

## Vision Competency of Thai Principals at Early Childhood School from 2017 to 2036

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### Abstract

The objective of this article is to present the synthesis of vision competency's component of Thai principals at early childhood school from 2017 to 2036, and analysis the relationship between vision competency of Thai principals at early childhood school and the 20 year Thailand national strategy (2017 – 2036), and the goals of Thai education development.

Vision competency component of Thai principals at early childhood school from 2017 to 2036, consists of five key elements as follows: 1) developing collaboration and participation to formulate vision and direction in early childhood education; 2) establishing modern and creative vision and direction in early childhood education; 3) formulating possibility and successful vision; 4) creating flexible and adaptive vision and direction in early childhood education management related to world context changing; and 5) formulating a vision and direction of education are aligned with the goals of educational development and national development. Vision competency components of Thai principals at early childhood school from 2017 to 2036, which correlate with the development goals of Thai education in five aspects: access; equity; quality; efficiency; and relevancy.

**Keyword:** Vision Competency, Principal, Early Childhood School

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## Introduction

The world is rapidly changing in the present and continues in the future. This change is due to the advancement of computer science. This affects all relevant sectors, in particular, models of creative economy that are driven by innovation. So, many countries are turning their attention to the development of structural change for the country, especially human development, which is the most important factors. human resources have to development the desired characteristics and qualities. Education is a main major factor to success. It is evident that successful developed countries will have quality citizens, and high quality education.

Because of this, quality educational administration which conform to the social needs, it is almost of importance and to require a high performance educational administrator, who have competency for educational management. The beginning of successful educational administration is to have visionary administrator, as Lonlua (2011: 4) identified that successful educational leader in the organization of the competitive era need to have the important attributes, which is visioning and the ability to formulate strategies at the first. Vision and strategy are the variables of the most important leader to lead the organization in achieving success. The vision of the leaders mean synthesis and scenario that reflects the goal, desire, value and belief of the organization.

Vision competency of administrators is a behavioral attribute that can forecasts success in the future, create a shared vision, communicate vision to all parties involved, synthesize, and create approaches to accomplish goals, consistent with the changing situation, context, and environment. As Decharin and Haruethaiphan (2010: 34) identified that vision is to confirm the development direction of the agency in the future within the specified timeframe, by providing a statement that reflects the commitment to the direction and position that drives it. It is a common destination for all parties involved within the agency, and the shared vision of all parties. It will help clear direction of the agency and develop a joint development strategy. Therefore, achieving the goals and vision of the management must be the same.

Vision competency of principals are the ability to analyze goal of educational administration with the changing situation, and to have vision, as Bennis and Nanus (1985), Kantabutra and Avery (2004) and Williams (2005) cited in Lonlua (2011: 33) concluded that to have a challenging work behavior, the ability to create innovation, and encourage members to be creative, inspired and enthusiastic by sharing a vision with the members, promoting teamwork provide support and good role model of work, the vision competency of principal is

the ability to create a vision that is possible, and the ability to bring vision into implementation for success.

Vision competency of principals at early childhood school are a importance of behavioral attributes because early childhood education is a very important educational level. Early childhood education is the foundation of all human development by learning experiences management for physical, intellectual, emotional, mental, and social development, although all four developments are at the main domains of early childhood education, but still consider the content and essential. All four developments will be integrated into early childhood education to develop a person's capacity in line with social change. Early childhood education is the base, that connects to higher education, and lifelong learning ability. The necessary characteristics in the world of the future, that needs for developing the early age, such as creativity, and self-regulation. Therefore, the vision of principals at early childhood school, are ability to analyze the necessary characteristics of person for curriculum development and learning experiences management, and link to the goals of educational and national development. Principals at early childhood school must be competent to determine a vision for the proper management of education. Creating a way to define a shared vision. And bringing the vision into action.

### **Vision Competency of Thai Principals at Early Childhood School from 2017 to 2036**

Vision competency of Thai principals at early childhood school from 2017 to 2036 are to analyze the goals of the national strategy, national education, and early childhood policy and strategies, With the aim of early childhood education.

