

Thai Language and Culture Program Management of International Schools in Thailand According to the Concept of Agile Learner Characteristics

การบริหารโปรแกรมภาษาไทยและวัฒนธรรมไทยสำหรับโรงเรียนนานาชาติในประเทศไทย ตามแนวคิดคุณลักษณะผู้เรียนที่มีความคล่องแคล่ว

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Received: April 16, 2020

Revised: June 26, 2020

Accepted: December 16, 2020

Abstract

This research used the mixed method. It aimed to study the elements of the Thai language and culture program management for international schools in Thailand and the agile learner characteristic which is a part of the research titled “Management Innovation for the Thai Language and Culture Program of International Schools in Thailand Based on the Concept of Agile Learner Characteristics”. The research instruments used were the content analysis table from 19 documents and the conceptual framework evaluation form for its suitability by five experts. The data was analyzed by frequency distribution and percentage. The findings were as follows (1) the conceptual framework of the Thai language and culture program management for international schools in Thailand composes of (1.1) curriculum development (1.2) instruction, and (1.3) evaluation (2) the agile learner characteristics compose of three main domains with eight characteristics as follows. (2.1) the Cognitive Domain composes of (2.1.1) being goal oriented, and (2.1.2) being a cognitive thinker (2.2) the Affective Domain composes of (2.2.1) being eager, and curious to learn new ideas, and (2.2.2) welcoming feedback and criticism (2.3) the Psychomotor Domain composes of (2.3.1) seeking challenging situations (2.3.2) knowing what to do when facing uncertain situations (2.3.3) reacting promptly to change and ineffective strategies, and (2.3.4) having highly effective interpersonal skills.

Keywords: Agile Learner Characteristics, The Thai Language and Culture Program of International Schools in Thailand, Program Management

บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยแบบผสมผสานวิธีมีวัตถุประสงค์เพื่อศึกษาองค์ประกอบของการบริหารโปรแกรมภาษาไทยและวัฒนธรรมไทยสำหรับโรงเรียนนานาชาติในประเทศไทยและของคุณลักษณะผู้เรียนที่มีความคล่องแคล่ว ซึ่งเป็นส่วนหนึ่งของการวิจัยเรื่องนวัตกรรมการบริหารโปรแกรมภาษาไทยและวัฒนธรรมไทยสำหรับโรงเรียนนานาชาติใน

ประเทศไทยตามแนวคิดคุณลักษณะผู้เรียนที่มีความคล่องแคล่ว เครื่องมือที่ใช้ในการวิจัยคือ ตารางการสังเคราะห์เนื้อหาจากเอกสารที่เกี่ยวข้อง 19 รายการ และแบบประเมินกรอบแนวคิดการวิจัย ประเมินความเหมาะสมโดยผู้ทรงคุณวุฒิจำนวน 5 ท่าน วิเคราะห์ข้อมูลโดยใช้สถิติ ค่าความถี่และร้อยละ ผลการวิจัยพบว่า (1) กรอบแนวคิดการบริหารโปรแกรมภาษาไทยและวัฒนธรรมไทยสำหรับโรงเรียนนานาชาติในประเทศไทยประกอบด้วยการดำเนินงาน 3 ด้าน ได้แก่ (1.1) การพัฒนาหลักสูตร (1.2) การจัดการเรียนการสอน (1.3) การประเมินผล (2) กรอบแนวคิดคุณลักษณะผู้เรียนที่มีความคล่องแคล่ว ประกอบด้วย คุณลักษณะหลัก 3 กลุ่ม และมีคุณลักษณะย่อยรวม 8 คุณลักษณะ ได้แก่ (2.1) คุณลักษณะด้านพุทธิพิสัย ประกอบด้วย (2.1.1) ความมุ่งมั่นในเป้าหมาย (2.1.2) การคิดวิเคราะห์ (2.2) คุณลักษณะด้านจิตพิสัย ประกอบด้วย (2.2.1) ความใฝ่รู้ใคร่เรียนเรื่องใหม่ๆ (2.2.2) การยอมรับฟังคำวิจารณ์ (2.3) คุณลักษณะด้านทักษะพิสัย ประกอบด้วย (2.3.1) การมองหาโอกาสที่ท้าทาย (2.3.2) ความมีไหวพริบ (2.3.3) ความไวและพร้อมต่อการเปลี่ยนแปลง (2.3.4) การสื่อสารคล่อง

