

Self-Assessment on Early Childhood Teachers' Characteristics of Caregivers in Childcare Centres under the Jurisdiction of Local Administrative Organisation in Thailand

Cheerapan Bhulpat\*

**Abstract**

The purpose of this research was to study the self-assessment on early childhood teachers' characteristics of caregivers in the childcare centres under the jurisdiction of the Local Administrative Organisation in Thailand. The samples were 284 caregivers attending the training program provided by the Department of Local Administration during the annual budget 2011, from 4 regions of Thailand – the Centre, the South, the North and the Northeast. The instrument used was a self-assessment form concerning early childhood teachers' characteristics comprised 3 parts : Part 1 the demographic information of the samples ; Part 2 the five - point likert scale self – assessment on 5 characteristics: 1) Personality, 2) Teaching preparation, 3) Teaching Procedure, 4) Basic Knowledge for Good Teachers, and 5) Human Relation and Interaction; and Part 3 two open – ended questions on self development needed and ways to achieve expected goals on self development. The data were statistically analysed by using frequency, percentage, mean and standard deviation. The results of the study were as follows: **Part 1** 99.65% of caregivers were female, 49.30% ages between 31 – 40 years , and 53.17% had a Bachelor's Degree in Early Childhood Education. Words that the samples used to express their attitudes towards pedagogical profession; 3 words ranked by the most frequently used were: "love", "admire" and "proud", respectively and the least used was "discouraged". **Part 2** The samples possessed all 5 characteristics in high level ( $\bar{X} = 4.07$ ) The characteristic which came first was human relation and interaction, the next were personality, basic knowledge for good teachers, teaching procedure, and teaching preparation, respectively. **Part 3** The first three issues for self development needed by the caregivers were: developing school curriculum, writing lesson plans and organising learning activities for children, respectively. The methods or ways to achieve the target expected for self development planned by the samples were: self-study 50.35% and attending the training program 21.13%

**Key words:** self-assessment, early childhood teachers' characteristics, caregivers, childcare centres, Local Administrative Organisation

---

\* Instructor, Suan Dusit Rajabhat University, Bangkok, Thailand  
Paper presented at the PECERA 12<sup>th</sup> Conference at Kobe, Japan.  
July 30<sup>th</sup> – August 2<sup>nd</sup>, 2011. (August 1<sup>st</sup> 9.00 – 10.20)

“Teacher” is those who lead people to physically and intentionally do the right thing in the right way. An ideal teacher is the leader in both material and spiritual world; in short , teacher is those who refine habits, manner and characteristics of human being (Phra Thepvisuthimethe, B.E.2546: 70,74). Whilst the definition of “teacher” in the **National Education Act B.E. 2542 and Amendments (Second National Education Act B.E. 2545)** (B.E.2553:10) is a “professional personnel with major responsibilities for learning and teaching and encouragement of learning among learners through various methods in both state and private educational institutions.”

The two definitions of teacher above refer to all teachers at all levels, which could be seen that teachers are substantial in human resource development. From Phra Thepvisuthimethe’s perspective, “the corpus responsibility of teachers is to educate and refine children to become good people and then grow up as good citizen. Teachers is the creators by mean of creating children’s spirits. The world can be beautiful only when human beings are refined and nice.” (B.E.2546:46). Therefore, if teachers are knowledgeable, skillful, dedicative with fully intention to educate children, Thai children will grow up as good, smart, efficient, and happy citizens, fit and prime for the competitive world. (Geawdang, B.E.2544: 134)

As teachers are substantial for driving human resource development and educating people to become good citizens, they need to be well educated and trained to play their roles as quality teachers efficiently.

The Association for Childhood Education International (ACEI,1998) reported that the quality of children learning is very important both for themselves and their countries. Early childhood teachers need to be knowledgeable in child learning and development; be skillful and be in good relations with children, parents, colleagues, other professional stakeholders, communities, and other people. Also they need manage their instruction well and fit various children interests and needs in various contexts. All early childhood teachers must have teacher licenses and degrees in education. The educational programs should provide course in child development, started from prenatal period to primary education level. Moreover, the program should prepare early childhood teachers in (1) General Education, (2) Foundations of Early Childhood Education,

(3) Child Development, (4) Learning and Teaching Process and (5) Professional Laboratory Experiences.

