The Assessment of Program of Change leadership Development

of the ninth Development Centre at Phitsanulok

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INTRODUCTION

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POPULATION/SAMPLING
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RESULTS
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INTRODUCTION

RATIONAL

April B.E 2550 → September B.E 2550

Program of Change leadership Development

Ministry of Education, Pro. Dr. Wijit Srisaan

Decentralize

Who?

60 POESA & 120 SHOs

A & SD ↔ T & ES

20 Development Centers

9th DC : Phitsanuloke Center → 3 OESAs & 5 SHOs

Decentralize

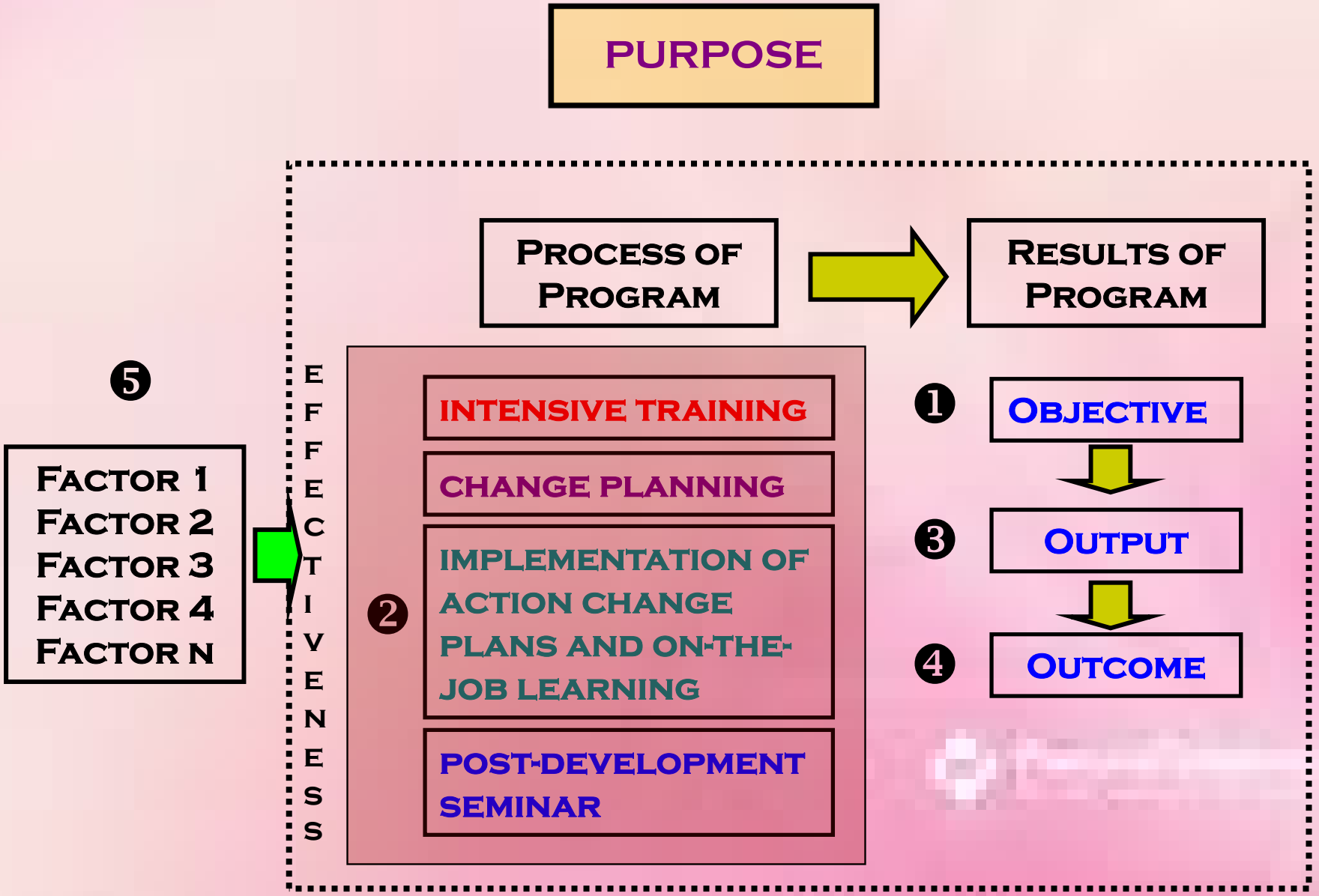
What ?

Curriculum M.
Budgeting M.
Personnel M.
General M.

How to?

