

## Research Article

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# LEARNING EXPERIENCE ORGANIZATION ALONG MULTICULTURAL EDUCATION FOR EARLY CHILDHOOD CHILDREN IN CHIANG MAI PERI-URBAN AREA

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## Abstract

This research is a participatory action research To study the process for developing the model of the units on organizing learning experience along with multicultural education for early childhood children and To study the effects of developing the models of the units on organizing learning experience along the teacher's well-rounded knowledge in integrating the contents on culture towards the teacher's learning experience organization on physical, emotional, mental, social, intellectual development and social life of early childhood children The research site was a multicultural nursery school in urban area of Chiang Mai the researcher would develop a learning organization model the research participant groups along with 17 concerned individuals including 2 local administrators, 1 school director, 3 teachers, 4 childcare takers, 2 parents, 2 village volunteers, and 3 members of basic education school board. All of them were northern low land people selected via their willingness and formal networks, with target group 3 teachers and 51 Anuban 3 (5yrs. old) students. Research instruments included form for field noting Unstructured interview, Form for recording the meeting for reflecting on the operation/Focus Group, Model for learning experience organization along multicultural education for early childhood children (5 yrs. old) for 15 learning units, Form for supervisor's classroom observation, Form Record evaluation Child development, Post-instruction notes and Semi-structured form for interviewing the teachers. It was found that Process for Developing the Model for Learning Experience Organization along Multicultural Education for Early Childhood Children; 1) the core team was set up for learning

exchange, 2) Learning Process via Research Experience, 3) Process to Draft the Learning Experience Organizing Model along Multicultural Education for Early Childhood Children, 4) Learning Experience Organizing Model along Multicultural Education for Early Childhood Children: Towards an Action, and 5) outcomes of Learning Experience Organizing Model. It was found the teachers could integrate the contents on culture of ethnic children with learning experience organization relevant and sensitive to culture of the early childhood learners. Early childhood children had 1) physical development – daring to express, joining the multicultural play and having physical interaction with others in active way; 2) emotional and mental development – being joyful, cheerful, and happy, accepting and realizing value of their culture and other's; 3) social development – having interaction with and trust on others; and 4) intellectual development – learning things, understanding how to maintain their life. These 4 aspects of development had gained the mean scores of 86, 85, 88 and 83, respectively. Students had gained confidence in their culture while appreciated that of others and served as the actor to narrow down cultural gap between home and school.

**Keywords:** Early Childhood, Child Development, Learning Experience Organization, Multi-Cultural Instruction, Participation

## Introduction

Chiang Mai has historical background reflecting the dynamics of social and cultural diversity of people from various ethnic groups coming in to reside, maintain business, and sell labor all along. It is the center of education, tourism business, and industry of the North. At the present, Chiang Mai tends to grow and urbanize with peri urban through the import of labor leading to migration in of many different ethnic groups from neighboring countries as well as borderless laborers (Nawarat & Yimsawat, 1974). The migration had responded to the labour demand to move forward economy in agricultural and industrial sectors as well as business and service providing ones. The research areas included the peri-urban located about 20 kilometres from town and residing areas in form of housing estate. It is the site of the largest fresh-food market on Chiang Mai - Mae Jo – Phrao Highway (Katemanee, 2014). It is also the site of 5 large factories. Consequently, there have been migrations of ethnic people from within, other provinces, and neighboring countries to reside in the dorm, rent house, or huts in the farm in the area with their followers and children who need educational service, particularly at early childhood level.

For about a decade, the administrators of local administrative organization have had the policy to have its affiliated nursery schools open opportunity for every early childhood child including children

of the residents and migrants to study in the school resulting their changes in language and culture. There is an increasing trend. In 1974, for example, more than 40% (89 children) of all 212 students were ethnic ones. Most of them were Tai Yai followed by Hmong. This has created the challenge for cross-cultural learning organization.

Multicultural education, then, is a significant mechanism to provide education relevant to the context of the learners to assure their educational opportunity. The school curriculum has reflected experience, history, culture, and perspectives of ethnic groups in the society (Banks & Banks, 2010). In a way, this could serve as the opportunity for educational provision to build up the learner's capacity in coexisting in the society and furthering education in higher levels. Researches on cross-cultural learning organization for early childhood children had similar contention that organizing instruction to create positive attitude towards cultural diversity had to start at preschool level as children at that age could possibly learn and absorb negative attitude leading to bias and discrimination problems (Ladlia, 2012; Munsettavith, 2014).