Jarmornmarn and Bhulpat (B.E. 2544) stated in System, Mechanism, and Efficiency of Public and Private Childcare Centres in Thailand that early childhood teachers need to have knowledge in child care, how to work with children, developmental psychology, health, safety, curriculum, learning experience preparation, and etc.

Ruamchart (B.E. 2548) stated in Future of Curriculum for Teaching Profession in the Next Decade (B.E.2550 - 2559) that contents of teaching profession curriculum in the next decade should be varied and offers these following issues i.e. (1) Education and Thai teachers' identity (2) Learners' nature and learning (3) Curriculum and learning management (4) Innovation and information technology and (5) School base learning research.

The result of school external assessment conducted by The Office of Education Standards and Quality Assessment and the summary of social problem, and the educational view proposed by The Office of the Education Council (B.E. 2548, 2552) stated that teachers have many problems in teaching quality and are restricted causes by inefficiency of teacher development systems. The suggested solutions were (1) reforming teacher development systems and institutions, (2) developing and supporting teachers, lecturers, and educational staffs and (3) developing professional standards and supervisions.

National Association for the Education of Young Children (NAEYC, 2008) has set 10 standards to certify early childhood education, which are (1) relationships, (2) curriculum, (3) teaching, (4) assessment of child development, (5) health, (6) teacher, (7) families, (8) community relationship, (9) physical environment and (10) leadership and management.

The requirement of teacher standards on recruiting and supporting teachers to achieve education qualifications, and have necessary knowledge and professional experiences for enhancing children learning and development, and be able to support and fulfill varieties of needs and interests of each family.

Council of Australia Governments (2009) has set 7 national standards for early childhood education, which are (1) Education program and practice, (2) Children's health and safety, (3) Physical environment, (4) Staffing arrangements, (5) Relationships with children, (6) Collaborative partnerships with families and communities, and (7) Leadership and service management. The required qualifications of teachers set by the staffing arrangement standard are having skills and knowledge for supporting child learning and development, building security in children health, safety, and well being. Also teachers must be respectful and ethical.

Ruamchart (B.E. 2548) proposed 4 desirable characteristics of teachers in the future in her research findings, which were having (1) expertise in at least 2 subjects in charged and teaching methodology, (2) mastery skills in their fields, (3) moral, ethic and good personality, and (4) involvement in local community development.

A poem composed by M.L. Pin Malakul (cited in Bhulpat, B.E.2553) pictured professional teachers as follows:

“Two legs must stand firmly on the ground of Thai culture,  
 Eyes must openly look out on the great wide World.  
 Ears must listen to all things nice, then refine,  
 Two hands must work in class and done research.”

The finding of a research titled Desirable Characteristics Kindergarten Teachers as Perceived by Administrators and Parents in Bangkok Metropolis (Taweepornpatomkul, B.E. 2551) gained from the questionnaire answered by 300 administrators and 600 parents ; showed that (1) Instruction: teachers should be knowledgeable in child care, be able to conduct 6 learning activities and construct teaching materials, collect children work to check their progresses and make summarization of children's progresses individually; (2) Personality: teachers should be punctual in time, dress properly, have good sense of humor, lively, smiling, polite and well communicated; (3) Morality and Ethic: teachers should engage with the nation, the king, and religious. Also they should be sympathy and empathy for children; (4) Human relations: teachers should love and care children. They should work cooperatively with colleagues to seek for the best solutions, communicate with parents for child development, and can get along well with other stakeholders. This research also suggested that related

organisations should imply and apply research finding as a tools to select and recruit good early childhood teachers.

Colker (2008) surveyed characteristics of professional teacher, under the perception of 43 preschool personnel, by using quality analysis method and found out that there were 12 desirable characteristics i.e. (1) passion (2) perseverance, (3) willingness to take risks (4) pragmatism, (5) patience, (6) flexibility, (7) respect, (8) creativity, (9) authenticity, (10) love of learning, (11) high energy, and (12) sense of humor.

