

Guidelines for School Curriculum Administration to Promote Students' Excellence in Private School

Kasama Chanawongse^{1*}, Vithaya Jansila², Sathiraporn Chaowachai³

Email: ^{1,2,3} Naresuan University, Thailand

Email: ¹jill_kasama@yahoo.com

ABSTRACT

The research was aimed to study guidelines for school curriculum administration to promote students' excellence in private school by studying and synthesizing relevant research documents, interviewing experts, and conducting field trip research by observational studying the best practice private schools. The research instruments are 1) semi-structured interview 2) data analysis by content analysis technic. The research finds that guidelines for school curriculum administration to promote students' excellence in private school consist of 4 mains components which are 1) curriculum planning 2) curriculum implementing 3) curriculum supervising and 4) curriculum implementation summarizing and improving.

Keywords

Guidelines, School Curriculum Administration, Excellence, Private School

Introduction

We are confronting unprecedented challenges driven by accelerating globalization and a new explosion of scientific knowledge which leads to array of complex globalized problems. Many countries are required to accelerate their population development to possess higher quality to be equivalent to those of many civilized countries. In order to respond to the changing social context, education shall be improved in both the curriculum and the content by integrating learning that is linked to student interests, experiences and the real world (Sornsuan, 2015). Good education for the new generation is different from that of the past. It is about giving students the skills they need to succeed in this new world and helping them grow the confidence to practice those skills. Curricula should continue to evolve, in radical ways according to the social context (Phanit, 2012). Private schools, with their diverse student and teacher populations, considerable small class sizes and flexible administration, affording their students the opportunity to build the knowledge and values that are imperative for achieving excellence and sustainable growth.

Literature Review

Curriculum administration is a crucial part of educational administration, while educational administration is a crucial part of national administration (Cui et al., 2018). This is because any country with suitable, modern, and effective

curriculum will lead to the quality of its citizen (Chukumphang, 2016). Government of all ages have been trying to improve education all along because they realize that "education is an important tool for national development." Therefore, the National Education Plan was announced as a guideline for the administration of the country's education. In other words, a national curriculum is an embodiment of national will, mission, and goals. (Cui et al., 2018). Curricula, consequently, must be reformed according to social, political, and economic changes.

Society is dynamic and subject to rapid change – cultural, economical, philosophical, political, scientific, social, and technological. Hence, it is vital that educational administration must conform to the changing situation and an education administration must be very dynamic. (Kochhar. S, 2011) All parties must be involved in the process of thinking and making decisions. In addition, a change in concept, method, model, and a paradigm shift from the original concept to the new concept and new knowledge is required. These are all relevance to proceed educational administration to a desirable direction no matter it is at national level, local level, or school level (Office of the Basic Education Commission, 2010)

School Curriculum Development

Curriculum is of great importance in administering education at all levels. Since it is an outline of a practical framework that will lead to the pedagogical administration. This is to give

students helpful experiences of living which enable them to improve themselves in a direction consistent with the aims of education (Thamronglertrit, 2010).

School is obliged to create its own curriculum called “school curriculum” which is in line with the Basic Education Core Curriculum 2008 and National Education Act. It allows schools opportunities for amplification in accordance with their priorities and readiness. (Department of Academic, 2002) School curriculum includes what are set in the basic core curriculum, local needs and the goals set by the school to be implemented through pedagogy to help students gain the essential knowledge, skills, capacity and desirable characteristics and attributes they need to adapt, think critically and flourish in today’s world. Hence, what will lead to an educational development are tasks concerning curriculum and pedagogy (Wongyai, 2002).

Curriculum Administration

Because the curriculum administration is the administration task that consists of multifaceted dimensions in which relying on several elements relevant to many parties (Office of the Basic Education Commission, 2010). The common trend in school curriculum administration reform has shifted from centralization to power sharing by relying on the cooperation of all sectors (Cui et al, 2018). Especially by bringing the private sector to take part in steering education with a perception that private education should be seen as complementary to the government efforts to cope with the ever-growing demand for education (Bawden, 2004).