คำสำคัญ: คุณลักษณะผู้เรียนที่มีความคล่องแคล่ว, โปรแกรมภาษาไทยและวัฒนธรรมไทยสำหรับโรงเรียนนานาชาติในประเทศไทย, การบริหารโปรแกรม



Introduction

The rise of the number of Thai national students attending international schools has ignited the question on the effectiveness of the Thai language and culture program has to offer the nation's future leaders. According to the International Schools Association of Thailand, there were 52,000 students in the academic year 2016 growing from 29,747 students in the academic year 2009 (Somboon, 2017). As claimed in Bangkok Patana School's website, the school has a diverse student population of over 65 nationalities with 20% Thai nationality (B. P. School, 2020). While ISB, International School Bangkok claims 22% of Thai national students among 60 countries in the school year of 2016-17 (Bangkok, 2016). NIST has approximately 25.3% of Thai national students among 60 nationalities (N. I. School, 2020). Thai students in international schools are from well economic status indicated by the range of tuition fee starting from 250,000 to one million baht per year (Admin, 2019). These students will most likely become the future leaders in social, economic,

and political sectors.

It is undeniable that we are living in a world of rapid change. Technology has become a main part of our lives that provides us with conveniences in many ways, but it can become a major threat to us as evidenced by the rise of Artificial Intelligence. The academic contents that schools teach students today might not be useful for them to use at work or to live life with in the future. The vision of the Thai language and culture program for international schools documented by the Office of the Private Education Commission (OPEC) states that the subject of Thai language, culture and history is aimed to develop student's skills to communicate in Thai at their fullest potential. Thai national students are the vital manpower to the nation's future, they are to be good, capable and happy citizen living lives according to Thai tradition and culture, and adhering to the democracy of the constitutional monarchy (OPEC, 2016). This clearly shows that communication is one of the top leadership skills

that leaders should have. A leader must be an effective communicator at all forms (Doyle, 2019). Hattori states that a leader must satisfy three needs of others; communication, connection, and understanding (Hattori, 2015, p.63).

Mr. Schleicher, the OECD Director for Education and Skills states that schools can equip students with knowledge, skills, attitudes and values they need to thrive and shape their world (Howells, 2018). In Britain, APPG or All-Party Parliamentary Group for Education held a meeting in May 2017 to discuss “How Well do Schools Prepare Children for their Future?” They see the importance of young people today to be equipped with skills that allow them to be adaptable to changing circumstances. Though basic literacy and numeracy skills are still essential for their success in employment, soft skills, character and resilience are vital skills that are lacking in young people claimed by most employers (Kinahan, 2017). The Mitchell Institute for Education and Health Policy at Victoria University, Australia identifies four possible solutions that education can prepare students to be ready in the future. One of them is to enhance student’s capabilities of both streams which are academic knowledge, and the mindsets or characteristics needed to navigate a changing society and economy (Torii & O’Connell, 2017).

What schools need to do to craft future leaders in supporting Thailand’s Vision 2037 that indicates Thailand to become “a developed country with security, prosperity and sustainability in accordance with the Sufficiency Economy Philosophy” (Board, 2018). Thailand Education National Plan has adopted the National Strategy indicating that Thai citizen in 2037 are to have the capability to develop the country collaboratively, enable to adapt to the context

of future development, be mentally and physically prepared and equipped with analytical and life-long learning skills, be immune to change, be culturally conscious mind and Thai identity, be responsible, be a solid foundation to community, society, and love the country and the monarchy (Education, 2017). Therefore, international schools in Thailand which house these future leaders of the nation bear important role to provide students with knowledge and skills needed in the future. These Thai students are surrounded by the international environment, they are and will be growing up in the future of internationality. Therefore, it is vital that the school’s Thai language and culture program needs to prepare students to be ready to encounter and handle any future rapid changes in order to live life successfully in both international and Thai contexts.