- Intensive training
- Change planning
- Implementation of action change plans and on-the-job learning
- Post-development seminar

INTRODUCTION



INTRODUCTION

SCOPE

DURATION

APRIL B.E 2550 → SEPTEMBER B.E 2550

TARGET GROUP

9TH DEVELOPMENT CENTRE
: PHITSANULOKE CENTER

POESA 1-3 &
5 SHOS

- ESA ADMINISTRATORS
- SUPERINTENDENTS

1) ANUBAN PHITSANULOK SCHOOL
2) JANOKRONG SCHOOL
3) JAKRANBOON SCHOOL
4) NERNMAPRANGSUKSAWITTAYA SCHOOL
5) WATBOTSUKSA SCHOOL.

- SCHOOL DIRECTORS
- LEADER TEACHERS
- MEMBERS OF SCHOOL BOARD
- STUDENTS

CONTENT OF ASSESSMENT

- the success of the knowledge, understanding and attitude on the changes
- the effectiveness of process operations
- program outputs in each step of program
- program outcomes after the project

METHEDOLOGY

COMBINATION OF BOTH QUANTITATIVE AND QUANTITATIVE TECHNIQUES

POPULATION & SAMPLING

POESA 1-3 & 5 SHOS

- 9 DIRECTORS AND VICE-DIRECTORS OF ESAs
- 15 SCHOOLS DIRECTORS
- 24 SUPERINTENDENTS
- 48 LEADER TEACHERS
- 85 STAKEHOLDERS
  - 15 MEMBERS OF SCHOOL BOARD
  - 25 PARENTS
  - 5 COMMUNITY LEADERS
  - 40 STUDENTS

TOOLS

- questionnaires
- in-depth interviews
- participatory observation
- group discussions

the success of the knowledge, understanding and attitude on the changes

the effectiveness of process operations

program outputs in each step of program

program outcomes after the project

METHEDOLOGY

DATA COLLECTION

ANALYSIS

the success of the knowledge, understanding and attitude on the changes

documents and evaluation research documents

Content analysis

the effectiveness of process operations

opinion questionnaires

Use spss+ pc

percentage, mean, and standard deviation

- open-end part of the questionnaire
- the in-depth interviews
- group discussion
- observations

program outputs in each step of program

Content analysis

program outcomes after the project

RESULTS

Based on assessment objective

RESULTS

1. program' s objective assessment

found that the educational personnel both of educational service areas and schools have a good attitude to driving change to support decentralization resulting from combining existing knowledge and experience with receiving training from Intensive Training. Additional, Educational service area Administrators and superintendents, School Directors and leader teachers, most of all can play the role of leadership in driving changes at the high level.

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RESULTS

Based on assessment objective

RESULTS

2. PROCESS OPERATIONS ASSESSMENT

found that both of two Intensive Training programs and Post-Development Seminar process were assessed as effective at the appropriate level whereas the Implementation of the Change process of schools were assessed at the positive level. But the Change Planning Workshop process of schools were at the medium level

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RESULTS

Based on assessment objective

RESULTS

3. PROCESS OUTPUT ASSESSMENT

found that Intensive Training programs affected produced outputs at a high level. Each educational service area and school participating in the program learned to hold workshop to write their own strategic plans or projects that would bring about changes in their own workplace. Almost all educational institutions, required to submit their plans for implementation, carried out the instructions effectively in spite of such a restricted time. Another accomplishment is the presentation of the best practice activities of schools and educational service areas

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RESULTS

Based on assessment objective

RESULTS

4. process outcome assessment

found that every school participating in the program has made some changes in school internal management, teaching and learning methods and organizing more new educational networks to share information and knowledge. However, the participation of school board members in school management were not clearly evident

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RESULTS

Based on assessment objective

RESULTS

5. Critical Success Factors assessment

found that the successful results were caused by both internal and external factors. The internal factors consisted of Intensive Training programs, leader and leadership of educational personnel, management process in organization, attitude of personnel to change development, and readiness of organization. Finally, external factors consisted of participation of stakeholders, clear-cut policy and strategic planning, period practice, legislative support, and Network and learning

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RESULTS

Based on assessment objective

CONCLUSION

The development of change leadership at both educational service area level and school level is on the right track. However, the success of the transformation mainly rests on the school. School directors need to play the role of transformational leaders to inspire teachers to change instructional style as well as student's learning behaviors if the goals of basic education schools are to be attained.

The 1- semester- duration experimentation of change development program schools may not exert substantial effects on learners. The change of total system of education institutions is necessary. The implementation of leadership change program needs to be integrated into the day-to-day operation of the school. Team building, planning, and continuous improvement are key words for the success.

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RESULTS

RECOMMENDATION

The central government agency in charge of policy formulation should establish clear policy and strategic planning, and should promote and encourage legislative process for support school performance.

This program should be expanded to other schools based on their interest and readiness. The process of Intensive Training course should be reviewed, especially on the following arrears: content, scope of activities, trainer and timing including improvement of The Change Planning Workshop, Implementation of Change Plan and On - the -Job Learning, and Post-Development Seminar process.

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THANK YOU FOR YOUR ATTAINTION

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