It is an openness to the administration of educational institutes to lead school to excellence according to its various environmental contexts. Since education administration is an art, not a science and it deals with human individual; thus, they should be handled tactfully, cautiously, and skillfully (Kochhar, S., 2011). Of such importance, the researcher therefore perceived that if private schools have a systematic approach to school curriculum administration with a clear goal to raise quality of students to become excellence and to be able to live their lives in the society qualitatively, the development of students will be profoundly effective and efficient.

Objectives

To study guidelines for school curriculum administration to promote students’ excellence in private school.

Research Methodologies

For this research, the mixed methodology has been employed which consists of the synthesis of related documents and research, and the interview of relevant personnel. The research was conducted in three steps as follows,

Step 1. Synthesize documents and research works related to an administration of the school curriculum to promote students’ excellence in private schools by evaluating principles, concepts and summaries involved to define an initial conceptual framework for the research to evaluate the curriculum administration of educational institutes to promote students’ excellence in private schools.

Step 2. Conduct interviews with administrators, teachers, and stakeholders of best practice schools to obtain guidelines for an administration of school curriculum to promote students’ excellence in private schools. Five best practice schools were selected by employing the Purposive Sampling method with the following qualifications – world-class standard, widely accepted, promote language learning from native speakers, and/or awarded with the Royal Award.

Step 3. Conduct interviews with experts to evaluate guidelines for school curriculum administration to promote students’ excellence in private school. Group of 5 informants are experts selected by employing the Purposive Sampling method with the following qualifications – academics who are the educational institution administrators of both public and private sector with related knowledge and experiences, and administrators in government organizations who are responsible for formulating educational policies.

Research Findings

The research showed that, according to the research methodologies mentioned above, guidelines for school curriculum administration to promote students’ excellence in private school consist of 4 main components which are 1) curriculum planning 2) curriculum implementing

3) curriculum supervising and 4) curriculum implementation summarizing and improving. Details are as follows,

1. Curriculum planning

In curriculum planning, administrators shall raise an awareness of relevant personnel in acquiring knowledge, understanding, and perceiving the importance of the curriculum formulation which means all relevant parties must have knowledge, understanding, goals and clear operational guidelines, and be able to perform tasks according to their roles and duties to their full potential. There must be an appointment of a curriculum administration committee consisting mainly of the school administrators and teachers. Educational institutions shall analyze fundamental information necessary for a preparation school curriculum content. Vision, mission, and goal of educational administration together with the desirable characteristics of students shall be defined. Basic information and needs of students are to be analyzed. Purpose of the curriculum is to be defined. Content and learning experience are to be selected and managed. Structure of the curriculum is to be designed. Standard of measuring and evaluating method is to be formulated. Relevant data system is to be formulated. Learning centers are to be prepared. Finally, the curriculum is to be publicized.

Educational institutions must organize the content of the curriculum taken into account the needs of students, parents, communities, localities, school's preparedness and focus, social condition, trend of demand, actual problems raised in communities, localities and nation. Data sources relevant to curriculum administration are the Basic Education Core Curriculum, 2008, local curriculum framework, school-related context which are communities, localities, parents and students, and school's vision together with data of the learning centers relevant to learning administration. These are to be used as data for effectively defining the goal of learning administration and content of the institution's curriculum.

2. Curriculum implementation

Curriculum implementation means operations and activities that put the formulated curriculum into action. These are to be proceeded systematically according to the set forth operational steps. From

a preparation of personnel, building and site, material, and environment to a preparation of learning within school with decent atmosphere that matches with student's nature of learning. Next, a preparation of learning centers both inside and outside the institution. Finally, setting up student's measuring and evaluating system. Hence, personnel involved must possess the same understanding regarding the curriculum to be implemented. In addition, administrators shall support the setting up of a professional learning community (PLC) to be a knowledge center for presenting creative ideas.

Administrators shall assign tasks to teachers by considering their knowledge and ability and encourage them to improve themselves to administer learning effectively. Teachers are the basis of a curriculum implementation. That is, teachers will make use of the curriculum in defining course structure, designing learning units and administer learning systematically to help students to develop skills to achieve their goals. And teachers will also organize learning activities to improve students through these activities.

The important factors that promote a success curriculum implementation are budget, material and equipment, curriculum documents, and knowledge sources and experiences.