Teaching and learning Thai in international schools have been a challenge to both teachers and students due to multi-proficiency levels in each class. Most international schools use English as the medium of instruction. The Ministry of Education (MoE, 2007) requires all international schools in Thailand to provide and teach the Thai language and culture class to Thai national students one period of 50 minutes a day and the minimum of five days per week. Thai national students have opportunities to expose to structured Thai literacy for only about 12% of their day, let alone schools that are unable to comply with this requirement. As the result, majority of Thai national students in international schools show limited abilities in their reading and writing skills. The Thai curriculum used in international schools proves the proclaimed statement. The Thai language, culture and history curriculum revised in 2015 by the Office of the Private Education Commission indicates lower learning expectations

comparing to the National Thai curriculum used in Thai schools. This could lead to the difficulty in reaching the objectives of the Thai language and culture program mentioned previously.

Many international schools design their own curriculum and self-create the learning materials and textbooks to best serve their student's Thai proficiency. The nature of student body in Thai class in international schools is the combination of multi proficiency levels. There are students who begin their early year in international schools, they find learning Thai is too hard, and become demotivate to learn Thai. Also, students who later on decide to transfer from Thai to international schools, they find Thai class is too easy and not challenging enough to keep them engaged. They gradually lose their Thai skills due to being inactive during class. This poses a challenge on instructions and a threat to Thailand's future leaders. Having low Thai language skills and Thai cultural understanding mean that Thai students in international schools are lacking one of the most important skills that leaders must have that is the communication.

In search of preparation for Thai national students in international schools to be ready for a changing world and to motivate them to fully engage in learning Thai have led the focus towards the concept of agile learner characteristics. What is an agile learner? How might it solve mentioned problems? The Cambridge Dictionary defines agile as being able to think quickly and clearly. The Oxford Dictionary defines agile as being able to think and understand quickly. According to Spurgin, agile learners are ready for change and new learning, they are able to use what they know with new knowledge in new situations (Spurgin, 2016). As quoted in Galagan's article, Korn Ferry which is a leading global leadership, people

and organizational advisory firm defines "highly agile learners as those who learn from past experiences and then apply what they learned to new situations, continually acquire new skills. Face new challenges, and perform well under changing conditions and ambiguity" (Galagan, 2015). Agile learners are proactive and always on the lookout to learn. They are engaged and inspired by the learning process. Their interpersonal skill is high and being used effectively. When coming across with any difficulties or problems, agile learners are not afraid to speak up or speak to as many people to gather as much information needed to accumulate all possibilities to solve the problem. They are comfortable to be out of their comfort zone and enjoy being in the learning zone where in which sustains their success in the world of rapid changes. As cited in Valcour's article (Valcour, 2015), David Peterson, director of executive coaching and leadership at Google says, "Staying within your comfort zone is a good way to prepare for today, but it's a terrible way to prepare for tomorrow". Agile learners understand that they are capable of changing themselves, behaving intelligently, engaging more effectively in virtuous practice, and successfully addressing difficult problems (Anderson, 2017).

The Thai language and culture program management that emphasizes on instilling agile learner characteristics in today's students would enhance the level of motivation in learning Thai and also prepare students to be ready for the future.

Objectives

1. To study the conceptual framework of the Thai language and culture program management for international schools in Thailand.
2. To study the conceptual framework of

the agile learner characteristics.

Literature review

This research was to study on the concepts, theories and practices from literature reviews, thesis and various research studies relating to the Thai language and culture program management and the agile learner characteristics.

1. Thai language and culture program management

This study covered the standard criteria for the accreditation of international schools from four organizations which are Western Association of School and Colleges (WASC), The New England Association of Schools and Colleges (NEASC), The Council of International Schools (CIS), and Education Development (EDT). International schools in Thailand are required by the Thai Ministry of Education to be accredited by one of the international organizations providing accreditation (WASC, NEASC, CIS, or EDT). Unpacking the standard criteria for accreditation in relation to program management was employed to obtain the elements of the Thai language and culture program management. The procedures for the Thai language and culture program management provided by Office of the Private Education Commission (OPEC, 2016) was also studied to formulate a conceptual framework.

2. Agile learner characteristics

Definition of agile learner, its characteristics, and its importance for students to become an agile learner from various researches and articles were studied. The synthesis of agile learner characteristics was conducted to formulate a conceptual framework.