Consequently, the teachers and individuals concerned with learning experience organization for early childhood children in different sociocultural context need to construct their knowledge by accepting and realizing the value of cultural difference of the learners. The teacher had to find the approach to teach the children suiting their development and culture along the direction and goal of coexistence in the society. Thus, there is a need to create participation of all parts of the community in which the schools were located including administrators of local administrative organization and schools, parents, community's representatives, and the teachers (Buranachart et al., 2009). Besides, it could serve as the guideline for working together to design the learning experience relevant to the school's context. It is apparent that learning organization for early childhood children is not solely concerned by the teachers, but it could open for the parents and community as well as local level organizations to take part as well.

## Research Questions

1. What is the process of developing the model for organizing learning experience along multi-cultural education for early childhood children like?
2. How could such model development affect the teacher's well-integrated knowledge on culture and the early childhood children's development and social life?

## Objectives of the Research

1. To study the process for developing the model of the units on organizing learning experience along multicultural education for early childhood children.

2. To study the effects of developing the models of the units on organizing learning experience along the teacher's well-rounded knowledge in integrating the contents on culture towards the teacher's learning experience organization on physical, emotional, mental, social, intellectual development and social life of early childhood children.

## Research Methodology

Concerning the area and groups to study, social capital of the research area in historical, social, and cultural aspects and the community context, it was found that people and non-citizen population had different economic and socio-cultural backgrounds. Their children needed education. They had the self and looked that reflected their cultural background in aspect of ethnicity, language, culture, tradition, and way of life. These people were Tai Yai, Hmong, and northern Thais. Consequently, the school organizational culture could actualize the democracy by opening for its members to regularly guide and empower one another. Parents were also involved in organizing learning experience for their children via being resource person and identifying learning resources for them. These are significant in upgrading the school's organizational culture into a learning organization. In this study, the researcher would develop a learning organization model along with 17 concerned individuals including 2 local administrators, 1 school director, 3 teachers, 4 childcare takers, 2 parents, 2 village volunteers, and 3 members of basic education school board. All of them were northern low land people selected via their willingness and formal networks emerged from participating in school committee meeting and informal meeting in various occasions in the community such as merit making occasions where they came to know one another leading to their relationship. Meanwhile, the school personnel were met on every working day as the researcher was invited in leading to familiarity and good relationship facilitating the data collection enabling the researcher to collect in-depth data on the research issues from every informant along informal and natural relationship with normal people who were without positions nor social status. Under the close interpersonal relationship, the researcher could convince the subjects to realize the problems and their consequence. Typically, these people were sacrificing persons and typically devoting to the society. They then volunteered to take part in the research. Purposive sampling technique was also used to select 51 early childhood children.

Concerning the research instruments, the researcher with the concerned individuals had constructed the learning organization model along multicultural education for early childhood children and came up with 15 learning units in line with the framework of 2003 Early Childhood Education Curriculum, standards of early childhood education level, guideline for preparing learning experience along the preschool curriculum of schools affiliating to local administrative organization, nursery school curriculum, and guideline for organizing learning experience of Local Administrative Department. It was also relevant to the concept of multicultural education coming up in 5 features proposed by James Banks (Banks & Banks, 2010; Nawarat, 2018) which included 1) content integration, 2) equity pedagogy, 3) prejudice reduction, 4) knowledge construction process, and 5) learner empowering school culture. The process also included the search for learning media, resource person, and cultural learning resources. The program came up in form of learning units reflecting multicultural issues and cultural background of the learners. Afterward, the researcher and co-researchers – teachers and childcare-takers, worked together in writing up the learning experience organizing plans along the multicultural education. There were 15 learning units each of which was named, including 6 main activities, learning objectives, learning substances, activity organizing method, learning media and resources, evaluation, and post-teaching notes.

As such research process focused on collecting qualitative information from the observation during the process of developing the model, the researcher had collected data via field notes, form for classroom observation by teachers and supervisors, form for recording learning experience organization of early childhood teachers, semi-structured interview, and meeting minutes, etc., before carrying out the content analysis. Afterward, the researcher had returned knowledge to community by inviting all concerned individuals to come to exchange ideas and reflect on the operation in the opening learning space and inviting outsiders to join, reflect, and return knowledge to the community (Buosonte, 2013; Podhisita, 2013).