The caregivers of childcare centres under the Local Administrative Organisation are one of early childhood education personnel, giving education and care for young children. According to the regulation set by The Ministry of Interior (B.E.2553:16-17), caregivers must have bachelor degree in education and teacher licenses. Their 17 main responsibilities are (1) take responsibilities in children learning experiences management and support by using various means of child-centre methods, 2) educating and setting activities to develop desirable characteristics in accordance with their ages, 3) doing academic works in childcare centres, 4) setting childcare and child support systems, 5) working corporately with the early childhood development network, 6) rearing children and managing learning experiences as set in curriculum, 7) developing school curriculum for the childcare centres, 8) writing learning experiences plan, 9) conducting classroom action research, 10) collecting or developing teaching materials, 11) developing evaluation and assessment instruments, 12) connecting childcare centres, communities and parents, 13) developing oneself in academic and technology for child development, 14) assessing child development, 15) setting management system in classroom, 16) collecting performance reports, and 17) doing other assignments.

All above qualifications are in congruent with requirements for early childhood teachers and their works in schools with kindergarten classes. One key indicator of The Office for National Education Standards and Quality Assessment (B.E.2554:51) concerning the effectiveness of school to provide enough quality teachers or caregivers is:

“to select and develop knowledge and ability of teachers or caregivers congruence to their responsibilities. Therefore, it is necessary to have at least 75 percent of teachers or caregivers with bachelor degree majoring

early childhood or kindergarten education, or those who are in process of studying at the first degree level after passing at least 2 years in early childhood education, or having bachelor degree with early childhood rearing training.”

The Office for National Education Standards and Quality Assessment (B.E.2554) studied state and problems of childcare centres’ educational management with the samples of 26,209 caregivers. This study reported that 30.24% of caregivers have bachelor degree and 19.71% have higher degree. This can be said that the quality of early childhood rearing and education should be better because the staffs, especially in childcare centres, have degrees in the field of their responsibilities.

From the working requirements of caregivers and the research results on caregivers’ qualification and characteristics that congruence to performance requirement of early childhood teachers has aroused researcher’s interest to investigate self-assessment of caregivers’ characteristics in the childcare centres. This self-assessment study aimed to encourage caregivers to investigate their advantages and disadvantages of characteristics that need to develop, which would bring about the working plan for their progress.

### **Research Objectives**

This research aimed to study self-assessment of caregivers on their early childhood teachers’ characteristics. The population was caregivers in the childcare centres under The Local Administrative Organisation. The investigation focused on 5 aspects of characteristics, which were personality, teaching preparation, teaching procedure, basic knowledge for good teachers, and human relation and interaction.

### **Research Procedures**

#### ***Population and Sample***

1. The population was 1,078 caregivers under The Local Administrative Organisation. They had participated The Development Program for Caregivers in Child Caring Experience. The program was in the annual budget B.E. 2554.

2. The sample were random by using Krejcie & Morgan formula (1970, cited in Tirakanan, B.E. 2546) to determine the sample size at the reliable level of 95 percent. The numbers of sample was 284 caregivers as shown in the Table 1.

Table 1 Sample size stratified according to the regions.

Regions	Population	Sample	Percent
Centre	441	116	40.91
South	173	46	16.05
North	213	56	19.76
Northeast	251	66	23.28
Total	1078	248	100.00

### Research Instrument

The research instrument was a self-assessment form, developed by using procedure as shown below:

1. Studied papers, reports and research concerning the standards for preparing early childhood personnel. In addition rules, regulation, requirements, and ideal characteristics for early childhood teachers were also studied to set a framework of research instrument.

2. Developed the self-assessment form.

3. Examined the rightness and appropriateness of content of this developed instrument by experts and then revised.

The research instrument comprised of 3 parts, which were:

**Part 1:** The demographic data, asking about the samples' workplace, gender, age and work experience with young children. An open end part was added for asking the sample's attitudes towards teaching profession.

**Part 2:** The 5 level-rating-scales of early childhood teachers' characteristics, asking about 5 aspects i.e. 1) personality, 2) teaching preparation, 3) teaching procedure, 4) basic knowledge for good teachers, and 5) human relation and interaction. Each aspect had 5 subscales with total 25 items.

**Part 3:** The open-end suggestion, asking about what caregivers need to develop themselves the most and how.

### Data collection and analysis.

1. The self-assessment forms were distributed to the sample while they were participating in The Development Program for Caregivers in Child Caring Experience.

