PERMAH Model of Happiness Instructional Supervision Ecosystem

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ABSTRACT

This academic article aims to 1) study the ecological system of teaching supervision of primary school teachers under the Office of the Primary Education Area of Pathum Thani, 2) develop a teaching supervision model based on the PERMAH theory for primary school teachers under the Office of the Primary Education Area of Pathum Thani, 3) use the results of using the teaching supervision model based on the PERMAH theory to affect learners and teachers for primary school teachers under the Office of the Primary Education Area of Pathum Thani, and 4) use the results to develop a teaching supervision model based on the PERMAH theory for primary school teachers under the Office of the Primary Education Area of Pathum Thani. It was found that teachers' learning management has a great impact on learners. The teaching management technique model will be successful for learners and have higher achievements if they have knowledge and understanding of the content that the teacher teaches. Therefore, teaching supervision is important. Learners will be happy with learning in a happy classroom according to the PERMA theory. Therefore, the researcher has adjusted and developed the teaching supervision model based on the PERMAH theory to apply to teachers' teaching supervision. Teachers must adjust their attitudes, thoughts, and accept changes according to suggestions and recommendations. Teachers must adjust their thinking, change their teaching, and provide teaching media that meet the needs of the learners. Modernize the era, adjust the role from the original teacher as the center of knowledge (Teacher Center) to be a facilitator (Coaching), providing guidance to encourage learners to gain knowledge by themselves (Child Center), teach less content, let learners study and learn, organize teaching for students, teachers, and administrators to participate more. When learners are the only listeners from the teacher, learners will learn and have relatively little analytical thinking skills. But if there is Active Learning, learners can practice by themselves, learners will learn and have a good attitude towards the teacher's teaching management, which will lead to happiness, enjoyment of learning and lasting knowledge and happiness. The most popular teaching management methods today are hands-on learning and the application of technology. Therefore, educational supervision, which is an academic collaboration process between the supervisor and the supervisee, will be a tool to stimulate, promote, support, develop and help teachers to develop their own teaching management competencies to achieve maximum efficiency, create a good attitude, and create happiness in cooperation between teachers, learners, and supervisors.

Keywords: Ecosystem, Instructional Supervision, PERMA Theory, Outcomes from Supervision

I. INTRODUCTION

The problem of teaching management of teachers has a great effect on students. The traditional teaching style that relies on textbooks, teaching by memorization, and teaching in a teacher-centered manner makes students bored with the teaching of that teacher, resulting in a negative attitude towards the subject and teaching process. In order to solve the problem of teaching management of teachers, it is necessary to develop a teaching supervision system, study the teaching supervision ecosystem that supports the teaching process that affects student learning. Supervision ecosystem "Supervision ecosystem" means the environment or structure of supervision (supervision) that combines all processes of observation, giving advice, jointly solving problems, promoting, encouraging and developing teachers or students in the education system. It is like an ecosystem with various components working together, such as teachers, administrators, trainers and students, processes, and technologies related to supporting or developing personnel in organizations or educational institutions to achieve common goals, adapting and changing, being flexible and able to adapt to changing environments. The important mission of the school's supervisors in supervising teaching is to draw out the potential of teachers and students to their full potential, promoting teacher development. Learners to have quality according to the objectives of the National Education Act B.E. 2542 and its amendments (No. 4) B.E. 2562, which is to focus on learners to be good people, smart people and happy on the basis of being [1] Thai, connecting the learning management theory with PERMAH, students are physically and mentally healthy sustainably, which teachers are important persons who must perform such missions successfully and efficiently, and various related persons are supporters of activities to achieve the goals. Therefore, teachers must be developed to have potential, knowledge, understanding, skills, new techniques, and adapt them to their work. Teacher development by developing a form of supervision within the school, adjusting the ecosystem to support supervision of all relevant parties, such as teachers, students, administrators, supervisors, media, innovations, processes, technology, and networks, are all important for developing the potential of teachers to be of quality, efficient, and effective, affecting learners, continuously raising academic achievement and living a quality life. It helps teachers to be alert, adapt, seek new knowledge, and continuously develop themselves. It is applied in teaching and learning management and develop the quality of learners to be of even higher quality. Teaching supervision is essential

for teaching and learning in the present era. Because there is currently a modern learning evolution with the internet system that learners can search for information and find knowledge anywhere, anytime. Therefore, teachers need to change their methods. Teaching techniques are constantly adjusted to suit the context of the learners, individual differences to stimulate learners' interest and prevent boredom, negative attitudes towards learning, teachers who have responsibilities beyond teaching or the teacher is not skilled, lacking in minor techniques that may not see the shortcomings that should be improved and corrected in a timely manner, which may cause problems in teaching and learning. In supervising teaching and learning within the educational institution, it is an important part to help teachers who may overlook some important points. The supervisors, mentors, and administrators are the ones involved. They will be the key to being a guiding light, giving advice, suggestions, sharing techniques, methods, and exchanging experiences with each other. From knowledge and experience, they want to know new teaching techniques to improve the quality of teaching and learning. [2]