## **Data Collection**

The researcher had collected data during May 2017 to March 30, 2018. The researcher had operated along the research phases. Phase 1 was for reviewing and studying documentary and field data in the research area to gain understanding on context of the community basing on historical, economic, social, and cultural changes as well as the development of early childhood children in multi-cultural context to synthesize the conceptual framework. Phase 2 was for developing the learning organization model for early childhood children along multicultural education concept via upgrading and enhancing

knowledge on culture and method for organizing learning experience relevant to the learner's culture coming up in the classroom and school spaces as well as searching for media, learning resources, and resource persons. Phase 3 was for applying the learning organization model mutually developed to the classroom and school. The process also included the classroom observation by the concerned individuals along the cycle of participatory action research (PAOR) suggested by Kemmis and McTaggart (1988) covering plan, act, observe, and reflection. Afterward, results of small group discussion were used to improve the operational plan and learning unit 2 further on and on for the whole 15 learning units. Phase 4 was the reflection on the operation and its outcomes. The data used include the meeting minutes and interview with the teachers and early childhood children.

## Research Instruments

**Table 1** showing the instruments for collecting the data along the research object.

Objectives	Data Collecting Tools	Types of Data to be Collected
Objective 1	Researcher's field note	In-depth data on the concerned research subjects for the whole research process
	Unstructured interview form for interviewing teachers and other concerned individuals along the whole research process	Data on the change on experience and feeling of the teachers and the concerned individuals along the whole research process
	Form for recording the meeting for reflecting on the operation/Focus Group	Detail data obtained from participative observation and opinion exchange of the teacher and the concerned individuals along the whole research process
Objective 2	Model for learning experience organization along multicultural education for early childhood children (5 yrs. old) for 15 learning units	Photo and VDO taken during the teacher's learning experience organization for early childhood children
	Form for supervisor's classroom observation (PLC Buddy)	Qualitative data on features of teacher's learning experience organization, environment, and interaction between the teacher and early childhood children in the classroom space

Objectives	Data Collecting Tools	Types of Data to be Collected
	Form Record evaluation Child development	Form Record evaluation Child development include Physical Development, (Emotion Development, Social Development, and Intellectual Development
	Post-instruction notes	Qualitative data reflecting the operation of the teacher after organizing the learning experience in each learning unit to record the change of development and data on interaction between teacher and the children
	Semi-structured form for interviewing the teachers	Data on changes of knowledge on multi-culture provided by teachers taking part in the research process

## Data Analysis

Qualitative information was classified, compared, and inductively concluded via content analysis and presented in term of descriptive analysis. The researcher had also checked the validity of it to assure the reliability via triangulation (Buosonte, 2013; Podhisita, 2013).

## Research Findings

### 1. Process for Developing the Model for Learning Experience Organization Along Multicultural Education for Early Childhood Children

1.1 In entering the process for developing the model for organizing experience, the core team was set up for learning exchange. The process started from informing the objectives of the research to administrators of municipality, community leaders, and parents, including consulting with teachers. From the beginning, the researcher has defined himself as a “teacher who mutually learns” about the conditions of, problems, on, and guidelines for developing the model for organizing learning experience relevant to the context, community, and the school. The process also built up the awareness for participation onto the stakeholders who had taken part the learning exchange sessions. They would not regard it as for individual benefit but for all to encourage them to join hands and heart in carrying out the operation both in and out the operation period. This basic role of the researcher could serve as the facilitator to maintain the learning force along their respect and awareness of the significance of the working team.

### 1.2 Learning Process via Research Experience

In creating awareness and understanding on multicultural issues and basic problems in the community context and school areas, though the atmosphere had not facilitated the full understanding of the whole problem, the publicizing effort was an important part in upgrading this research project to be the policy on educational development at local level. Another result was the learning and participatory research could become a part of normal operation of the personnel. Moreover, the budget support by municipal authority could help carried out learning activities along the platform of school as a learning community that had followed. The process focused on experiential learning on multicultural education for early childhood children.

### 1.3 Process to Draft the Learning Experience Organizing Model Along Multicultural Education for Early Childhood Children

The process was set up in form of a participatory workshop process taking part by all the stakeholders to set up 15 learning units relevant to the learning substances that should be learned by the children coming up with the schedule for organizing learning experience of each unit by week and daily along the cycle of learning activities at each learning base.