2. The 284 complete self-assessment forms were singled out and then analysed by using computer program.

3. Data in the second part was analysed by :

3.1 Setting performance rating scales

Highest Practice = 5 Points

High Practice = 4 Points

Moderate Practice = 3 Points

Low Practice = 2 Points

Lowest Practice = 1 Point

3.2 Set the interpretation criteria for the mean score

4.50-5.00 = Highest Level

3.50-4.49 = High Level

2.50-3.49 = Moderate Level

1.50-2.49 = Low Level

1.00-1.49 = Lowest Level

3.3 Using mean, frequency, percentage, standard deviation to analyse the data collected in part 1 and 2 and using content analysis to analyse the data in open end part.

4. The research results were presented in 3 parts which were: demographic data, early childhood teachers' characteristics, and recommendation.

### Research Results

The research results of self-assessment for early childhood teachers' characteristics of caregivers in the childcare centres under The Local Administrative Organisation were presented in 3 parts, which were:

**Part 1: Demographic data.** It was found that 40.91% of 284 caregivers work in childcare centres in the Central region, 16.05% work in the South, 19.76% work in the North, and 23.28% work in the Northeast. 99.65% were female. The highest age range was between 31-40 years old (49.30%). The lowest age range was between 51-60 years old (2.11%). For education qualification, 53.17% of the samples have bachelor degree in early childhood education, only 7.39% have diploma or vocational certification. 26 years



was the longest duration of working with young children (1.41%), and the shortest durations of working experience were between 6-10 years (32.39%) and below 5 years (32.39%).

For the attitude toward teaching profession as a whole, it was found that the words being used the most were “love”, then “admire” and “proud” respectively. On the contrary, the word used the least was “discouraged”. Those who work in the north used the words “love” and “admire” more than those in other regions. Whilst those who worked in the South used the word “proud” more than those in other regions. And those who worked in the Centre used the word “discouraged” more than those in other regions.

**Part 2: Early Childhood Teachers’ Characteristics**, results from self-assessment were presented in description and in the tables 2-7.

The results of the caregiver’s assessment of early childhood teachers’ characteristics indicated that the total score mean was at the high level ( $\bar{X}=4.07$ ). All five categorized mean scores were at the high level, with the following categories ranked consecutively from the human relation and interaction ( $\bar{X}=4.43$ ), personality ( $\bar{X}=4.30$ ), basic knowledge for good teachers ( $\bar{X}=4.01$ ), teaching procedure ( $\bar{X}=3.90$ ) and teaching preparation ( $\bar{X}=3.72$ ), as shown in Table 2.

Table 2: Mean, standard deviation and level of early childhood teachers’ characteristics categorized by 5 aspects of teachers’ characteristics.

Characteristics	$\bar{X}$	S.D.	Level
Personality	4.30	0.44	High
Teaching Preparation	3.72	0.53	High
Teaching Procedure	3.90	0.53	High
Basic Knowledge for Good Teachers	4.01	0.53	High
Human Relation and Interaction	4.43	0.43	High
Total	4.07	0.39	High

The results of the caregiver's assessment of early childhood teachers' characteristics for personality aspect classified by regions indicated that the total score mean was at the high level ( $\bar{X}=4.30$ ). All four classified mean score were at the high level, with the following classified ranked consecutively from the south ( $\bar{X}=4.42$ ), the north ( $\bar{X}=4.41$ ) the northeast ( $\bar{X}=4.35$ ) and the centre ( $\bar{X}=4.17$ ), as shown in Table 3.

Table 3: Mean, standard deviation of early childhood teachers' characteristics for personality aspect classified by regions.

Regions	$\bar{X}$	S.D.	Level
Centre	4.17	0.46	High
South	4.42	0.36	High
North	4.41	0.38	High
Northeast	4.35	0.46	High
Total	4.30	0.44	High

The results of the caregiver's assessment of early childhood teachers' characteristics for teaching preparation aspect classified by regions indicated that the total score mean was at the high level ( $\bar{X}=3.72$ ). All four classified mean score were at the high level, with the following classified ranked consecutively from the north ( $\bar{X}=3.92$ ), the South ( $\bar{X}=3.79$ ), the Northeast ( $\bar{X}=3.66$ ) and the Centre ( $\bar{X}=3.63$ ), as shown in Table 4.

