

Guidelines Management for Developing toward Quality Schools

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ABSTRACT

This academic article aims to 1) study the factors affecting the development of schools into quality schools, 2) analyze appropriate management approaches for developing schools into quality schools, 3) develop a model or management approach that can be used to develop schools into quality schools, and present management approaches for quality schools that can respond to the needs of communities and society and be quality educational institutions that support changes in the 21st century world. This is because school administrators, as leaders of organizations or educational institutions, play a role in determining the direction of the school, implementing policies, and leading changes in academics and education to develop students. They should be professional administrators. Administrators should adhere to the principles of managing quality schools in the community and society, management to develop schools into quality schools requires systematic and standardized approaches. Effective management will help create an environment conducive to learning and promote student development in all aspects. This management approach consists of several components, including teacher development, student-centered teaching and learning, creating cooperation between parents and the community, and evaluation for student development. The approaches are: 1) Teacher development, including continuous teacher training and development to provide teachers with up-to-date knowledge and skills, as well as the ability to use technology and innovation in teaching. 2) Teaching and learning management, in which teachers should design curricula and learning activities that focus on students as the center, encourage learners to participate in the learning process and develop essential skills in the 21st century. 3) Building partnerships with parents and communities: Building good relationships with parents and communities can help create a good learning environment and strong support for learners. And assessment for learner development, that is, evaluating teaching and management regularly to find strengths and weaknesses and developing ways to improve teaching and learning. These approaches will help schools move towards becoming quality schools that focus on developing learners in all dimensions and creating progress for education in the long term.

Keywords

Guidelines Management, Quality Schools, the 21st Century

I. INTRODUCTION

Education is an important factor affecting the development of people's quality of life and the sustainable development of the country. Schools are, therefore, the main agency responsible for developing youths to have the knowledge, abilities, and skills necessary in the 21st century. However, a major problem today is that the quality of schools still varies greatly, whether in terms of teaching, management, teacher development, and parent and community participation.

UNESCO; International Institute for Educational Planning has set a guideline for developing the quality of education consisting of three interrelated dimensions: the quality of resources used for teaching and learning and the quality of teachers and educational personnel or input, the quality of the teaching and learning process and the quality of the output.[1] The quality of education depends on the community's expectations or context) as demonstrated by the objectives of education and the actual characteristics of the educational process and the changes observed in the learners. Therefore, educational reform does not only mean adjusting the structure, it does not mean whether there will be a department or not, but the final important goal is to continuously develop the quality of education. [2]

The educational reform aims to improve the quality of education and develop learners to be good people, capable

people, and able to live happily in society. The National Education Plan 2017-2036 has set the goals of developing people in the 21st century to have learning skills, reading and writing skills, numeracy skills, critical thinking skills, problem-solving skills, creative thinking skills, work skills and knowledge, develop people appropriately according to their age, have values according to good social norms, be good people, have good health, morality, ethics, discipline, and a good sense of society as a whole. The important factors that result in successful and quality human development are: improving the quality of education to excellence, organizing quality and standard learning activities according to the curriculum, having quality learning resources, media, textbooks, and learning innovations, and having effective systems and mechanisms for measurement, monitoring, and evaluation. [3]

The main reasons for the failure of Thai education reform to achieve quality are summarized as follows: 1) The educational management structure is centralized. 2) Political changes affect management. 3) The education system does not support creating accountability in terms of testing, evaluation system, schools and teachers, and education finance system. 4) The cultural concept of the Thai education system that focuses on memorization testing, educational culture for competition, contests, assessments, and assessments of educational institutions to receive awards that

bring fame to teachers, administrators, and schools. 5) The curriculum for learning management, media, and technology are not consistent with the development of learning skills in the 21st century. Thai children have many study hours, many subjects, and the proportion/number of hours per main subject may not be appropriate. 6) The development system for administrators, teachers, and educational personnel found that there was no real assessment of professional competence. Therefore, it is necessary to develop a new learning management approach that will develop learners with 21st century skills. [4] In addition, another important issue that prevents educational reform from being able to drive and develop the quality of education quickly and simultaneously is because there are a great number of schools, of various sizes, types and spread across many areas with different contexts. There are a total of 31,508 schools, divided into 29,054 primary schools, 2,361 secondary schools, 50 educational welfare schools and 43 special education schools. [5]

Therefore, there are many factors that cause problems in school quality, such as lack of sufficient and appropriate resources, shortage of quality teachers, lack of continuity in curriculum development, effective evaluation systems. Solving these problems requires clear and systematic management approaches so that schools can develop their quality sustainably. In the context of education that is changing in the digital age, challenges in school management also include the use of technology in teaching and learning, creating an environment conducive to learning, promoting student-centered learning, and building partnerships between schools and parents, communities, and various networks.