The literature review showed three components of the Thai Language and Culture Program Management which are curriculum

development, instruction and evaluation. The agile learner characteristics consist of eight characteristics which are grouped into three Bloom's Taxonomy domains.

Conceptual Framework

The related concepts, theories and researches in the areas of management for the Thai language and culture program of international schools in Thailand according to the concept of agile learner characteristics were studied, analyzed and synthesized data into conceptual framework for this research as follows.

1. The Thai language and culture program management in this research is the standard criteria to support high-quality student learning and ongoing school improvement documented by the four international organizations providing educational accreditation (WASC, NEASC, CIS, or EDT), which includes (1) curriculum development, (2) instruction, and (3) evaluation.

2. The agile learner characteristics in this research consist of 8 characteristics which are grouped into three domains based on the Bloom's Taxonomy of Learning domains (Bloom, 2006) after the synthesis its characteristics from Lombardo & Eichinger (2000), De Meuse & et al. (2010), Hallenback & et al. (2011), Mitchinson & Morris (2012), Lewis & et al. (2014), Burke (2015), Hallenbeck (2016), and Anderson (2017) as follows.

2.1. Characteristics in cognitive domain consist of (1) being goal-oriented, (2) being a cognitive thinker

2.2. Characteristics in affective domain consist of (1) being eager and curious to learn new ideas, (2) welcoming feedback and criticism

2.3. Characteristics in psychomotor domain consist of (1) seeking challenging situ

ations, (2) knowing what to do when facing with un certain situations, (3) reacting promptly to change and ineffective strategies, and (4) having highly effective interpersonal skill

Methodology

This study was the mix method research which had four steps of research process. The qualitative research was employed in step 1 to 3 to obtain the concepts of Thai language and culture program management and the agile learner characteristics. The quantitative research was employed in step 4 to validate the concepts obtained in step 3. The research process is as follows.

Step 1: Design a research instrument for literature reviews using the content synthesis form in two parts.

Part I: The synthesis form for the conceptual framework of the Thai language and culture program management

Part II: The synthesis form for the conceptual framework of the agile learner characteristics

Step 2: Study related literature, theories and thesis to the conceptual frameworks in the total of 19 documents.

1. Related literature to the Thai language and culture program management

1.1. The Thai language, culture and history curriculum for international schools by the Office of the Private Education Commission (OPEC, 2016)

1.2. The accreditation criterion of the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC, 2016)

1.3. The accreditation criterion of the New England Association of Schools and Colleges (NEASC)

1.4. The accreditation criterion of the

Council of International Schools (CIS)

1.5. The accreditation criterion of the Education Development (EDT)

2. Related literature to the agile learner characteristics

2.1. Five characteristics of agile learners by Lombardo and Eichinger (Lombardo & Eichinger, 2000)

2.2. Seven Factors of learning agility by De Meuse cited in Flora (Flora, 2016)

2.3. Three attributes of learning agility by Lewis, Orr and Buxton (Lewis, Orr, & Buxton, 2014)

2.4. Seven profiles of high learning agility people by Hallenbeck, Swisher, and Orr (G Hallenbeck, Swisher, & Orr, 2011)

2.5. Five characteristics of agile learner by Mitchinson and Morris (Mitchinson & Morris, 2012)

2.6. Nine cognitive and behavioral processes constructing learning agility by Burke cited in Jaw-Madison (Jaw-Madson, 2015)

2.7. Four sets of behaviors of agile learners referred by Hallenbeck from the CCL's research (George Hallenbeck, 2016)

2.8. Seven characteristics of agile learners by Anderson (Anderson, 2017)

3. Related theses

3.1. A Study of Thai Language and Culture Curriculum Implementation in International Schoos Accredited by Overseas Organization in Bangkok (Vacharakittanond, 2008)

3.2. A Study of Academic Administration of International Schools in Bangkok Metropolis and Vicinity (Trongtorgarn, 1997)

3.3. Feasibility study of establishing the International School, According to the Philosophy of Agile in Thailand (Kotarak, 2017)

3.4. Factor Affecting Thai parents' De

cisions on Sending their Primary Aged Children to a British Curriculum International School in Thailand (Thongtua, 2009)

3.5. State and Problems of the Administration of Thai Language and Culture Program of International Schools (Lertprasertkong, 2009)

3.6. The Scenario of International Private Primary Schools in the Next Decade (Phiewthon, 2019)

Step 3: Analyze and synthesize qualitative data from literature reviews with content analysis and frequency.