Table 4: Mean, standard deviation of early childhood teachers' characteristics for teaching preparation aspect classified by regions.

Regions	$\bar{X}$	S.D.	Level
Centre	3.63	0.54	High
South	3.79	0.47	High
North	3.92	0.52	High
Northeast	3.66	0.51	High
Total	3.72	0.53	High

The results of the caregiver's assessment of early childhood teachers' characteristics for teaching procedure aspect classified by regions indicated that the total score mean was at the high level ( $\bar{X} = 3.90$ ). All four classified mean score were at the high level, with the following classified ranked consecutively from the North ( $\bar{X} = 4.03$ ), the south ( $\bar{X} = 3.94$ ), the Northeast ( $\bar{X} = 3.90$ ) and the Centre ( $\bar{X} = 3.81$ ), as shown in Table 5.

Table 5: Mean, standard deviation of early childhood teachers' characteristics for teaching procedure aspect classified by regions.

Regions	$\bar{X}$	S.D.	Level
Centre	3.81	0.55	High
South	3.94	0.49	High
North	4.03	0.48	High
Northeast	3.90	0.52	High
Total	3.90	0.53	High

The results of the caregiver's assessment of early childhood teachers' characteristics for the basic knowledge for good teachers aspect classified by regions indicated that the total score mean was at the high level ( $\bar{X} = 4.01$ ). All four classified mean score were at the high level, with the following classified ranked consecutively from the north ( $\bar{X} = 4.20$ ), the Northeast ( $\bar{X} = 4.06$ ), the South ( $\bar{X} = 3.94$ ) and the Centre ( $\bar{X} = 3.92$ ), as shown in Table 6.

Table 6: Mean, standard deviation of early childhood teachers' characteristics for basic knowledge for good teachers aspect classified by regions.

Regions	$\bar{X}$	S.D.	Level
Centre	3.92	0.54	High
South	3.94	0.50	High
North	4.20	0.48	High
Northeast	4.06	0.53	High
Total	4.01	0.53	High

The results of the caregiver's assessment of early childhood teachers' characteristics for human relation and interaction aspect classified by regions indicated that the total score mean was at the high level ( $\bar{X}=4.43$ ). Two classified mean score were at the highest level, the North ( $\bar{X}=4.55$ ) and the Northeast ( $\bar{X}=4.54$ ) There were two in the high level, the south ( $\bar{X}=4.42$ ) and the Centre ( $\bar{X}=4.31$ ), as shown in Table 7.

Table 7: Mean, standard deviation of early childhood teachers' characteristics for human relation and interaction aspect classified by regions.

Regions	$\bar{X}$	S.D.	Level
Centre	4.31	0.47	High
South	4.42	0.39	High
North	4.55	0.35	Highest
Northeast	4.54	0.40	Highest
Total	4.43	0.43	High

From the research result in the part 2, by considering the characteristics of early childhood teachers in each aspect according to the regions of the country, it was found that the caregivers in every regions of the country rated the early childhood teachers' characteristics in the high level. The first was caregivers in the north and the next were the caregivers in the south, the northeast and the centre respectively.

### Part 3: Recommendation for the need of early childhood teachers for self development.

The results of the study on subject caregiver's need for self development indicated that the highest need was developing school curriculum (38.73%) with the following subjects ranked consecutively from writing lesson plan (32.04%), organising learning activities for children (19.01%), preparing teaching materials (16.55%) and assessing development and learning (3.87%), as shown in Table 8.

Table 8: Frequency and Percentage of subjects caregivers need for self development.

Subjects	Frequency	Percentage
Developing School Curriculum	110	38.73
Writing Lesson Plan	91	32.04
Organising Learning Activities for Children	54	19.01
Preparing Teaching Materials	47	16.55
Assessing Development and Learning	11	3.87

The result of the study on means of self development indicated that the most was to develop themselves(50.35%), with the following means ranked consecutively from training program (21.13%), self development and training program (17.33%), others (2.86%) and no identification (12.32%), as shown in Table 9.

Table 9: Frequency and percentage of caregivers categorized by means of self development.