From the problems and reasons mentioned above, the importance of academic administration towards becoming a quality school that those involved must be aware of and give importance to academic administration. Therefore, it is very important for educational institutions to study the current conditions, desirable conditions, and necessities of academic administration towards becoming a quality school in order to have guidelines for academic administration to achieve greater success.

II. CONCEPT OF QUALITY SCHOOLS

“Quality Schools Project” is an important policy of the Minister of Education “Treenuch Thianthong” who aims for schools to be developed to be of quality and safe. The main responsible agency is the Office of the Basic Education Commission (OBEC) which has operated and developed from the original project, namely, Quality Subdistrict Schools, Quality Community Schools, Good Secondary Schools in Four Corners of the City, and Schools that can exist with quality (Stand Alone). The direction of the project has been set under the operational framework and 7 focus areas: 1) Student safety, 2) Quality assurance system, 3) Teacher development, 4) Teaching and learning, 5) Measurement and evaluation, 6) Supervision and monitoring, and 7) Big Data. The development directions are: 1) Quality primary schools, namely, primary schools or opportunity expansion schools with a ready and suitable geographical location, with surrounding schools that can bring students to study together to raise the quality level to create confidence for the community and parents, and to be a center of learning and

share resources together. 2) Quality secondary schools, namely, schools that teach grades 1-6 with a geographical location ready to support primary schools that will come to study. and accepting students to expand their opportunities to continue their studies or study together, which is a way to ease the burden of accepting students from highly competitive schools back into the community. 3) Stand Alone quality schools are schools located in remote, rough areas, high areas on islands, or where transportation is inconvenient, making it impossible for students to study together with other schools. The important goals of developing a quality school are: 1) increase the number of teachers to cover all grades, all major subjects, and have an appropriate number of students; 2) have a sufficient budget for quality management that can develop the quality of life of personnel and the community; 3) have safe buildings, equipment, and internet devices that are conducive to learning and are up-to-date; 4) focus on increasing educational opportunities, reducing inequality, and reducing the rate of competition; 5) in the case of schools in remote areas, the schools must be able to survive with an appropriate budget and teacher staff.

III. EDUCATIONAL ISSUES

Issue 1: Teacher development in teaching management

In the context of this article, teachers refer to civil servant teachers who perform their duties in schools to create schools with a good atmosphere, schools with good results, schools of learning that are ready in all aspects until students have satisfactory results, teachers and students love and are united, and importantly, they can manage education in line with the needs of the community by organizing an atmosphere and learning environment that is conducive to the development of student quality, having appropriate facilities, having an environment conducive to the management of quality education, organizing things around students, and the physical environment of the school as an environment for students, so students have the opportunity to experience it all the time while they are in school. Therefore, it is necessary to organize a suitable physical environment, which will result in students having aesthetics, imagination, creativity, and affecting development in all aspects, including physical, social, and emotional development. A suitable physical environment should be provided. Teachers organize good learning processes, stimulate expression and understanding of lesson objectives, and develop learning processes. A variety of learning processes must be used as tools to develop students to reach the goals of the curriculum. Teachers must know and understand the concept of learning management and the results that occur with students, and then manage learning to support the development of students by focusing on students, giving students the opportunity to practice analytical thinking and researching by themselves with the teacher as the supervisor, and practicing to give students the experience of learning by themselves, knowing how to think, how to live, and having the skills to deal with various problems. [6]

Issue 2: Student-centered teaching and learning management

The question is: How does the school use “student voices, which may be one of the stakeholders” to determine the changing needs, needs and expectations of students and key stakeholders, including the comparative importance that

influences students and stakeholders to decide to receive services and build relationships? How does the school use “student voices and stakeholders” appropriately for different students and stakeholders? How does the school use relevant data and feedback from current and past students and stakeholders, including the direction of global society, data on love and commitment to the institution, and data on complaints to plan learning management and services, improve work systems and processes, and develop new educational opportunities? 2) How does the school use information from “student and stakeholder need” and feedback to focus more on students and stakeholders, to better respond to the needs and desires of students and stakeholders, and to find opportunities for innovation? 3) How does the school make the method of listening and learning about students keep up with the needs and directions of education, including changes occurring in global society, with the following guidelines: 1) Determine strategies for listening and learning about students’ needs and expectations, both past and present, of comparable schools. 2) Analyze data. By finding issues of need and using the information to adjust work processes and services to be consistent with the direction of education management in global society. [7]