#### **1. 20 year national strategy (2017 - 2036): direction and goals that all administrators at all levels must prioritize.**

Thailand is a developing country for decades. Although the national economic and social development plan has been in place since 1961 until the present, over 55 years ago, the country's development has been progressively success, but Thailand is still a developing country. To move from developing countries to developed countries requires a long-term national strategy that can be realized. All sectors must realize the importance and joint action. Which is a good sign when Thailand has set a national strategy. Under the provisions of the Constitution of the Kingdom of Thailand, BE 2559, Section 65 Has set "National strategy" as a strategy for long-term development in the country. Along with the reform and development of government systems and mechanisms to drive the strategy. Is able to serious action. In enhancing the quality of Thailand in all sectors and bringing Thailand out or alleviate the

severity of current problems. Both economic problems, problem of inequality corruption issues, and social conflict. They can also deal with threats and manage future risks. And it can change through the country simultaneously. With the changing landscape of the world. This will make Thailand continue to play a key role in the global arena, maintaining the national security, and Thai people are well-being in a common well. (Office of the Education Council, 2017: 11).

The 20-year national strategy during the period 2017 to 2036 of Thailand defines the vision to be achieved as follows: "The country is secure, prosperous, sustainable, and to be a developed country, with the development of the philosophy of sufficiency economy, "led to the development of Thai people happy, and respond to the attainment of national interests, To improve the quality of life, Generate high income as a developed country, and create happiness of Thai people. Society is stable equal and justice, the country can compete in the economy. (National Strategic Committee The Prime Minister's Office, 2016). The 20-year national strategy includes the economic, social, and effective aspects of public administration. In terms of security, it focuses on stabilizing the country, reduce / prevent external threats, and build confidence in ASEAN and the world community. Economic dimension emphasizes the competitiveness of the country, social dimension focuses on creating opportunities for equality and social equality in order to develop people's potential to support national growth and reduce social disparities, The goal is to develop people for quality and stability in both economic and social, opportunity to access resources thoroughly and fairly, And the development of the environment is conducive to good quality of life in the older society, The dimension of effective public administration focuses on balancing and developing the governmental management system, To meet the needs of the people effectively, Be productive Value, transparency and fairness in public service, And to be consistent with the direction and context of global change. There is a guideline for the implementation of the key, Optimizing public sector by adjusting the bureaucratic structure is able to meet the changes and needs of the people, quickly and efficiently.

The purpose of Thailand consists in many dimensions, both to solve the present problem and to change the country's status to a developed country, This is not easy for developing country into developed countries, the foundation must be solid. The cornerstone is to have quality people with quality education. Education is the most important factor in developing countries. So the national strategy to achieve the goal must be develop quality of education, as a part of the national strategy. In the educational dimension is the main tool to achieve the goals of the strategy. The design of educational management must be analyzed

and reviewed both in terms of goals and methods. Also, there must be consistency throughout the whole system of formal education, non-formal education, and informal education.

The development of the characteristics and quality of a person from fertilization in the womb to the end of life expectancy is subject to meaningful education, consistent and effective, in other words. Educational activities are considered to be an investment that must be rewarded, measurable and measurable. Therefore, national education planning is critical to making the national strategy drive its goals. From early childhood education to quality education to all levels and all types of quality. This article is only available for early childhood education. Investing with early childhood education is the most rewarding investment, according to Professor James J. Heckman of the University of Chicago. The United States says, "Early Childhood Investment, It is the most rewarding investment in the long run". The return in the future is seven times as much as the increase in the quality of human resources in the country, Reduce the loss rate in the future. When early childhood education is so important, it is inevitable that there is a need for early childhood education personnel with a high level of competence, educational management and learning experiences management, both educational administrators have a role in setting goals and directions in education. School administrators who play a leading role in policy implementation, and teachers who are responsible for organizing early childhood development experiences, Including parents and other caregivers who play a role in child development.

## **2. Early Childhood Education Management according to the National Education Plan, 2017-2036: From the guiding principles to practical results.**

The National Education Program, 2017-2036, has set a milestone. (Office of the Education Council, 2017: 17) The so-called final goal is as follows.