The effective and efficient management of classroom teaching supervision ecosystem involves many parties. All parties involved must cooperate, such as teachers, students, administrators, supervisors, equipment, media, processes, use of technology, and operating budgets. All parties must understand each other, be open-minded, and accept opinions, suggestions, and criticisms. They must build good relationships between supervisors, teachers, and students to develop teachers' potential to the fullest extent, inspire them to work and learn, and create happiness for students, reduce stress and boredom during teaching and learning, reduce the burden of duplicate assessment documents, and reduce paper use to reduce global warming. A good teaching and learning supervision ecosystem will create a sustainable classroom. PERMAH in the teaching and learning management environment or supervision ecosystem is an important factor that can help increase teachers' efficiency in teaching and learning and develop good relationships between teachers and students. This is an approach that can be used to create happiness in teaching supervision and make teaching and learning supervision as effective as possible, affecting students' learning and achieving higher academic results in line with the goals [3]. Currently, parents have higher expectations for schools. Parents want to send their children to study in large schools or urban communities in large numbers because the current era is very competitive. The education system must continuously adapt and develop itself to accommodate the competition and want their children to receive a good education and be ready in all aspects. Currently, parents have the opportunity to choose a school that meets their needs. The school therefore needs to adapt and develop itself as a whole system, find its own strengths, to be an option for everyone who has to study at our school. The school has a curriculum that allows parents to choose a curriculum for students according to their abilities or aptitudes, which results in most parents having relatively high expectations for achievement. The teaching and learning management in the past academic year was in line with the set goals, but it must be continuously developed towards excellence in order to become a model school for teaching

management supervision. The overall trend of change and development must therefore focus on further development. Therefore, the school must develop teaching management that promotes students to have higher academic achievement under the policies and focus points of the Office of the Basic Education Commission and the urgent policy (Quick Win) to reduce the burden on teachers and educational personnel in 5 points: organize active learning (Active Learning) develop teachers and educational personnel to have knowledge and academic competence in [2] active learning management skills (Active Learning) create assessment formats and guidelines to reduce the burden on educational institutions develop, promote, and drive learning management through digital technology learning platforms for students anywhere, anytime develop a guidance and guidance system (Coaching) strengthen the guidance and guidance system (Coaching) care for students' physical and mental health Create a classroom atmosphere that is in line with the policy of being good, smart, and happy, develop core guidance teachers, develop all teachers to be able to provide guidance to students, and cooperate in developing the school to be a school that is ready in all aspects by using the school's strategic plan, creating innovation as a tool to encourage teachers to organize learning that focuses on learners, allowing learners to have a thought process, practice in practice, and be able to apply it in their daily lives. Teachers can use media, information technology, and learning resources that are conducive to learning, have positive classroom management, systematically check and evaluate learners, and use the results to develop learners, exchange knowledge, and provide feedback to develop and improve learning management by operating according to various projects and activities. From the current situation and problems, such needs, the school has created an innovation for internal supervision in the school using the classroom as a base, a classroom of happiness, improving and developing the teaching and learning supervision ecosystem and related parts to be a tool for supervision, improvement, and increase efficiency in the work of teachers, and using the results from supervision of teaching and learning management to improve and develop further, so that the education of the educational institution is of quality, efficient, and reaches the learners with quality, being good, and happy, etc. [4]

II. PERMAH ADAPTIVE INSTRUCTIONAL MANAGEMENT ECOSYSTEM: SUSTAINABLE CLASSROOM OF HAPPINESS

Learning Management Supervision Ecosystem "The relationship system between the learning environment of living things, teachers, students, administrators, supervisors, those supervised, those involved, and the inanimate environment that affects students' learning, such as classrooms, media, processes, technology, classroom atmosphere, weather, etc. The instructional management supervision ecosystem emphasizes the development of students as a result of the teacher's teaching process, including the use of various elements in designing and creating an atmosphere conducive to students' learning, such as time, space, people, and content. Currently, technology plays an important role in promoting and supporting learning, covering both inside and outside the classroom. The