Issue 3: Building partnerships with parents and communities

There are two approaches to building relationships between schools and communities: 1) building direct relationships, consisting of two main methods: bringing the school into the community and bringing the community into the school; and 2) building indirect relationships by developing good human relations among personnel so they can work efficiently and improving and developing the school to be clean, safe, shady, beautiful, and impressive to visitors. [8]

This includes relationships with communities, rulers, leaders, and religious organizations, that is, relationships with human habitats, groups of people living in a particular area in close proximity, related to geography and social relations based on compassion, bonds, and interactions as tools for living a good life together, [9] and it has a guideline: identify key communities and activities that the school will engage in and support those communities, and school administrators and school personnel act to support and strengthen key communities. [10]

Therefore, learning, communicating and understanding the context of the community area will help the collaboration to be full of information and the people in the community understand the importance of the collaboration, which may lead to more support. For example, the successful example of the collaboration between the community, family and school, which resulted in “Community Learning Centers (CLCs),” each learning center has its own characteristics or focus that is different according to the needs of the community and the schools in each area. In some areas, the collaboration has led to beneficial projects, reduced overlapping costs and reduced barriers to student learning, such as the free or reduced-price lunch program, which creates jobs for community members and helps students have access to school meals and receive complete and appropriate nutrition at a lower price, or the after-school creative activity program where community members and parents participate in organizing various

activities such as tutoring, playing sports and doing art and vocational training together after school for students living in neighboring communities, using some of the school premises to organize activities to strengthen the community, create good relationships among people in the community and provide opportunities for students to exchange ideas and practice living skills with people of different ages, learn to adapt to the diversity within society and community members, and the elderly will be able to use their free time creatively and feel more valuable. [11]

Issue 4: Assessment for student development

In terms of measurement, evaluation, and transfer of learning outcomes, there are rules and regulations regarding school measurement and evaluation, promotion of teachers to create measurement and evaluation plans that are consistent with educational standards, learning content, learning management plans, real-world assessments, transfer of knowledge, skills, experience, and learning outcomes from other educational institutions, and development of measurement and evaluation tools that meet standards.

This article focuses on the development of internal quality assurance systems in educational institutions, which means organizing the organizational structure to support the organization of internal quality assurance systems in educational institutions, setting criteria and goals for the success of educational institutions according to educational standards and indicators of the Ministry of Education, evaluating internal quality in educational institutions, and continuous improvement for the development of educational quality to achieve results according to the specified criteria and goals, [12] including information resource management and information technology and knowledge management. The guidelines are: (1) How does the school ensure that the school’s information and knowledge are accurate, correct, reliable, timely and secure? (2) How does the school manage the school's knowledge to achieve the following? (3) Check that information is current, correct, reliable and easy to use, including maintaining information security. 4) Create a maintenance system for equipment, hardware, software and networks connected to the Internet and intranet to work smoothly, provide equipment, hardware, software that are certified to international standards, are copyrighted programs and can be easily adapted to other programs. 5) Create a knowledge management process with 7 steps as follows: (1) Identify knowledge and information, (2) Create and seek knowledge, (3) Store knowledge, (4) Process and filter knowledge, (5) Access knowledge, (6) Share knowledge, and (7) Learning. [13]

IV. REVIEW OF LITERATURE AND RELATED RESEARCH

The term “Quality Schools Project” is an important policy of the Minister of Education, which aims for schools to be developed to be of quality and safe. The main responsible agency is the Office of the Basic Education Commission (OBEC), which has carried out the development from the original project, namely, Quality Subdistrict Schools, Quality Community Schools, Good Secondary Schools in Four corners of the city, and Schools that can exist with quality (Stand Alone). The direction of the project has been set under the operational framework and 7 focus areas: Student Safety,

Quality Assurance System, Teacher Development, Teaching and Learning, Measurement and Evaluation, Supervision and Monitoring, and Big Data. [14]

The Office for National Education Standards and Quality Assessment (Public Organization) defines "Quality School" as a school that is the result of management with a systematic work process, clear goals and objectives, a plan to implement development according to the plan, and to raise the quality of education in order for learners, who are the products, to develop physically, intellectually, and mentally, to have morality and ethics, to achieve the specified goals, to gain trust from parents, and to be accepted by the public and community. The school's administrators, teachers, students, other relevant persons, materials, equipment, management, and other environments are important factors in making education quality. [15]