Step 4: Evaluate the conceptual framework's feasibility and suitability by five experts as follows.

1. Identify all vital points from step 2 to draft the conceptual framework of the Thai language and culture program management and the conceptual framework of the agile learner characteristics. There were five informants selected based on these criteria; 1) being an expert in the area of Thai language and culture program management, 2) being an expert in the area of agile learner characteristics, and 3) being an expert in the area of research.

2. The experts evaluated the feasibility and suitability of the conceptual frameworks by providing inputs, insights, and suggestions in the open-ended questions. The process used the quantitative data collection.

Population and Sample

Population and sample for this research were divided into two parts as follows.

1. Literature reviews, various research studies, theories, and practices relating to the concept of Thai language and culture program management, and agile learner characteristics were utilized in the total of 19 documents. There were

5 documents and 6 theses obtained in relation to the concept of the Thai language and culture program management for international schools in Thailand, and 8 documents in relation to the agile learner characteristics.

2. The purposive sampling was used to in order to have key informants who are qualified experts or have experiences in one of these areas; the Thai language and culture program management, the agile learner characteristics, and the research. There were five experts in all; two are in the area of the Thai language and culture program management, the other two are in the area of agile learner characteristics, and one in the area of innovation development.

Research Tools

1. Content synthesis form on the concept of Thai language and culture program management and the agile learner characteristics

2. Conceptual framework evaluation form for the research titled Management innovation for the Thai language and culture program of international schools in Thailand based on the concept of agile learner characteristics consists of 2 parts which are Part I) the conceptual framework evaluation form for the suitability of each element, and Part II) open-ended questions for additional suggestions

Data Collection

1. Literature reviews, related textbooks, theories, and researches to the concept of Thai language and culture program management, agile learner characteristics, and innovation development were studied. At this step, the content analysis was conducted to summarize and organize vital factors with frequency, to analyze factors into groups, to synthesize their relations, and to

finalize the conceptual framework for the research.

2. The quantitative data collection from five experts in the areas of Thai language and culture program management, agile learner characteristics, and management innovation was conducted in order to evaluate the conceptual framework as following steps.

2.1. Emailed the conceptual framework evaluation form to all five selected experts.

2.2. Each expert validated the conceptual framework with the quantitative data collection using the conceptual framework evaluation form. The experts examined the suitability, the content validity, and added suggestions in open-ended questions.

2.3. Summarized all data and submitted to the Advisor for further comments.

Statistical Analysis

This study was the mixed method research that used qualitative data collection aligning with the research objectives as follows.

1. To obtain the elements for the conceptual framework of the Thai language and culture program management and the agile learner characteristics, the content synthesis form based on literature reviews and related researches was employed as the research tool. The statistics employed were frequency and content analysis in order to formulate the conceptual framework.

2. The conceptual framework evaluation form was used as the research tool to find correlation between the conceptual framework and the research objectives by the experts. The content analysis was conducted to analyze the expert's suggestions on the suitability of the conceptual framework.

Result

This study presents the findings in three parts.

Part I: Review related literature and researches

The concepts of Thai language and culture program management and agile learner characteristics were analyzed in order to identify the conceptual framework for the research titled "Management innovation for the Thai language and culture program of international schools in Thailand based on the concept of agile learner characteristics". The details of the conceptual framework are as follows.

1.1 The Thai language and culture program management analyzed and synthesized from the standard criteria to support high-quality student learning and ongoing school improvement documented by the four international organizations providing educational accreditation (WASC, NEASC, CIS, or EDT), and OPEC.