1) Quality education system and efficiency. It can be a mechanism for the development of the potential and capabilities of human capital. (productivity) to meet the needs of the workforce demand and national development. So that the country can break the trap of middle-income countries into sustainable developed countries under the dynamics of the 21<sup>st</sup> century world.

2) Population of every age can access educational opportunities and equality and learning, From a flexible education system and meet the needs of students to raise the class of society. Under the knowledge-based economy that facilitates the creation of a knowledge society and the creation of a learning-enabling environment. The people can seek knowledge and learn over the course of their lives.

3) Learners of each educational level get full capacity development based on the potential that exists in each person's identity, and have desirable characteristics. There are important knowledge and skills in the 21<sup>st</sup> century as well as life skills and ability that meets the needs of the workforce demand and national development.

4) The education sector has sufficient resources and capital for quality education, by participating in ally funding and fundraising for education from all sectors of society. Through taxation of rights and duties of citizens, donations and contributions to educational expenses.

5) The school has an effective management system, with quality and international standards, which can provide services for spatial context requirements. National and regional as the hub of education services in the region and one of the economies of the country and the region. Making money for Thailand

### **Essentials for achieving the goals of educational development**

The National Education Plan, 2017 - 2036, defines the essence of achieving five development goals: access, equity, quality, efficiency, and relevancy.

#### **Vision**

The National Education Plan, 2017 - 2021, defines the vision. By focusing on creating a quality education system and efficiency. To be a key mechanism for the development of the potential and capabilities of human capital. And supports the study of 21<sup>st</sup> Century world dynamics and challenges.

#### **Strategies**

The National Education Plan, 2017- 2036, sets out the following strategies:

1) Strategy for curriculum development. Learning process, measurement, and evaluation strategies for upgrading professional standards of teachers, faculty and educational personnel.

2) Strategic production and manpower development. Research and innovation supports the needs of the job market and enhances the competitiveness of the country. strategic development of information systems and digital technology, strategies for improving the quality of people of all ages and creating a learning society.

3) Management system development strategy and participation in the education of all sectors. Strategy for the development of financial education system.

### **Early childhood education goals**

Early childhood education during the period from 2017 to 2036 has the following main goals:

- 1) All children must be educated for twelve years, From pre-school to compulsory graduation, quality without discharge.
- 2) The state must provide young children with care and development before school to develop physical, mental, emotional, social, and intellectual well-being.
- 3) Promoting local and private organizations to take part in the implementation.
- 4) The state must educate people on a systematic basis, as well as promote lifelong learning. And provide for intergovernmental cooperation. Local government And the private sector to manage all levels of education. The state is responsible for supervising, promoting and supporting the quality of education and international standards.

### **The country reform in education goals (early childhood education)**

Reform of the country in education aims to be effective by enabling young children to be supervised and developed prior to admission. In order for young children to develop physical, mental, emotional, social and intellectual well-being without charge.

### **Strategies and Strategies for Early Childhood**

From the National Strategic Studies Plan, and the Constitution of the Kingdom of Thailand that focuses on early childhood development. It also supports the implementation of the 12<sup>th</sup> National Economic and Social Development Plan (2017-2021), leading to the formulation of early childhood strategies and strategies. By building on learning and lifelong learning links in line with sustainable development goals, Strategic driving to be complete and comprehensive. The development of early childhood development (Rodklai, 2017, cited in Booncherdchoo, 2017: 175-176).

- 1) Organizing and providing children with access to early childhood development services. Focus on all children to get the service thoroughly. Reduce disparity between urban and remote children.
- 2) Parenting and family role development, Focus on the role of parenthood, not just raising children.
- 3) Development of service quality for early childhood development.

4) Organizing information systems and indicators. Focus on using information technology to develop early childhood.