From the article of Thanongsak Phoket, "The Management Model for Development to Quality Schools of Ban Don Yang School Under the Chiang Rai Primary Education Service Area Office 4", the objectives are to create, test, and evaluate the administration model for quality school development of Ban Don Yang School, Chiang Rai Primary Educational Service Area Office 4 by using 3 research steps: 1) Model creation by studying concepts, theories, and related documents and interviewing experts, drafting and checking the appropriateness of the model by 7 experts and experts. The research instruments were interview forms and evaluation forms. 2) Model trial use in the second semester of the 2019 academic year with 9 teachers and educational personnel and 78 students in grades 1-6, totaling 87 people, who were obtained by purposive selection. The research instruments included the model user manual, quality school evaluation form, academic achievement summary form, and satisfaction evaluation form. 3) Model evaluation by 9 teachers and educational personnel, who were obtained by purposive selection. The research instruments were assessment forms, and statistics used for data analysis were mean and standard deviation. The research results found that the model had 6 components: 1) principles, 2) objectives, 3) components of quality schools, 4) 7-step management processes, 5) products, and 6) conditions for success. The overall model was most appropriate and feasible. The results of the model experiment showed that the overall self-assessment results based on components of quality schools were of good quality. Students had higher academic achievement scores than the 2018 academic year, with an average score increase of 9.94 and the highest level of satisfaction ($\bar{x} = 4.76$, S.D. = 0.04). The model was most feasible, useful, and appropriate ($\bar{x} = 4.66$, S.D. = 0.17). [16]

Therefore, the management for school development to become a quality school has received much attention in educational research and literature because the development of educational quality is the heart of creating a good future for students and society as a whole. In summary, the study of concepts, theories, and case studies presenting guidelines and strategies used in management for school quality development is as follows:

1. Strategic management and teacher development

School administrators must have leadership and strategic planning skills. Management involves how school administrators guide senior leaders in defining their vision,

values, and expected school performance, the school's governance system, ethical practices, laws, and community responsibilities, how senior leaders communicate with staff, develop future leaders, measure organizational performance, and create a climate that fosters ethical behavior and citizenship practices, and strategic planning involves management of the school's strategic objectives and action plans, its translation into action, its allocation of sufficient resources to achieve action plans, its adjustments as circumstances change, its methods of measuring success, and its long-term sustainability. [17] Many studies have emphasized the importance of strategic management that focuses on teacher development as the core to improve school quality, such as organizing continuous teacher training and professional development, as well as creating an environment that supports teachers to exchange knowledge and develop new skills. Fullan's (2014) research indicates that teacher development is a process that requires sustainable support from school administrators. [18]

2. Student centered learning Management

Management of engagement with students and stakeholders for the success of a school's educational development includes how schools create a culture that is student-focused and stakeholder-focused, including how schools listen to the feedback and needs of students and stakeholders, and use this information to improve and identify opportunities for innovation. [19] Student-centered learning has been widely supported as an approach that can enhance learning and develop life skills for students. Research by Weimer (2002) [20] suggests that student-centered learning fosters critical thinking, teamwork, and lifelong learning skills, which are important factors in building school quality.

3. Parent and Community Participation

Building good relationships between schools and communities helps schools and communities to understand each other, reduce conflicts, and promote good cooperation. However, both parties must play their roles in an appropriate manner in order to build good relationships. [21] Schools should ask questions such as: How can we actively support and strengthen communities that are important to the school? How can we select communities that are important to the school? How can we determine the activities that the school will participate in and support? What are the important communities of the school? How do school administrators and staff work together to develop them? Involving parents and communities in the educational development process of the school can have a positive impact on the development of quality schools. Epstein (2011) [22] suggests that partnerships between home, school, and community are an important foundation for supporting student learning and development.

4. Assessment for Student Development

Management of school performance evaluation and improvement in important areas, including student learning outcomes, customer-focused outcomes, budgetary and financial outcomes, workforce outcomes, process effectiveness outcomes, leadership outcomes, and assessment of the level of performance compared to other schools and educational institutions that provide similar education and services. It shows important data on levels, trends, productivity, and effectiveness, and cycle time of the school's current operations. The results of the assessment will be

information that is an indicator of progress to assess and improve the education and service management process, in line with the school's strategy. Many research studies support the concept of continuous evaluation and improvement, which is a process that schools should conduct regularly to check and develop the quality of teaching and management. Schools with effective evaluations will be able to identify problems and find solutions quickly. This results in continuous development of educational quality. The use of technology and innovation for school development.[23] The concept of using technology and innovation for school development has become increasingly important in the present era. Research by Anderson (2008) [24] indicates that the use of technology in teaching and management can greatly increase the efficiency and achievement of students. In conclusion, the management approach to developing quality schools demonstrates several approaches and strategies supported by research and case studies. Effective management should include teacher development, student-centered instruction, partnerships with parents and communities, continuous evaluation and improvement, and the use of technology and innovation. The application of these approaches will help strengthen quality schools and create a better future for learners.