Table 1*Synthesis of the Thai language and culture program management*

Program Management	WASC	NEASC	CIS	EDT	OPEC	Conceptual Framework For Program Management
What students learn criterion	√					Curriculum Development
Curriculum learning outcomes		√				
The Curriculum (Domain C)			√			
The Curriculum (Standard 4)				√		
Development of school's Thai language, culture & history program					√	
How students learn criterion	√					Instruction
Expected teaching practices		√				
Teaching and Assessing for Learning (Domain D)			√			
Teaching learning and assessment (Standard 3)				√		
Curriculum implementation					√	
How assessment is used criterion - classroom assessment strategies	√					Evaluation
How assessment is used criterion - reporting & accountability processes	√					
Principles of assessment exists		√				
Appropriate definition of high-quality learning & identified expected learning outcomes at each stage of a student's pathway through the school (Domain A7)			√			
The standards reached by students in their work and the progress they make (Standard 1)				√		
Curriculum monitoring and evaluation					√	

According to the table 1, the Thai language and culture program management for this research consists of 1) curriculum development, 2) instruction, and 3) evaluation. The concept was synthesized from documents related to program management of Office of the Private Education Commission of Thailand Ministry of Education (OPEC, 2016) and four western accreditation

organizations which are Western Association of School and Colleges (WASC), the New England Association of Schools and Colleges (NEASC), the Council of International Schools (CIS), and Education Development (EDT).

1.2 The concept of agile learner characteristics was synthesized from various researches conducted by Lombardo and Eichinger (Lombardo

& Eichinger, 2000), De Meuse cited in Flora (Flora, 2016), Mitchinson and Morris (Mitchinson & Morris, 2012), Burke (Jaw-Madson, 2015), Hallenbeck

(George Hallenbeck, 2016), and articles of Lewis, Orr, and Buxton (Lewis et al., 2014), Hallenbeck, Swicher, and Orr (G Hallenbeck et al., 2011).

Table 2

Synthesis of the Agile Learner Characteristics

Concept	Lombardo & Eichinger 2000	DeMeuse, Dai, & Hallenbeck 2010	Hallenbeck, Swisher, & Orr 2011	Mitchinson & Morris 2012	Lewis, Orr, & Buxton 2014	Burke (cited in Jaw-Madson) 2015	Hallenbeck 2016	Anerson 2017	Conceptual Framework
Agile Learner Characteristics									
Being eager to learn about self, others, and ideas	√								Being eager and curious to learn new ideas
Change Alacrity		√							
Intellectual curiosity					√				
Thought Leaders			√						
Flexibility						√			
Experimenting						√			
Sense making							√		
Apply effort to learn something new								√	
Showing genuine willingness to learn from feedback and experience and change their behavior and viewpoints as result.	√								Welcoming feedback and criticism
Feedback Responsiveness		√							
Take time to reflect on their experiences				√					
Open to learning and resist the temptation to become defensive in the face of adversity				√					
Feedback Seeking						√			
Reflecting						√			
Internalizing							√		
Celebrate success of others and learn from them								√	
Learn from feedback and criticism								√	
Seek help and support								√	
Learn from mistakes								√	
Being interested in helping people think and experiment	√								
Interpersonal Acumen		√							

Emotional intelligence					√				Having highly effective interpersonal skill
Champions			√						
Diplomats			√						
Energizers			√						
Interpersonal Risk Taking						√			
Collaborating						√			
Being resilient and philosophical about what happens.	√								Seeking challenging situations
Environmental Mindfulness		√							
Not afraid to challenge the status quo				√					
Calm in the face of difficulty				√					
Purposefully be in challenging situations				√					
Performance Risk Taking						√			
Seeking opportunities for development							√		
Embrace challenges								√	
Persist when encountering difficulty								√	
Being uncompromising with their notions that are well-thought-through ideas and logic.	√								Being a cognitive thinker
Cognitive Perspective		√							
Pillars			√						
Information Gathering						√			
Drive to Excel		√							Being goal- oriented
Self-insight		√							
Trailblazers			√						
Tolerance of ambiguity					√				Knowing what to do when facing with uncertain situations.
Problem Solver			√						
Speed						√			Reacting promptly to change and ineffective strategies.
Applying							√		

According to the table 2 and 3, the agile learner characteristics for this research consist of characteristics in three domains based on the Bloom's Taxonomy of Learning domains (Bloom, 2006) which are (1) Cognitive Domain consists of two characteristics; (1) Being goal oriented, and (2) Being a cognitive thinker, (2) Affective Domain consists of two characteristics; (1) Being

eager and curious to learn new ideas, and (2) Welcoming feedback and criticism, and (3) Psychomotor Domain consists of four characteristics; (1) Seeking challenging situations, (2) Knowing what to do when facing uncertain situations, (3) Reacting promptly to change and ineffective strategies, and (4) Having highly effective interpersonal skills.

