be correctly and properly designed to respond the dynamics of the global community. Early childhood teachers, caregivers, and teacher assistants should create experiences for their students. They have to receive intensive practice and instruction to be a good teacher who possesses value of a spiritual and moral teacher, love, compassion, and responsibility to their students, community, and society.

Prototypical teachers should have trusting, caring, and sharing character to create beneficial cooperative skills through a new learning process including wisdom, skill, health, and heart to encourage preservice teachers to be "Engaged Citizen" and "Good Community Citizen" of the nation.

Efficient curriculum should comprise the learning process for self-adaption for the dynamics of the global community. The collective learning, the collaborative and creative learning process, and sharing incentive should be more focused than individual incentive. Similarly, for the early childhood education program's improvement, the activities about developing communication skills and more interaction with the children's parents should be increasingly arranged during studying in the program.

The designation of teaching and learning in the early childhood education program should concentrate more on the variety of learning and evaluation processes. In the same way, multiple pedagogical approaches and thinking design are becoming more necessary. In teaching practice, bended learning and cross-disciplinary study seem to be more efficient teaching methods than a particular disciplinary study. Moreover, argumentative and critique studying should be creatively arranged in the classroom, both for the online class and offline class, including theoretical and practice-based experience from working and teaching practice with the children, families, colleagues, other professionals, and communities.

4. The development guidelines for more attainments of qualified preschool teachers, caregivers, and teacher assistants.

4.1 The study result of the needs assessment (Priority Needs Index) for promoting the competence of preschool teachers, caregivers, and teacher assistants.

Results from the proven Modified Priority Needs Index (PNI modified), indicated that there was the necessity to promote the teacher's capacity as shown in Table 1.

Table 1 the result of the needs assessment for promoting the competence of preschool teachers, caregivers, and teacher assistants (n =1,044 teachers)

The Need Assessment	Actual situation			Expectations			PNI _{Modified}	No.
	\bar{x}	SD.	Description	\bar{x}	SD.	Description		
1) Building relationships and working with parents and communities	4.361	0.649	High	4.553	0.581	The highest	.044	11
2) Reducing unwanted behaviors in young children	4.217	0.655	High	4.505	0.604	The highest	.068	8
3) Stress and violence management in the classroom	3.897	0.965	High	4.290	0.903	High	.101	2
4) Using technology in kindergarten classrooms	4.163	0.724	High	4.465	0.631	High	.073	6
5) Designing activities for young learners	4.378	0.600	High	4.566	0.571	The highest	.043	12
6) Writing a kindergarten experience Plan	4.377	0.623	High	4.545	0.580	The highest	.038	14
7) Designing a coding-activities for young children	3.786	0.860	High	4.317	0.725	High	.140	1
8) Activities for brain development of young learners	4.333	0.625	High	4.571	0.579	The highest	.055	9
9) Teaching English for young children	4.010	0.762	High	4.398	0.688	High	.097	3
10) Organizing math and science activities for young children	4.219	0.659	High	4.511	0.617	The highest	.069	7
11) Organizing activities to promote emotional and social skills for young children	4.427	0.598	High	4.603	0.576	The highest	.040	12
12) Providing educational media and activities that are appropriate for school-age children and local context	4.324	0.660	High	4.563	0.591	The highest	.055	9



Table 1 the result of the needs assessment for promoting the competence of preschool teachers, care givers, and teacher assistants (n =1,044 teachers)

The Need Assessment	Actual situation			ExpectationS			PNI _{Modified}	No.
	\bar{x}	SD.	Description	\bar{x}	SD.	Description		
13) Setting an educational environment and creating a good learning atmosphere	4.440	0.614	High	4.609	0.568	The highest	.038	14
14) Authentic assessment of early childhood development	4.443	0.637	High	4.604	0.548	The highest	.036	16
15) Caring for children with special needs in kindergarten classrooms	4.042	0.857	High	4.427	0.711	High	.095	4
16) Conducting classroom action research	4.141	0.745	High	4.469	0.639	High	.079	5
Total	4.222	0.70	High	4.500	0.632	The highest	.070	

Table 1 shows the needs assessment (Priority Needs Index) for promoting the competence of preschool teachers, caregivers, and Teaching Assists (PNI modified), it is found that the priority needs index of the preschool teachers, caregivers, and teacher assistants are average. The overall average mean score is .070. In all aspects, evaluations of the sample's needs show a PNI modified from .036 to .140. The highest PNI modified is designing a coding–activities for young children (.140), followed by stress and violence management in the classroom (.101) and Teaching English for young children (.097) respectively. Nevertheless, the lowest PNI modified is authentic assessment of early childhood development (.036).