Means of Development	Frequency	Percentage
Self Development	143	50.35
Training Program	60	21.13
Self Development and Training Program	39	13.73
Others	7	2.46
No identification	35	12.32

### Discussion

The demographic data showed that 99.65% of caregivers were female, consequently, children both boys and girls have female caregivers as their role models. The reason why most of caregivers were women is that those who could rear and give care to children age between 2-6 years had to be like motherhood. In addition, men were hardly interested in studying early childhood education and working with young children. In Thai society, main responsibilities of household keeping and child-rearing are of mothers. Whilst fathers had to work and earn living for the families. When “mother” became “caregivers”, it was natural and excelling. However, children need to learn from genders, mother and father, especially boys. Hence, there should be men working in early childhood institutes. This is because boys need to learn to grow up into men properly.

The education background of caregivers showed that most of them have bachelor degree in early childhood education, which means that the learning activities set for children would be standardized at the international level. In addition their status would be secure and stable and their morale would be well supported because their qualification is qualified for external quality control. One indicator of the quality control set for the third external assessment for school quality (B.E.2554-2558) required education institutions, schools and childcare centres, to have 75% of teachers or caregivers with bachelor degree in early childhood education. This indicator was set to

guarantee that all caregivers in all kinds of institutes would have authority and privilege of “early childhood teachers”, who would be able to access to all welfares and opportunities of progress equally.

Most of caregivers mostly used the words “love, admire, and proud” of their career. This is congruence to their educational background. 53.17% of them have bachelor degree in early childhood education. The curriculum should inculcate spirits of teacher and caregiver to them, hence they have good attitude towards teaching profession. Moreover, those three words indicate that caregivers have strong wills to be teachers, like and be proud of their career. Only few of them felt “discouraged”. Since this word would occurred wherever problems and obstacles occurred, the stakeholders should pay attention and monitor them to find causes and solutions for maintain their good attitude towards their teaching profession.

For early childhood teacher’s characteristics, it was found that the highest performance was human relation and interaction, and the least performance was teaching preparation. Human relation and interaction aspect includes greeting children and parents every time they met, taking care of children when doing daily activities and helping them as needed, setting activities together with homes and community, and creating opportunities for parents to confide of their children learning.

This results congruence with the statement set in The National Education Act B.E. 2542 and Amendment (second National Education Act B.E.2545) and the regulation set the criteria for the third round of external education quality assessment , the rules of The Teacher Chamber concerning teaching profession standard and ethic(B.E. 2548) and the rules and agreement for each education institution. From Thai traditional and cultural view point , most Thai people are generous and helpful for other in the society as seen in the group help harvesting tradition for the community with traditional farming.

The research result showed that caregivers performed teaching preparation the least. The point rated at high and moderate level of practice by the caregivers was studying curriculum before teaching, writing daily lesson plan, preparing teaching materials for learning activities, implementing materials, contacting learning resources in advance, and making appropriate environment for learning. This result was authentically congruence to caregivers’ practice at this present time. Caregivers in childcare centres

under The Local Administrative Organisation implemented learning experience plan written by The Department of Local Administration as their teaching handbook. Therefore, most of them did not get involved in school curriculum development, then they had not study curriculum before teaching, and misled to understand that they needed not to write daily lesson plan but implemented plan preparing by the Department. Without adjustment to suit the contexts, this prompt plan would not be appropriate to implement. For proper environment management, the centres with proper buildings can easily set proper environment, but for some centres with no proper buildings, they had to use schools' classrooms or the local office' s buildings or the other institutes' spaces instead. This was rather difficult and inconvenient for them and caused the result of self-evaluation to be at moderate level.

What caregivers wanted to develop the most was school curriculum development and lesson plan skills. These results were congruence to the results gained from early childhood teachers, of which showing that they evaluated their performance in curriculum study and lesson plan development at the least level. The first preference for career development was self development and training program. The results implied that related organisations should apply these research results to setting and managing human resource development plan for developing knowledge-worker-staff with efficient teaching skills.

### **Recommendation**

1. Since there is a requirement for caregivers to have bachelor degree in early childhood education or other related degrees, and well-trained in childcare and child development, hence related organisations should work on personnel development continuously. This can be in form of further education supported by organisations or self-support. Then those who intend to be early childhood teachers will have education qualification in congruence to their responsibilities. For those who have bachelor degree in other fields, they need to be well trained or further educated to become knowledgeable and skillful enough to give care to young children appropriately. For those who intend to work with early childhood, they should be trained at least 20 hours per year. (ONESQA, B.E.2554:51)



2. There should be workshops on school curriculum development and learning experience planning in urgent. Then caregivers would have opportunities to develop and enhance their ability and efficiency in teaching by having curriculum as a guideline in writing appropriate learning experience plan for children.