instructional management supervision ecosystem is a part that helps promote learning development (Learning Ecosystem), so it has become an important factor in creating learning experiences for students, as well as providing results that designers and students want. Another important factor that cannot be missed in creating a learning ecosystem in this era is the use of technology to maximize benefits. Since the world has been entering a digital society for a long time, people can access the internet anywhere, anytime as E-learning, whether it is opening opportunities for students to learn from anywhere, anytime, preparing appropriate electronic devices, or opening opportunities for students to choose the content they want to learn by themselves. Changing the communication methods to keep up with the changes in the world, such as video clips, online games, or various accessories such as Smart watches [5]. Therefore, the teaching management supervision system is an important assistant, like a mirror. Reflecting the teaching process of teachers, promoting the development of teachers' potential, correcting, adjusting shortcomings, promoting the development of strengths, it must be designed to be consistent with the current era that must adjust the teaching supervision process, designing forms, indicators, using technology, communication, networks, so they should support the development of learners so that learners have their full potential, are efficient, and have the highest academic achievements. And how to supervise to save resources, be convenient, fast, and have quality. We have therefore designed a sustainable happiness classroom supervision based on the theory of PERMAH to respond to the policy of being good, smart, and happy.

Studying the process of how to make learners happy with learning, teaching with what techniques make them happy, by the supervision process, giving advice, and consulting with learners as the center, with the Active Learning process based on the learners' aptitudes, interests, and abilities. Since today's learners are more interested in technology, we must be applied together with positive psychology into the learning process management model through the role of teachers to learners, helping to relieve teachers' burdens and prevent stress problems. Or depression in students who have high competition in learning and build mental immunity to be able to live a healthy life, strong mental health, and have happiness in life sustainably with the principle of "PERMAH" consisting of P - Positive Emotions, E - Engagement, R - Relationships, M - Meaning, A - Accomplishment and H – Health.

" PERMAH Positive learning management principles that focus on happiness along with ability" We have adapted the principles to be consistent with the steps of the supervision model consisting of 6 important elements as follows [5].

First, teachers, students, and supervisors have emotional management, control emotions, and express positive emotions (Positive Emotions), such as expressing feelings of acceptance, being open-minded, receiving compliments or advice, both positive and negative, being able to control words, facial expressions, and emotions in front of the other party, expressing happiness in receiving compliments or advice.

Second, adhering to and participating in what they do (Engagement). Teachers, students, and supervisors have intentions and try to do things. Together willingly and according to their own potential, never giving up on problems, obstacles, and like to do things that challenge their abilities to achieve their goals.

Third, teachers, students, supervisors, positive relationships. Students learn to live together with others, be kind as a good friend, cooperate in creating positive relationships and behave appropriately when living with others.

Fourth, adhere to ideology and have life skills (Meaning), help students understand their own needs, see the value of themselves and others, have life goals, have skills in living a valuable life in their own way without causing trouble, not comparing or taking advantage of others in society.

Fifth, aiming for success (Accomplishment), teachers, students know how to set goals, plan steps and find processes, guidelines or methods that will lead themselves to their goals appropriately according to the real situation.

Sixth, health is important (Health). Taking care of hygiene, paying attention to health, body and mind to be strong and healthy, affects the teaching and learning supervision process, such as health prevention, sleep, appropriate exercise, safe and correct weight loss. If health is not good, it will affect every process and every step as a consequence [6]. The 6 principles mentioned above are all related to every dimension of learning, academic skills and life skills. Teachers can apply them to design learning management and choose the method of conveying important content appropriately, taking into account the specific context of the classroom and their students.

III. MODELS OF INSTRUCTIONAL SUPERVISION

Harris (1985) divided supervision into 2 types according to the outstanding characteristics of supervision as follows: 1. Supervision by giving advice and guidance to improve and develop the teaching and learning process techniques of the teacher (Tractive Supervision) 2. Supervision that emphasizes dynamics (Dynamic Supervision) In this type, the supervisor encourages, inspires, and sparks ideas for the person being supervised. From the supervisor's experience, it is used to improve the teaching process according to the appropriateness of the actual situation [7].

D. Tanner and L. Tanner (1987) divided supervision into 4 types according to the characteristics of the supervisor as follows: 1. Inspection Supervision Supervisors will focus on observing the teacher's work process to be in accordance with the indicators. 2. Supervision as Production This type of supervision will look at the teacher's work. From the results of the learners, whether they are effective or not, there is a systematic plan. 3. Clinical Supervision This type of supervision focuses on correcting, improving the supervision system related to supervision, and correcting the shortcomings in that part as necessary and appropriate for the actual situation. 4. Developmental Supervision This type of supervision focuses on developing knowledge and solving problems according to the situation. Glickman (1981) divided this type of supervision into 3 methods: 1. Method with guidance 2. No guidance 3. Mixed method, considering the