4.2 The development guideline for preschool teachers, caregivers, and teacher assistants.

Apart from studying specialized and particular knowledge, other seven development perspectives are needed to be concerned as follows;

1) The institutional perspective

The government agency responsible for monitoring teachers' standards and development should establish a particular institute for promoting high-quality early childhood education. This organization will be an important part of setting up and monitoring early childhood education management standards and working together with other government departments to create the same standard.

2) The local development perspective

All participating agencies should conduct the area-based development plan for preschool teachers, caregivers, and teacher assistants.

3) The participatory perspective

The support system for the administrator to drive teacher quality to meet the national goal should be arranged. Likewise, the mentoring system and supportive cooperation to exchange knowledge, resource, and facilitation between kindergarten, nursery, and children development center should be set up.

4) The teaching typology perspective

The local institute responsible for preparing and developing preschool teachers and caregivers

should have much more role by bringing preschool teachers to participate in professional development with an efficient monitoring system.

5) The communicating and collaborating perspective

The administrator and personnel of early childhood development institutes should have good collaboration and enable to work with communities.

6) The teacher development perspective

The teacher's capacity for arranging experiential learning classes should exist in the preschool teacher development program.

7) The reinforcing perspective

Some reinforcement measures can be applied with a well-performing institute such as rewarding for a well-performing nursery or school.

5. The recommendations for the Equitable Education Fund (EEF) in the issues of reformation and development of preschool teacher preparation, including training caregivers and teacher assistants.

The presentation structures for reformation in preschool teacher preparation and development were split into twelve perspectives as follows;

1) The centralization perspective

The particular institute for early childhood quality promotion should be established, working in the Office of the Prime Minister as the core functioning organization that is responsible for policy formulation, supporting, and monitoring the administration quality of early childhood education.

2) The decentralization perspective

The authority of childhood education administration should be increasingly given to the district or local agency, including more integration and collaboration between each government department working in different ministries.

3) The localization perspective

All relevant parties in local areas should together drive integrated and developed plan and create the value circle which focus on instructing good characteristic of preschool teacher integrating with the sufficiency economy philosophy.

4) The professional preparedness perspective

The preschool teacher preparation system should be set up for the secondary and high school students who would like to be preschool teachers in the future including having scholarships and subsidization for any student passing the criteria to further study in the early childhood education program.

5) The student acceptance perspective

The teacher preparation institution should have the actual system, reflecting the application of professional aptitude tests and other assessment tools.

6) The curriculum and activity perspective

The learning activity in the classroom should be properly designed by considering on a daily-basis and local contexts. Likewise, the learning activity should be created to respond to individual requirements and promote engaged students.



7) The teaching and learning perspective

Due to the global community dynamics trend, Blended Learning should be applied to promote and stimulate communication skill, argumentative discussion, open-minded listening, contextual and interpersonal skill to the preservice teacher students in the early childhood education program.

8) The teacher evaluation perspective

The performance of preservice teacher students should be variously evaluated, depending on the specification and the achievement criteria on each subject and the reflection on practice should also be added in the evaluation.

9) The teacher quality perspective

The recruitment process of preschool teachers should be improved. For example, the qualification, and the experience should reflect specialization. The long-term plan, learning outcomes and assessment for the teacher performance should develop for the teaching profession to be the international profession standard.

10) The teacher acceptance perspective

Before getting a preschool teacher certificate, the selected candidates must have a normal mental condition, with psychiatrist's approval.

11) The teacher development perspective

The long-term plan must be implemented to develop preschool teachers working in each local area with capability standards. Moreover, the training program system for the early years teacher, caregiver, and teaching assistant should consist of the upskill/reskill course, designed to correspond with the personal requirement. Additionally, the guarantee of security and safety for teacher life should be upgraded, including more participation in the professional learning community (PLC).

12) The capacity-based perspective

The capacity of the preschool teachers, caregivers, and teacher assistants as shown in Table 2.

Table 2 Capacity of the preschool teachers, caregivers, and teacher assistants.