Table 3

Synthesis of the Agile Learner Characteristics grouped by basing on the Bloom's Taxonomy of Learning domains (Bloom, 2006)

learning domains Agile learner characteristics	Bloom's Cognitive domain	Affective domain	Psychomotor domain
Being eager and curious to learn new ideas		√	
Welcoming feedback and criticism		√	
Having highly effective interpersonal skill			√
Seeking challenging situations			√
Being a cognitive thinker	√		
Being goal oriented	√		
Knowing what to do when facing with uncertain situations.			√
Reacting promptly to change and ineffective strategies.			√

Part II: Conceptual framework validation by the experts

The conceptual framework evaluation by five experts in the area of the Thai language and culture program management, the agile learner characteristics, and the innovation development revealed as follows.

2.1 The conceptual framework validation result of the Thai language and culture program management showed suitability in all elements.

2.2 The overall conceptual framework validation result of the agile learner characteristics showed suitability with the percentage of 95, and the percentage from 80.00 – 100.00 in every element.

2.3 The synthesis of the experts' suggestions revealed the following.

2.3.1 The concept of the Thai language and culture program management should include the process of revising curriculum after completing the process of curriculum evaluation. The participative management was suggested to be used in drafting management innovation.

2.3.2 The concept of agile learner characteristics shows explicit definitions in general. However, a few definitions need adjustments in order to explicitly define the intended characteristic. The characteristics should include showing Thai identity as well.

Part III: The final conceptual framework for the Thai language and culture program management according to the concept of agile learner characteristics

The adjustment as suggested by the experts were conducted, and later presented to the Advisor for final adjustments resulted as follows.

1. Thai language and culture program management means curriculum development, instruction, and evaluation that equip learners with agile learner characteristics.

1.1. Curriculum development means to identify learning outcomes that align with the need of Thai and global societies, to identify learning standard basing on proficiency level, and to design learning units by integrating Thai

language and culture into global situations.

1.2. Instruction means to identify learning objectives aligning with learning outcomes. To construct authentic learning activities connecting to community and engaging learners at each proficiency level, to construct learning tools and materials to be accessible anytime and anywhere, and to identify assessment evidences suitably to each learner differences.

1.3. Evaluation means to examine learner's quality according to indicated learning outcomes, to examine curriculum's suitability to Thai and global societies, to examine the instructions reflecting on differences of each learner, and to utilize the curriculum evaluation's result to further develop learner to be ready for the future.

2. Agile learner characteristics of this study mean the learning behaviors in Thai class of international schools that react promptly to new situations and lead to success indicated in the curriculum, consisting of characteristics in the cognitive domain, the affective domain, and the psychomotor domain.

2.1 Characteristics in the cognitive domain mean behaviors that involve learner's intellectuality consisting of being goal-oriented and a cognitive thinker.

2.1.1 Being goal oriented means a learner who sets his goals and clearly practices to reach them with moral, ethics, and Thai identity.

2.1.2 Being a cognitive thinker means a learner who is capable of examining data thoroughly and systematically in order to obtain suitable directions.

2.2 Characteristics in the affective domain mean behaviors that involve learner's feeling and emotions consisting of being eager and curious to learn new ideas and welcoming feedback and criticism.

2.2.1 Being eager and curious to learn new ideas means a learner who is active to learning and finding unknown answers.

2.2.2 Welcoming feedback and criticism mean a learner who uses others' opinions as a factor of self-development.

2.3 Characteristics in the psychomotor domain mean behaviors that involve learner's skillful performance consisting of seeking challenging situations, knowing what to do when facing uncertain situations, reacting promptly to change and ineffective strategies, and having highly effective interpersonal skills.

2.3.1 Seeking challenging situations means a learner who looks for various events as ways to progress his learning.

2.3.2 Knowing what to when facing uncertain situations means a learner who is able to identify problems and promptly provide suitable solutions.