5) Improving the law on early childhood, and legal action focus on law enforcement, legislation amendment

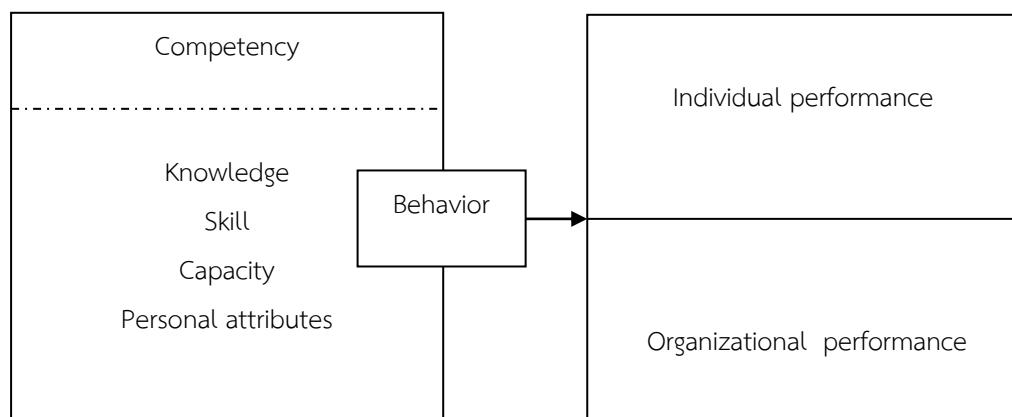
6) Developing knowledge, Knowledge management and dissemination of knowledge

7) Enhancing efficiency performance, management, monitoring and evaluation, and networking, coordination, collaboration. Focus on enhancing the efficiency of the various mechanisms, integrating the drive into the concrete work.

### **3. Concept and Definition of Visioning Competency**

Competency is a behavioral attribute that results from knowledge, skills, abilities, and other attributes that enable a person to accomplish a task. By the effectiveness of the work is outstanding in the organization. (Booncherdchoo, 2010: 16). Competency is a feature of the individual, which enables them to perform superior tasks, or ability to perform in the role and situations where competency is correlated in two areas: the ability of the person to perform effectively and the effectiveness of the performance (Shermon, 2004: 10). Shermon (2004: 11) states that competency is related to behaviors that are in the nature of performance (individual performance) and performance of the organization. (organizational performance) relationship, as shown in the figure.

**The correlation of competency and performance  
according to the concept of Shermon, (2004)**



Source: Booncherdchoo (2010: 20)

#### **4. Vision competency of Thai principals at early childhood school**

Understanding the competencies or the sum of knowledge, skills, and attitudes of effective principal is only powerful if those are considered and assessed when selecting a principal for a school (Cavazos, 2012: 3) because school administrators play an important role in achieving higher school-level goals and goals. Surakitborworn (2014: 165) states that the performance of school administrators is important for driving the school's strategy to achieve its goals. The vision competency is one of the key competencies of the school administrators. The definition of competency of school administrators or the presentation of academic administrators' ideas, such as Office of the Civil Service Commission required visioning to be one of the functional competencies of Government officials in the administration. Office of the Basic Education Commission (2010) defines vision as a competency of the functional competency of school administrators. Semeo INNOTECH (2015) states that the visions of schools. It is the competency that facilitates the strategic thinking and innovation of school administrators in Southeast Asia. As for academics who propose that visionary competencies. One of the competencies of principals, such as Nenyod (2003), proposed that vision be one of the competencies of principals. Based on the study of the performance of principals by analyzing the main missions under the National Education Act BE 2542, together with the main tasks of principals according to the theory and principles of educational administration. To identify the competencies needed to perform the duties of the administrators, Surakitborworn (2014) suggests that having a vision of management is one of the nine key competencies that Thai educational administrators should focus on. The office of basic education commission indicates that universal vision competency as one of the competencies of world class standard school administrators (Rattanasiraprapha, 2014: 552). Paophan (2016) synthesis the concept of modern principals from Maxine, Gerald Augus, and George Couros, who had written an article on top 10 characteristics of successful 21<sup>st</sup> century school leaders: 21<sup>st</sup> century administrators: new roles, new responsibilities and the 21<sup>st</sup> century principal, suggested that visionary is one of principals attribute in 21<sup>st</sup> century, etc.

Definitions of vision competency's principals. Both The Office of the Teacher Civil Service, Educational Personnel Commission, and the Office of the Basic Education Commission, It is defined the Office of the Civil Service Commission as the ability to determine the direction, mission and goals clearly, and the ability to create synergies to achieve the mission. (Office of the Civil Service Commission, 2009: 2). Thus, the meaning of vision competency of

principals is the ability to determine the direction, mission, and goals of the school, and the ability to create synergies for the educational mission to achieve its objectives.