3. Teaching supervision is crucial for teaching development. Caregivers without early childhood education and novices should be supervised for efficient and professional performances. The related basis regulations should be set to make proper linkage from kindergarten to primary school level.

4. The early childhood education curriculum should provide courses to cover all knowledge and skills on child-rearing and child-care from birth to 8 years old. The time table should be balance and focus on practices in order to enable graduates to work efficiently as preschool teachers. For early childhood innovations schools, teachers should be able to gather further knowledge and skills for profession later by further their study top up the courses learnt at undergraduate level. The educational innovation should be provided for these channels of learning.

5. The early childhood teachers' characteristics should be beneficial for developing curriculum in teaching profession, and for setting requirements of early childhood teacher recruits.

Since early childhood teachers are those who take care of children after their fathers and mothers, it is important for them to work coordinately with homes and community to raise and breed children properly. They need to consider individual differences and apply knowledge in early childhood education to enhance child development in all aspects with full potentiality, i.e. morality, ethics, life skills, and all basic academic knowledge, to practices integrally in managing learning experiences for children with their concern on regulations and educational standards.

## References

- Bhulpat, C. (B.E.2553), *“Module 1 Kindergarten Teacher Profession” Manual for early childhood training program*. Bangkok: Chulalongkorn University Press.
- Colker, L.J. (2008), *“Twelve Characteristics of Effective Early Childhood Teachers,” Beyond the journal*, March : 68-73. (online)
- Council of Australian Governments (2009), *National quality standard for early childhood education and care and school age care*. December. (online)
- Geawdang, R. (B.E.2544), *Thai education reform*, Bangkok : Matichon.
- Jamornmarn, U. and Bhulpat, C. (B.E.2544), *System, mechanism and efficiency of public and private childcare centres in Thailand*, Bangkok : Health Systems Research Institute.
- Ministry of Interior (B.E.2553), *Childcare centres procedure standards of local administrative organisation*. Bangkok : Department of Local Organization, Ministry of Interior.
- National Association for the Education of young children (NAEYC, 2008), *NAEYC Academy of early childhood program accreditation*. (online)
- Phrathepvisuthimethe (B.E.2546), *Dhamma for teachers*, Bangkok : Sanuksorn company.
- Ruamchart, C. (B.E.2546), *Future curriculum for teaching profession in the next decade*. (B.E.2550 - 2559). Doctoral Dissertation, Graduate school, Srinakharinwirot University.
- Taweepornpatomkul, N. (B.E.2551) *Desirable characteristics of kindergarten teachers as perceived by administrators and parents in Bangkok Metropolis*. Thesis for the degree of Master of Education Program in Early Childhood Education, Faculty of Education, Chulalongkorn University.
- The Association for childhood Education International (1998). *ACEI Position paper preparation of early childhood education teachers*. (online)
- The Office for National Education Standards and Quality Assessment (Public Organisation) (B.E.2554). *Manual for the third round of external quality evaluation (B.E.2554 - 2558) Early Childhood Education level (2 – 5 yrs)*. Bangkok : ONESQA.

The Office for National Education Standards and Quality Assessment (Public Organisation) (B.E.2554). **Research project on state and problems of childcare centres' educational management.** Bangkok : ONESQA.

The Office for National Education Standards and Quality Assessment (Public Organisation) (B.E.2547) **National Education Act. B.E.2542 and amendments. (second national education act. B.E.2545).** Bangkok : ONESQA.

The Office of the Education Council (B.E.2548). **National Education Plan (B.E.2545 – 2559).** Bangkok : Prig Wan Graphic Co.Ltd.

The Office of the Education Council (B.E.2552). **Proposal for education reform in second decade (B.E.2552 – 2560).** Bangkok : Prig Wan Graphic Co.Ltd.

Tirakanan, S. (B.E.2546). **Research methods in social science : means to practice.** Bangkok : Chulalongkorn Universit