### 1.4 Learning Experience Organizing Model along Multicultural Education for Early Childhood Children: Towards an Action

The researcher and teachers had put the learning experience organizing model into the real practice in the classroom and school along the classroom research by the concerned individuals such as PLC teachers as the buddy of early childhood teachers who took part in observing the classroom before exchanging reflections among the teacher on the student's learning to enable the teachers to learn from their classroom. Sometimes, administrators of local administrative organization as well as the community leaders and parents had followed up and raised question about the learning process having been organized to assure authentic learning. Such process is regarded as meaningful learning and empowered the teachers to organize learning programs for the children. The process to apply learning experience organizing model along multicultural education for early childhood children having been implemented in the real site was carried out along the cycle for the whole 15 learning unit with continuous reflection for each unit and overall reflection at the end the project.

## 2. Outcomes of Learning Experience Organizing Model

### 2.1 Well-rounded Knowledge on Integrating Cultural Contents with Learning Experience Organizing of Early Childhood Teachers



Learning experience organization along multicultural Education for early childhood children was carried under the school's context of learning community with teacher as the main actor resulting the characteristics and behavior of the childhood (Tantipalacheewa, 2008). Knowledge and methods on learning experience organization of the teachers had emerged and carried out via horizontal relationship. The researcher regarded this set of knowledge as multicultural pedagogy which does not focus on passing down knowledge teacher to students but via a cultural process to selectively transmit knowledge, skills, and perspective of a culture to others in many cultures (Thomas, 1997; Thongthaw, 2008; Nawarat, 2018). The learning units should reflect the main concepts and contents relevant to experience of early childhood children as shown in the following table:

**Table 2** 15 Units of Learning Experience Organization of the Teacher along Multicultural Education Principle.

No.	Learning Unit	learning Experience Organization	
		Along Multicultural Education: The Teacher	
		Main Concepts	Crucial Contents & Experience
1	Learning via Multicultural Education	Co-existing among people from various cultural backgrounds	Divert dressing and language using
2	Myself	Difference between us and our friends	Language and terms for call things in daily life
3	We Love Our Ethnicity	Our stories	Ethnic language and song
4	Play of Us – Multicultural People	Our toys and play	Ethnic plays and toys
5	Family of Us – Multicultural People	Family members	Language and terms for calling family members – parents, sisters, brothers, grandparents, etc.
6	School of Us – multicultural people	School of Diversity	Language and Term for calling school's components and relationship (students, teacher, other school personnel, and learning resources outside-insider classroom
7	Home of Us – Multi-cultural People	House and Residence	Language and terms describing usefulness and feature of the house

learning Experience Organization			
No.	Learning Unit	Along Multicultural Education: The Teacher	
		Main Concepts	Crucial Contents & Experience
8	Friends, Brothers, & Sisters	Social Relationship with Intimates	Meaning of friend, relative, sisters and brothers, etc.; Language and term used for co-existence without any problem and for helping one another
9	Environment of My Home	Natural Environments and Materials	Language and names for calling natural environments such as forest, mountain, river, material environment created such as house, belief, etc.
10	Miracle Rice	Diversity of Rice Culture	Types, features, and steps of rice and food planting of each ethnic and cultural group
11	My Local Vegetables and Fruits	Local Plants	Name, shape, nature, and color of fruit; eating method and taste of vegetable from each cultural group
12	Food of Our Multicultural House	Local cuisine – Diversity of Food	Name of food/taste of food from each culture
13	Food of – Multicultural People	Diverse Traditions and Beliefs	Significance of and activities ought to be carried out
14	Borderless Communication	Communication Crossing Cultural Border	Language, meaning, and significance of communication
15	Children’s Dream Career	Economic Way of Life and Career Maintaining	Career names, duties, dress, maintaining location, and career instruments

The table includes the learning issues on organizing learning experience of early childhood teachers along their multicultural instruction along the instructional issues as follows:

#### **Issue 1: Content Integration**

School culture not only prescribing behavior and activity maintenance of teachers and students but being deep down into belief on the results of educational provision which normally screened out from and adjusted to various cultures of the school. Consequently, the teachers with cultural capacity suiting the learner’s culture could assure the effectiveness of the learning experience

organization (Intaping, 2018). The teachers has to be concerned with and realize the existence of linguistic and cultural backgrounds of the learners by bringing contents of culture into the classroom and school spaces (Mae Sa teacher, 2018, Interview). Moreover, the teachers and concerned individuals have to work together in building up knowledge and understanding on cultural context of the 3 groups of learners in the classroom space. These 3 groups included northern native people, Tai, and Hmong. Using the cross-cultural experience, the teachers had mutually constructed knowledge and understanding on cultural context through reviewing their own socio-cultural experience along with attempting to understand culture of other ethnic groups to reduce prejudice and not to widen the difference (Teacher Noon and Teacher Kung, 2018, Interview). This could indicate that the teacher has come to be concerned with “Knowledge Capital” surrounding early childhood children (Nawarat, 2018) and to integrate this set of cultural knowledge with other learning contents (Bank, 2007) via cultural contents and media in touchable form such as flock play, cloths, daily life materials and equipment, for example, and untouchable form such as song, language, proverb, idiom, for example, to be used for organizing learning activities relevant to the learner’s age, interest, and needs, and individual difference.

### **Issue 2: Cultural Sensitivity**

Searching for knowledge to be integrated with teaching method basing on cultural sensitivity of the learners is the point the teachers and the concerned individuals should be aware of and realize its significance. There should also observation of behavior and learning styles of early childhood children in the classroom by the teachers to obtain the information and concept for designing learning experience for them, including the technique and strategy in classroom management to facilitate the learning process. To keep the children who were at the period of easily distracted from learning activities by the songs or short statements or hand puppet instead of solely saying, for example, could be the technique to acquire self-control in a friendly and smooth way. The technique could be regarded as the process of building up positive discipline facilitating the children to have desirable behavior in the classroom. Moreover, the teachers should not limit herself to the activity leader but also take the role in facilitating learning and empowering the learners to express their self as the leader in carrying out the activity. They could also serve as the teacher assistant on their cultural content such as Hmong number counting, pronouncing Tai Yai terms, including helping the teacher in walking around to give away what the teacher has for them. The researcher also found that not all of the 6 main activities had been organized due to the lack of equipment and learning media. The teacher could design the instruction along learning bases, group process, or outside activities. The teacher could bring together children from

3 classrooms to carry out outside activities such as playing joyful folk games which require substantial number of the competitors and cheering team. The teachers could divide their functions and encourage students to cooperate in playing role of the game leaders, learner controller, time controller, and suppliers of the competition equipment. The teachers could have them switch their role in each of the days or learning units. From sharing the lessons in the research process between the researcher and the teachers, it was found that the process could enhance capacity on learning experience organization of the teachers through her deliberation and mutual reflection (Kunnaphanthanapa & Thamrongsotthisakul, 1974).

Last, early childhood teachers had to make the classroom a safe place and place to stimulate curiosity of every child by decorating, setting the media, toys, book corner, or various learning materials, making them easy to get and represent every culture of the learners in the classroom.

## **2.2 Early Childhood Children: Development and Social Life Maintenance**

Early childhood children have gone through the socialization via learning organization model along multicultural Education including operation of the teacher in the classroom and school spaces through caring centered approach and developmentally and culturally appropriate practice for the whole semester. The designed learning unit has provided experience resulted from promoting learning basing on culture to assure the learners realizing and accepting cultural difference to be able to co-exist in the same society. They are also encouraged to understand and respect one another. Learning of early childhood children is naturally related to language and culture (Cummins, 1996). Facilitative education is referred to the scaffolding to facilitate the children to step up on the learning ladder. The principle is part of the theory on zone of proximal development (ZPD). Concerning this, child-centered instruction assigns the teacher with significant role in creating activities in connecting areas to bring the children up across them step by step. It is apparent that Vygotsky, the proposer of such principle, had tried to connect psychology with the child's learning. He explained that mental and intellectual developments were the results of interaction between the children and linguistic and sociological factors. Children had many ways for knowledge construction such as by imitating the adult's behavior, learning ethnic language from friends via repeatedly listening and speaking, for example. Such process had effect on development of early childhood children in physical, emotional, mental, social, and intellectual aspects. The researcher would like to present the results occurred with the learners at early childhood level along the following issues:

### **Issue 1: Early Childhood Children Development**

Bandura (1978) had pointed out about such characteristics mentioned above as social learning that affected the development of early childhood children. In physical development, children would be brave to act out, be interested in, accept, and realize the value of their culture and culture of others along their age level. In emotional development, children were active, initiative, and joyful, and accepted and realized the value of their culture and culture of others in happy way relevant to their age. In social development, they had interaction with others and lessened their being self-centered and trusted others whose culture differing from theirs in the way appropriate to their age. In intellectual development, they had learned and understood their culture and culture of others connecting to the situation in maintaining their life suiting their age. The development of all these 4 aspects of development had gained the mean of 86, 85, 88 and 83, respectively. These data had reflected the development of the children's mental state to gain understanding and ability to co-exist with others along with the development to gain understanding their self and ability to accept their identify and that of others as well as to be prosocial and sociomoral leading them to have development suiting their age in every aspect. The principle also guided the way to manage environment in the early childhood development center to be able to lead to the goals of child development as set by the school.

### **Issue 2: Social Life of Early Childhood Children**

Multicultural classroom is the space for social and cultural learning via new experience. The learning experience organized by the teacher should then facilitate the learners to work with others including to play or interact with others who have differed from them. Being able to free themselves out of the cycle of prejudice, the learners could present themselves via the dress of their ethnicity and social and cultural essence serving as a phenomenon of learning process. The teacher and classmates could express their delights and appreciation on and accept culture of minority group people to be part of the learning activities leading to self-esteem of early childhood children. Having been proud of their culture, could enable them to build up good relationship with their environment. In having appropriate and opened relationship with environment, the children would learn to be able to eat, see, listen to, and consume art and culture of theirs and others. Having been proud of or secure with their culture, they would have ways to appropriately express their emotion getting ready for effectively interacting with classmates, teacher, or others in school, community, and society. Moreover, the children could effectively interact with their friends and the teacher. Space in the classroom and school of the children serves as

the starting point for social interaction before expanding to social space of other kinds. Through the interaction, the children would learn to gain acceptance of others.

This is the point for the researcher to investigate. After interacting with early childhood learners in the 3 classrooms, it was found that the learners from different ethnicities, from the previous time in which their relationship had been quite far from one another, they had become closer to friends from other ethnicities. Yuan Thai or northern Thais and Tai people had come to trust one another more. From the conversation, they had told they would like to visit their friend's house. Sometimes, Tai children also brought traditional cookies made by their parents during religious day to share with their classmates. From this, the researcher could see the melt between them. Some Tai children having born and grew up in Thailand could not communicate via the language of their ancestors. Besides, the trust the children had with their teachers was always expressed through their story telling informing their teachers starting from running to hug the teachers or greeting in the ethnic language the teachers had taught them. They also showed off their ethnic dress having worn from home for their friends to appreciate. The cultural expression and celebration in classroom and school spaces opened for positive social interaction among the students and their teachers leading to acceptance and social awareness. The student's characteristics having been socialized at home could increasingly implant on them the empathy for others who co-existed in the society including their skills and ability to construct good relationship with others.

### **Issue 3: Early Childhood Children as the Medium for Cultural Communication between Home and School**

Learning experience of the learners at early childhood level was various depending on culture and home conditions. The researcher had found that the children spending their life in cultural space of their home and the school cultural space could serve as the cultural medium through their "Talkativeness" or "Needs to tell". This might seem to be a small matter but the implication is that the telling story made by early childhood children could serve as the third space between home and school resulting the decrease of cultural gap between home and school possibly leading to creating cross-cultural understanding among parents who are with different background to overcome the myth and prejudice against other cultures.

## Discussion

1. Process for developing learning organization model along multicultural Education for early childhood children, Chiang Mai Province, had emerge under the context of “School as Learning Community” (Senge et al. 1974). The researcher had carried out the operation along with early childhood teachers, local administrative organization administrators, parents, and community leaders to construct process for developing the learning organization model. The research process was created successfully because of it being under the context of school as the learning community covering the democratic atmosphere of the school, school administrators continuously providing guideline and empowering teachers to become multicultural organization whose members or some of the concerned individuals in research process had ethnic cultural background and variety of experiences to freely express ideas to the peak of their capacity and best interests of the organization. All these processes had effect on the concept for organizing learning experience of early childhood teachers affect development and social life early childhood children reflecting that culture of mutually working could serve constantly as the guideline for advising and empowering learning for one another. This school had welcome participation of parents to come to take roles in organizing learning experience for their children via being resource person and searching for learning resources in the process of learning experience organization for the children. Capital of this operation could serve as an important factor to upgrade organizational culture of this school to be a sustainable learning community.