The vision competency of principals at early childhood school, that combine the characteristics of early childhood education with the aim of providing children with physical, emotional, mental, social, and intellectual development appropriate for their age, ability, and interpersonal differences. Therefore, the vision performance of the primary principals is 1) the ability to set the direction, mission, and goals in early childhood education for the development of children in accordance with development. Learning to meet individual and national needs and 2) Ability to build synergies of those involved in early childhood education and education, so that the early childhood education mission fulfills its purpose.

##### **5. The components of vision competency's Thai principals at early childhood school in the 20-year (2017-2036)**

The components of vision competency's Thai principals at early childhood school are derived from the synthesis of key national strategies for 20 years. The goals of early childhood education and policies and strategies for Early Childhood.

<b>Main issues</b>			
20 year Thailand national strategy	National education plan	Early childhood education goal	Policies and Strategies for Early Childhood
1. Raise the quality of the country. 2. Develop a country that is sustainable, prosperous, sustainable and a developed country. 3. Development based on Sufficiency Economy Philosophy 4. Develop quality human resource	1. Quality and efficiency education system. 2. Potential and capable human capital development driven. 3. Response to market demand. Labor and development 4. Organize opportunities and create equality in education and learning.	1. All children are educated from pre-school until compulsory graduation of high quality without charge. 2. Young children are cared and developed before school. 3. Proper development in physical, mental, emotional, social, and intellectual	1. Organizing and providing equal opportunities for early childhood development services 2. Developing parenting and family role 3. Improve the quality of early childhood development services. 4. Manage information system

20 year Thailand national strategy	National education plan	Early childhood education goal	Policies and Strategies for Early Childhood
	<p>education system</p> <p>5. Organize a flexible and meet the needs of students to raise the class of society.</p> <p>6. Educational systems are conducive to the creation of a the creation of an enabling environment.</p> <p>7. Capacity development of full potential and have desirable characteristics.</p> <p>8. Improve skills in 21<sup>st</sup> century such as learning, life skills, knowledge, capacity, performance to related workforce demand and development</p> <p>9. Participation in funding and educational investment from all sectors in society.</p> <p>10. The school has an effective management system with international quality and standards.</p>	<p>development.</p> <p>4. Participation in the implementation of early childhood education.</p> <p>5. Citizens are educated according to their needs in various systems, as well as promoting lifelong learning.</p> <p>6. Educational management is of high quality and international standards.</p>	<p>of early child development</p> <p>5. Improve the child laws</p> <p>6. Developing knowledge, Knowledge management and knowledge dissemination of early childhood</p> <p>7. Integrating methods of working for enhance efficiency management, monitoring, and evaluation</p> <p>8.Create performance network</p>

## Conclusions the alignment of Early Childhood Education and National Strategies National Education Plan

Consistency of early childhood education with national strategies, and The 20-year National Education Plan can be summarized in three dimensions:

**1. Goal Dimension:** Developing human resource to quality for upgrade the quality of the country to a stable, prosperous, sustainable and developed country. Based on the philosophy of Sufficiency Economy. Therefore, early childhood education requires the development of personal experiences, with emphasis on four areas of development, and add features of discipline. This will be the base for high level of personal development.

**2. Content Dimension:** Education must develop capacities, potentials, skills and competencies in the 21<sup>st</sup> century. Therefore, early childhood education must consider the four essential aspects of content development according to theories of learning, development and maturity through activities to develop desirable characteristics, discipline and to be citizen in diversity society, create life skills, and continuing education with higher education levels and lifelong learning.

**3. Approach Dimension:** Educational management focuses on participation and responsibility. Management information systems knowledge management integration of working methods, and networking therefore, early childhood education must be tailored to fit and cover the child from pre-admission to compulsory schooling. Including education to parents, and caregivers.