Level	Type of Teachers	Capacity
Beginner Level	mentor and caregiver	knowledge, understanding
Elementary Level	teaching assistant	knowledge, understanding, and application
Intermediate Level	Professional teacher	knowledge, understanding, and application
Advanced Level	Senior Professional Teacher	transferable skill to the colleagues knowledge, understanding, and application transferable skill to the colleagues and other professionals, including having academic coaching or mentoring skill

6. The recommendations for the Equitable Education Fund (EEF) in developing a prototypical institute for the preparation and development of preschool teachers, caregivers, and teacher assistants.

The prototypical institute for the preparation and development of preschool teachers, caregivers, and teacher assistants should have an area-based structure. This prototype model of preschool teacher development should rely on the provincial requirement to respond to each area's particularity and development objective. The national institute for early childhood quality promotion should be the primary agency for policy formulation, supporting, and monitoring all early childhood institutes in Thailand.

A governor plays a significant role in collaborative and integrated working from several related government agencies and every party, regarding early childhood personnel preparation and development. These people will together set up objectives and establish the learning communities for knowledge exchange by structuring regional and provincial mentor networks for preschool teacher institutes.

Conclusion and Discussion

1. The body of knowledge relating to the preparation reformation of preschool teachers, caregivers, and assistant teachers of Thailand in the past two decades.

Based on synthesized knowledge about the preparation reformation of preschool teachers, caregivers, and assistant teachers in Thailand, the findings provided real insight into how policies towards preschool teachers and personnel preparation have been reversed since the promulgation of the National Education Act in 2000. Subsequently, a professional teacher license is required for law enforcement in 2002, together with the adjusted undergraduate curriculum of early childhood education, which is derived from a top-down policy. In addition, the program length was changed from four to five years for program completion in 2004. Later, a long-term policy and strategy for early childhood care and development (0–5 age group) 2007–2016 was officially launched, and parental participation was promoted and involved in this strategy. This change reflects that this long-term plan corresponded with all the dimensions of early childhood development and the “Education for All” campaign of the government. The considerable forthcoming modification is a declaration of teacher qualification standards in which the length of all education and pedagogy curriculums is changed from four to five years, including the early childhood education program. Also, the National Strategy (2018–2037) concentrates on human resource promotion and development, and the role of the teacher is transformed to the learning director, including the quality-adjusted preparation and development system of the teacher (Office of the National Economic and Social Development Board, 2018). In 2019, two essential laws regarding early childhood development issues were promulgated, including the Early Childhood Development Act in 2019 and Standard of the National Early Childhood Development Institution in 2019 (Office of the Education Council, 2019). It requires covering three domains: physical, emotional, social, and intelligent development, and establishing personal identities and personal abilities. These preparations are a significant element of the life foundation established of early childhood to be complete citizens of society. In terms of early years, teacher preparation's aspect, the spirituality, ethics, morality, knowledge, and is an experienced provider should be instructed by the institute which prepares or trains preschool teachers, caregivers, and other related personnel.

2. Body of knowledge relating to the preparation and development of preschool teachers in six foreign countries



The body of knowledge revision in preparation and development of preschool teachers in six foreign countries, all development dimensions of every country, aimed at appropriate professional development. Preschool teachers are promoted to have participation at this stage. However, the agencies responsible for professional development vary in each country, depending on the local regulations. In the United States, the educational committees working in the agencies for preschool teacher's professional development were widely varied and have specific regulations in each state (Preschool teacher, 2020). In the United Kingdom, central government agencies are handling and regulating the standards of preschool teacher professional development (Department of Education, 2020). For Japan and the Philippines, the overview and the program selection of preschool teacher's development are managed by the government agencies, which also specify the regulation and provide the guidelines and assistance through the local administration office (Ahn, 2016: 420–430, Council for the Welfare of Children, Republic of the Philippines, 2000). In New Zealand, the forms of preschool teachers have more variety and are managed by many responsible agencies in different contexts of the country. Therefore, the professional development of preschool teachers is localized in each area and concentrates on seven points relating to the environment that promote the learning of the children (New Zealand Government, 2020). For Hong Kong, long-term professional development is intensively planned and implemented more than short-term development to follow the sustainable development goal of the country (Education Bureau, 2019). For the dimension of teacher preparation, the length of the undergraduate program in five countries is specified to four years for completing the degree, except Hong Kong, which sets the timing of studying for five years. The center of attention in every country is to prepare professional undergraduate students as the efficient early childhood educator, equipped with full ability and creativity, being able to design an early childhood development plan (0–8 age group), cooperating with the parents, colleagues, school administrators, and specialists. They are a role model for lifelong learners. The curriculum comprises compulsory, elective, general, and specific subjects of early childhood education, including the final project and the workshop.