V. KNOWLEDGE FROM THE STUDY

The main findings of the study include: 1) Effective Governance: The study emphasizes the importance of effective management through the use of results-oriented management approaches such as strategic planning, appropriate resource management, and building good partnerships between administrators, teachers, and parents. Good management enables schools to effectively respond to the needs of their students and the community. The importance of teacher development Teachers are personnel who play an important role in developing learners. Continuous and systematic teacher development helps teachers to have knowledge, skills, and modern teaching methods, as well as to be able to apply technology and innovation to create an effective learning environment. Therefore, developing the skills and knowledge of teachers and personnel is an important factor in developing schools towards quality. Investing in teacher training and development improves the quality of teaching and learning for students. It also helps to inspire and participate in developing the quality of schools. Student-centered learning management by designing a student-centered curriculum and learning activities, it is important to develop the quality of students. It helps to enhance analytical thinking skills, problem-solving skills, and teamwork, which are important skills in the 21st century. Building partnerships with parents and communities, administration that allows parents and communities to participate in the development of students' learning, helps to strengthen schools by supporting and exchanging knowledge and resources between schools and communities, participation of parents and communities in school development, building good relationships and cooperation with parents and communities helps schools to better respond to students' needs, and create partnerships in sustainable educational development. Assessment for student development, continuous assessment is an important element

in developing quality schools, helping administrators and teachers to identify weaknesses and strengths of the teaching system, and leading to sustainable and appropriate improvements, including the use of technology and innovation to develop schools. Because the use of technology in teaching and learning processes and school management can help increase efficiency and create excellence in learning and respond to the needs of the present era. Studying these management approaches helps us to understand that developing quality schools is not just about improving the efficiency of teaching or management, but also involves building strong relationships between schools, teachers, parents, and communities to create a learning environment that is conducive to the sustainable development of learners in all dimensions, which is a factor that enables schools to develop the quality of education and respond to the needs of students and communities effectively.

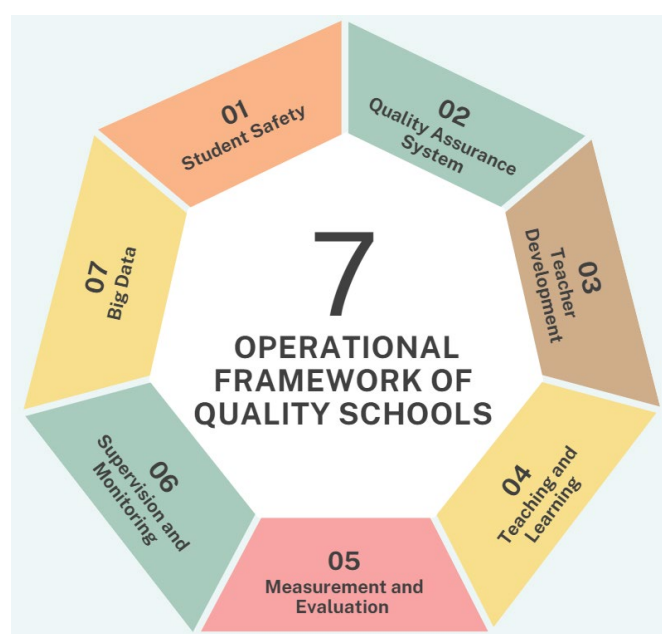


Figure 1 Knowledge from the Study

CONCLUSION

Developing a school into a quality school is a process that requires an effective and systematic management approach in order to be able to respond to the needs of students, parents, and society appropriately. From the study of management approaches for developing into a quality school, the following important conclusions were drawn: 1) Continuous teacher development is to promote learning and develop teachers' skills so that teachers can adapt to changes in teaching methods in the digital age and are ready to support student-centered learning; 2) Student-centered teaching and learning management, in which schools should design curricula and teaching methods that focus on developing analytical thinking skills, problem-solving skills, and collaboration skills to prepare students to face future challenges and opportunities; 3) Creating cooperation between schools, parents, and communities. Quality school management should provide opportunities for parents and communities to participate in supporting and developing

students, both in terms of providing resources, knowledge, and cooperation from home, temple, school, community, and other sectors; and 4) Assessment for student development, because consistent assessment of learning outcomes, teaching, and management allows schools to improve and develop sustainably by using the information obtained from assessments as a basis for planning and implementing further development.

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