situation and ability. Buddy Supervision (Burachai Sirimahasakorn, 2 0 0 9 , Online) is direct classroom supervision that gives teachers and supervisors an opportunity to talk and find strengths, draw out the potential of teaching management in each person, and exchange learning with each other. It starts with being open-minded and accepting in order to create good friendships and relationships with each other, which is a guide to success in teaching supervision [8] . Buddy Supervision (Anchalee Dharmawithikul, 2 0 0 9 , Online) is guiding, advising, providing advice, and providing technical assistance in the teaching and learning process in a group of professionals who exchange knowledge and learning together. The principles of supervision that are emphasized are as follows: 1) Building trust and credibility The supervisor must build trust, credibility, create inspiration, and create academic leadership so that fellow teachers accept the advice given by the supervisor to improve and develop the teaching process and learning of students. Demonstrating the teaching process or format, teaching that focuses on students is consistent with the Active Learning model. Students can actually practice and fellow professionals can apply the model in the classroom. Jointly thinking and exchanging knowledge, the supervisor and the person being supervised must meet, talk, exchange, and jointly solve problems regularly and have a plan, set a schedule for monitoring and evaluating results throughout the process. The supervisor must systematically record the supervision and create a learning community [9].

The 5-step classroom supervision method is as follows:

1. Visit the classroom and observe teaching Set a calendar for visiting the classroom twice per semester: visiting the classroom once before the semester starts and observing teaching once. The supervision will be conducted by the administration, consisting of the school director, deputy school director, supervisors, and subject group leaders. and head of the class

2. Provide guidance and teaching in practice After visiting the classroom and observing teaching from the supervisor, they will listen to problems together and give advice and suggestions for development.

3. Meet, supervise, follow up and review work performance. There is a monthly meeting of teachers and personnel to supervise, follow up and review work performance to be in accordance with the work plan and in the same direction.

4. Supervise and integrate creativity with the professional learning community group Perfection Learning Community (PLC).

5 . Online supervision using data as a base. Manage the information system and online supervision management so that all teachers can access information anywhere, anytime using data as a base [10].
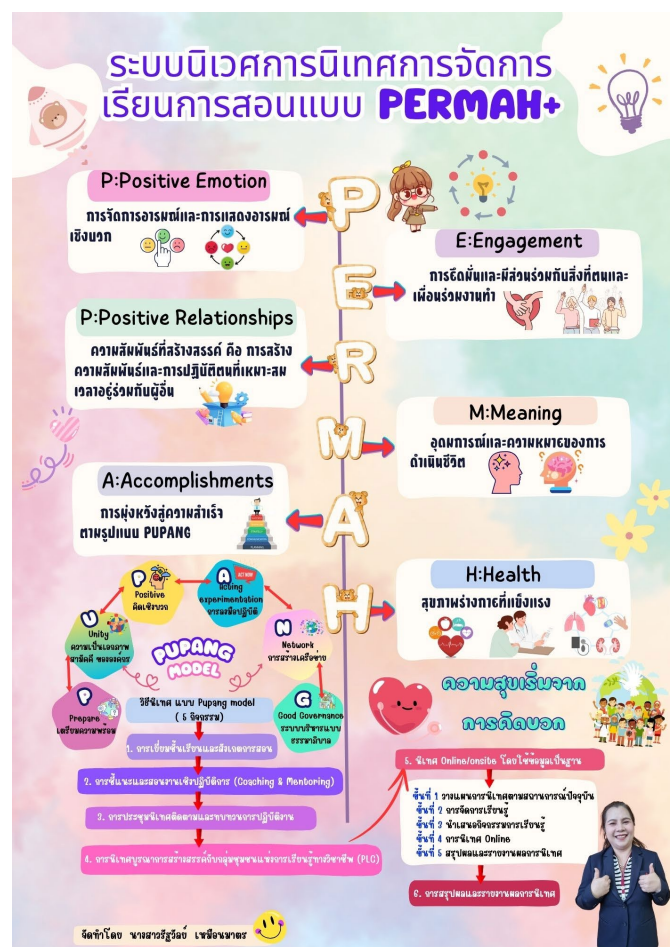

Figure 1 PERMAH Model of Happiness Instructional Supervision Ecosystem (in Thai)

CONCLUSION

From the above supervision models and processes, it was found that the learning management supervision ecosystem contributes to the effective teaching and learning management and monitoring processes, resulting from the cooperation in driving supervision work that brings new technologies or innovations to be applied in the teaching and learning management supervision ecosystem. Another important thing is that the supervisor and the person being supervised or the teacher must be open-minded, accept each other's advice, learn from each other, exchange knowledge, control emotions in expressing only positively, see the same goal and go in the same direction, be sincere and honest in giving advice and consultation, study new techniques and methods to apply together with modern technology, be determined to devote and sacrifice together to develop learners, have positive interactions that create good friendships, be good friends with each other, solve problems in the classroom, and have educational institutions meet international standards and are accepted by society. "Supervision is not negative criticism, but rather positively promotes each other."

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