3. Develop guidelines for curriculum and forms of teaching and learning for preschool teachers, caregivers, and assistant teachers

According to the research findings, the modern and updated bachelor of the curriculum in Early Childhood Education of universities in Thailand was necessary to meet the change and disruption in the level of national and global societies. Practice-based learning should be implemented in educational institutes to train students to have working skills and a good understanding of taking care of preschool children. Teacher spirituality, ethics, and morality should be explicitly demonstrated to the children. Likewise, the form and style of teaching and learning should have more variety of the learning suitability of the children in each area.

There is a correspondence between the research findings and the national policy stated in Early Childhood Development Act in 2019, gazette No.23, as “The Higher Education Institute has to arrange the instructional operation to prepare students in early childhood education and develop preschool teachers to have the spirituality, ethics, morality, knowledge, skill, and ability to teach and take care, early childhood, as the principal and philosophy of early childhood development” (Office of the Education Council, 2019). The adjustment of qualification standard for bachelor degree in pedagogy and education in 2019 has

contributed to the curriculum re-designation to meet six standards of student's learning outcomes; using technology for efficient instruction tools, knowledge exploration of the student, having essential skills in the 21st century, the interdisciplinary integration, including conduct research based on cultural differentiation, communicating with Thai and English, creative problem-solving skill, imparting knowledge to the community, having teamwork skills and positive thinking. Has presentation skills using suitable technology and innovation. These expected outcomes are set to create desirable characteristics of preschool teachers who have smartness, wisdom, ethics, morality, innovative creativity, instructional skills and become active citizens as the goal (Ministry of Education, 2019)

4. Development guidelines for preschool teachers, caregivers, and assistant teachers

The significance of these developments for preschool teachers, caregivers, and assistant teachers is the mutual and efficient participation of all relevant agencies and organizations for attaining maximized development. A mentoring system needs to be formed and the cooperation for exchanging knowledge, resources, and learning facilities, including sharing teaching experiences with colleagues under the monitoring of central government agencies for continual professional development and providing effective self-motivation to the teacher.

The findings also correspond with several adult learning theories, which imply the method of teacher learning should be designed to meet the specific needs, and activity should be taken part in using authentic experience as a critical tool to proceed with the activity. This type of activity needs support from coaches or mentors for helping and facilitating them with the necessary learning resource so that teachers can learn and absorb several teaching techniques, by using supportive technology that motivates the teacher's learning and development, including promoting a lifelong learning environment for the teacher (Lindeman, 1951, pp. 129–130 ; Knowles, 1950, pp. 57–58; Roger, 1969, p. 5 ; Milana & Nesbit, 2015, p. xi; Knowles, Holton III & Swanson (2015, pp. 47–50). Amornwiwat (2017) also mentioned that professional teacher development is creating academic excellence for teachers in teaching, learning and arranging activities which need cooperation from stakeholders such as colleagues, parents, community, and other related organizations because if the teacher receives well support, the maximized benefit will be delivered to the children.

The recommendation

1. The recommendation for research application

1.1 Universities in Thailand which have a bachelor of the program in Early Childhood can take the recommendations to re-design and develop the curriculum, instructional approaches and learning materials for a pre-service training program for student teachers to respond to global communities' dynamics. Universities can apply this research to improve, develop, and promote their students to have sufficient capacities in the era of global communities' dynamics.

1.2 Early childhood institutes can take the recommendations to develop and promote the capacities of their preschool teachers, caregivers, and assistant teachers

2. The recommendation for further research

2.1 In the case of a development perspective for the preschool teachers, caregivers, and



teacher assistants, the provincial-base development model is used. The well-formulated teacher capacities result from collaborative working. Therefore, the next prototypical model for early childhood education can apply these capacities for further research.

2.2 In terms of teacher development perspective, the recommendation for preservice teacher student selection system to study and join the scholarship program, the next research can be conducted to develop an evaluation system for student selection, reflecting expected characteristics of preschool teachers.

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