3. Curriculum supervising

In supervising the result of curriculum implementation, the supervising process shall be performed continuously and regularly. Administrators shall provide assistance and give advice on how to utilize student development activities curriculum, to supervise the implementation of student development activities curriculum, and to define steps in supervising to be in line with the goal of student development activities curriculum. There shall be a clear and friendly curriculum supervising plan together with a system that assists teachers in solving issues when raised.

4. Curriculum implementation summarizing and improving

Data collection to be used in evaluating curriculum implementation can be collected from 4 groups of people which are curriculum manipulators, educators/supervisors, teachers and students, and relevant personnel such as parents

and community. Data then shall be collected, analyzed, recorded, and summarized. A report on the implementation of student development activities curriculum shall be prepared and submitted to the administrator of the institution. The supervising result then will be used in improving the curriculum to be of higher quality and be better fit with students. An evaluation of the curriculum can be performed both during the implementation of the curriculum (Summative Evaluation) and after the implementation of the curriculum (Formative Evaluation).

The results of a curriculum implementation, issues and recommendations shall be publicized to all relevant personnel to bring about an improvement and a development in the curriculum administration process to be more effective. An evaluation of the curriculum implementation can be performed both during the implementation of the curriculum and after the implementation of the curriculum which will bring about a decision making in improving curriculum later.

Discussions

Based on the results, all levels concerned and school administration organizations should share the critical responsibilities of curriculum administration. These responsibilities including, but not limited to, formulating and implementing school curriculum design, guiding, and monitoring school curriculum implementation, leading and organizing school curriculum evaluation. (Cui et al, 2018) Issues to be discussed are as follow.

1. In planning a formulation of the curriculum, balancing students' academic and skill development shall be taken into account; all parties concerned shall also be involved; and the goal of the curriculum must be cooperatively comprehended. These steps are conformed with what Margaret I. Bullock said "In order to deal with the uncertainty of the future which is caused by the rapid changes in social conditions, curriculum planning must be performed carefully in terms of content, teaching methods and evaluation as well as developing all the necessary skills. These goals are relevant and inseparable. The key here is to focus on improving the quality of teachers (Margaret I. Bullock, **1988: 203-208**).

2. Teachers play an important role in implementing the curriculum or can be called as

the heart of the curriculum implementation which is conformed with what Barner (cited in Margaret I. Bullock, **1988: 207**) noted that "Good teachers will plan the lesson plan carefully. They have more design intent than just follow the works of others. Good teachers change their teaching styles based on course objectives and students' learning characteristics. Hence, teacher development is necessary if improving of education quality is required."

3. Supervising teaching is a tool to support the development of teacher competency towards professionalism which is one of the important duties of school administrators. Modern supervisor must be a democratic leader, a coordinator, a person with complete information, and hold the strategic position who can put together the evaluation topics which is conformed with what Piyaporn Tangkunan (2019) said "Educational administrators focus on only curriculum formulating and learning administration are not enough. Thus, to improve learning administration by emphasizing and formulating guidelines on supervising teaching and research work in the classroom are factors that can solve issues and support the improvement of learning administration in educational institutions to be able to respond to the national education budget aims at allocating state welfare to the people of Thailand thoroughly.

4. It is required that educational administration must be measured and evaluated. The results acquired then can be employed in evaluating the efficiency of the educational administration on how much it achieves the stated goal. Then, data acquired from measuring and evaluating can be employed in educational administration improvement planning which is conformed with what Piyaporn Tangkunan (2019) said "For measuring to support the outcome-based education, teachers must measure results regularly with a variety of tools and methods in conformity with the real state of learning administration.

Conclusions

In general, the input factors for educational administration are curriculum, administrators, teachers, students, budget, buildings and sites, and educational tools and equipment. When applying these factors to educational administration appropriately, they bring about a better quality of

life of the students. In this regard, the academic administration in educational institutions must focus on the "student" by provide learning that creates opportunities, equality, and diversity to achieve the formulated educational goals. Educational administration departments and school administration organizations at all levels shall share major responsibilities of the curriculum administration. These responsibilities include school curriculum formulating and designing, guiding and monitoring the implementation of the school curriculum, and leading and administrating school curriculum evaluation.

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