The alignment of three dimensions can be defined as a component of the vision competency's Thai principals at early childhood school in the 20-year (2017-2036) as follows

- 1) Developing collaboration and participation to formulate vision and direction in early childhood education.
- 2) Establishing modern and creative vision and direction in early childhood education.
- 3) Formulating possibility and successful vision.
- 4) Creating flexible and adaptive vision and direction in early childhood education management related to world context changing.
- 5) Formulating a vision and direction of education are aligned with the goals of educational development and country development.

**The scope of vision competency's Thai principals at early childhood school  
from 2017 to 2036**

Competency component	Competency scope
1. Developing collaboration and participation to formulate vision and direction in early childhood education.	<ol style="list-style-type: none"><li>1. The competence of creating methods to collaborate with parents, and caregivers for establishing visions and directions in early childhood education.</li><li>2. The competence of communicating vision to parents, and caregivers clearly</li><li>3. The competence of sharing vision to parents, teachers, and caregivers to have a sense of ownership of that vision</li></ol>
2. Establishing modern and creative vision and direction in early childhood education.	<ol style="list-style-type: none"><li>1. The competence of formulating a vision consistent with the needs and social conditions.</li><li>2. The competence of creating a new vision, it different from traditional early childhood education that does not correspond to the changing educational situation</li><li>3. The competence of creating a vision to respond the educational model for parenting and child development.</li></ol>
3. Formulating possibility and successful vision.	<ol style="list-style-type: none"><li>1. The competence of predicting the results of vision implementation which achieve at high goal.</li><li>2. The competence of implementing vision to real action and results.</li><li>3. The competence of implementing vision successfully in specific time.</li></ol>

Competency component	Competency scope
4. Creating flexible and adaptive vision and direction in early childhood education management related to world context changing.	<ol style="list-style-type: none"><li>1. The competence of analyzing politics, economy, social, technology, law and environment to determine the vision of a consistent early childhood education, and proactive</li><li>2. The competence of creating a flexible vision both in terms of goals and procedures.</li><li>3. The competence of considering the vision to achieve the goals.</li></ol>
5. Formulating a vision and direction of education are aligned with the goals of educational development and country development.	<ol style="list-style-type: none"><li>1. The competence of analyzing educational goal and country development direction for creating vision of early childhood education management</li><li>2. The competence of formulating vision consistent with the human development by early childhood education.</li><li>3. The competence of formulating vision which response sustainability development</li></ol>

The vision competency of Thai principals at early childhood school must demonstrate the achievement of five education development goals: access, equity, quality, efficiency, and context. The relevancy is as follows.

Education development goals	Vision competency of Thai principals at early childhood school
Access	<ol style="list-style-type: none"><li>1. Establishing early childhood education management model that links formal education, Non-formal education and informal education which encourages schools to be a source of learning for parents, and caregiver</li><li>2. Establishing knowledge management model for child development and creating information technology network that connects school with parents, caregivers and all the parts of children development.</li></ol>

Education development goals	Vision competency of Thai principals at early childhood school
Equity	<ol style="list-style-type: none"><li>1. Creating early childhood education management system for all young children to full potential.</li><li>2. Creating a model of early childhood education that covers all children in diverse societies, and providing all children access to early childhood development services.</li></ol>
Equality	<ol style="list-style-type: none"><li>1. Managing a system of early childhood education management with quality and international standards</li><li>2. Managing flexible mechanisms to achieve the results of continuing early childhood education.</li></ol>
Efficiency	<ol style="list-style-type: none"><li>1. Managing budget and resources in early childhood education at high benefit.</li><li>2. Utilizing resources in early childhood education from related agencies in an integrated way to reduce operating costs.</li></ol>
Relevancy	<ol style="list-style-type: none"><li>1. Managing curriculum and learning experiences for early childhood development are aligned with 21<sup>st</sup> century personal competencies.</li><li>2. Managing curriculum and learning experiences for early childhood development are aligned with national development.</li></ol>

## Conclusion

Vision Competency of Thai Principals at Early Childhood School from 2017 to 2036 are a behavioral attribute that results from the knowledge, skills, and attributes, that make the performance successful, achieve the goal of quality education management. Through analysis, synthesize the situation, and future predictions about early childhood education management will be consistent in terms of goals, content, and approaches with a dynamic development of the individual and the nation.

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