2. Participation by all the concerned individuals in research areas including municipality, community, and school had supported the development of learning experience organizing model resulting the teacher’s well-round knowledge, integration of cultural contents in organizing learning experience of the teachers and physical, emotional, mental, social, and intellectual development and social life early childhood children along research objective 2. This is because this action research focused on the process to develop learning organization model along multicultural education for early childhood children, Chiang Mai Province, had been carried out through participatory action research conducted with the different groups of concerned individuals organizing education for early childhood children, to develop social process to enable early childhood teachers to accumulate knowledge concerning linguistic, social, and cultural backgrounds of the learners and could apply pedagogy related to culture of the learners to be used for organizing learning experience. The process opened opportunity for the teachers to create classroom environments of friendly atmosphere to enable the children to be confident in their culture and mutually learn via appreciating culture of others. This issue is essential for

“Multi-cultural Pedagogy” on which early childhood teachers had foundation for applying constructivism and understanding on the learning process of early childhood children occurring under variety of social and cultural conditions. Learning requires the method to facilitate the learners to have opportunity for constructing meaningful understanding under the context of experience to be able to learn.

The crucial principle was to encourage the children to do the activities by themselves along their interest. According to the related literatures, if the children are encouraged to construct knowledge from the activities by themselves, they could truly learn. The process starts from interest as it serves as the center for doing things by oneself. Besides making the individual observe and look at the details, interest still have impact on mind leading to intellectual development. Without interest, the children would not try to learn but pay no attention. Play is an important process to create behavior which is ignored by traditional instructional method regarding play as something without certainty. However, play could be regarded as a factor of learning as the learners could learn life roles – using language in expressing ideas and feeling. Play could fulfill the child’s life. Play could be carried out without any force or punishment by adults. Besides, game play could help the child learn about the rules, enhancing their intelligence and social morality. Play is an experimentation through which the child could learn from trial and error resulting the true knowledge challenging and stimulating them to learn things around themselves particularly the knowledge they have constructed from physical world. Meanwhile, the experimentation could lead the children to do things along their interest. Meanwhile, the cooperation between children and adults and children and children could result from this social process. The conflict probably occurred was a significant factor for the children to learn to accept one another and accept the needs and thought of each individual. The consequent cooperation is the crucial factor for the children to accept and respect one another. The need for cooperation would decrease their being self-centered person (Sujawathit, 2003; Pasutarnchat, 2004; Munsettavith, 2014).

Culture-learning community then would like to promote activities and learning experience aiming at learning to accept one another, social interaction, and empowering for learning at early childhood level was the goal of this concept (Vygotsky, 1978; Munsettavith, 2014). This is done through the process of learning experience organization of early childhood teachers as a cultural transmission. On the other hand, teaching of the teacher is not solely the direct transmission of knowledge, skills and perspective but the selection of knowledge, skills, and perspective of one culture to many other cultures. In preparing early childhood teachers along multicultural mode, there is a need to build up awareness on roles of the one who would construct and transmit culture part of which is imposed by the state and



globalization valuing knowledge and world view which could contradict to the value system and knowledge proposed by other cultures. It is widely believed that the teacher who had realized this contradiction could try to design the pedagogy which was flexible and realized the complexity of the local context (Jatuporn & Wattanatom, 2014).

## **Recommendations**

In early childhood school, the learners have cultural diversity. The teachers should be encouraged to use the research procedural method to be applied to fit the school's context. The teachers have to collaborate to expand the existing local knowledge - the existing capital towards knowledge of the learners from different location or nationality to become an equal and relevant part of the learning process basing on their culture of the learners including the concept of world citizen in the mist of cultural diversity.

The recommendation for expanding the issue from this research is the concerned individuals should mover further from the paradigm on multicultural education that focuses mainly on cerebration and appreciation on cultural divergence, beauty, and diversity of culture on ethnicity and language which is the liberalist paradigm or as what Nawarat (2018) had mentioned about superficial conception on multicultural education utilizing 3F model or 3F approach which focused basically on food, fashion, and festival. There is a need to step of to the discussion on economy, career, and life maintenance under the context of economic, social, and cultural changes of each ethnic group to learn to accept and respect to their citizenship in the midst of cultural space both in town and rural areas.

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