2.3.3 Reacting promptly to change and ineffective strategies means a learner who is aware of the constant changes and is always ready to adjust the ways of doing things to match up those changes.

2.3.4 Having highly effective interpersonal skills means a learner who is able to clearly and precisely perform two ways communication utilizing Thai reading, listening, speaking and writing skills.

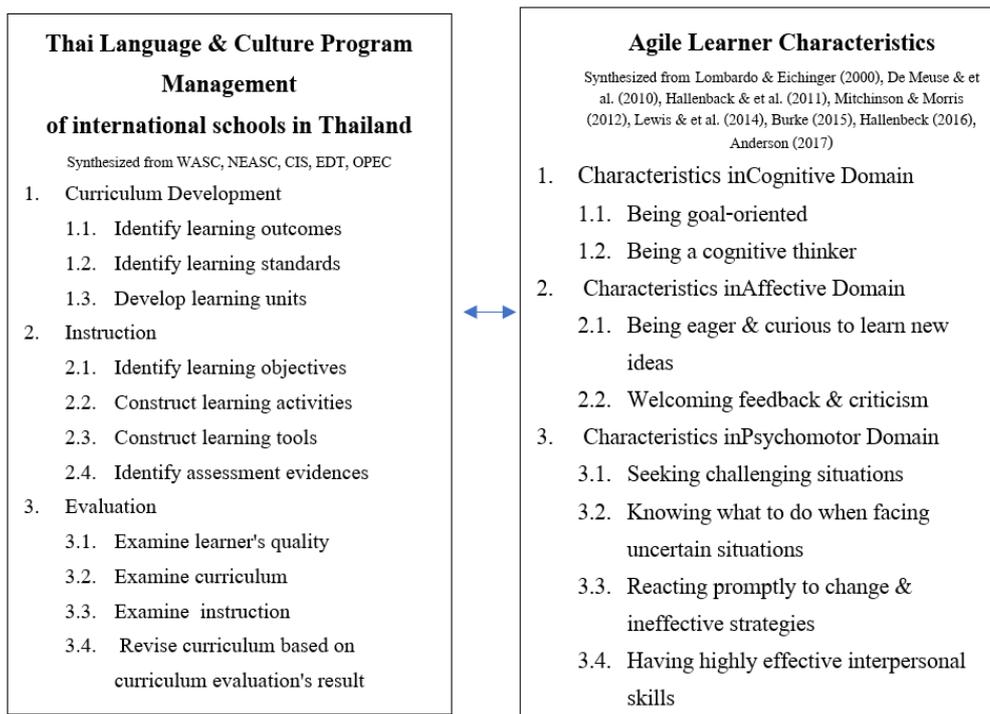


Figure 1 Final Conceptual Framework of the Study

Discussions

The findings of this research were the conceptual framework of the Thai language and culture program management and the conceptual framework of agile learner characteristics.

1. The conceptual framework of the Thai language and culture program management

The Thai language and culture program management means the curriculum development, the instruction, and the curriculum evaluation that equip learners with agile learner characteristics.

1) Curriculum development means to identify learning outcomes that align with the need of Thai and global societies, to identify learning standard basing on proficiency level, and to design learning units by integrating Thai language and culture into global situations. 2) Instruction means to identify learning objectives aligning with learning outcomes, to construct authentic learning activities connecting to community and engaging learners at each proficiency level, to construct learning

tools and materials to be accessible anytime and anywhere, and to identify assessment evidences suitably to each learner differences. 3) Evaluation means to examine learner’s quality according to indicated learning outcomes, to examine curriculum’s suitability to Thai and global societies, to examine the instructions reflecting on differences of each learner, and to utilize the curriculum evaluation’s result to further develop learner to be ready for the future.

This conceptual framework aligns perfectly with the report titled “Curriculum innovation in schools” by the Office of Standards in Education of UK (Ofsted, 2008). The report shows four categories of curriculum innovation that are organizing the curriculum in the inter-disciplinary manner instead of a stand-alone subject, being flexible with the time used in curriculum depending on student’s learning needs, providing various curriculum tracks to meet various student’s learning needs and interests, and developing student’s academic

skills along with social skills. Lee also states that the instruction innovation involves teachers being creative in designing learning activities that suit differences among each student's learning needs and interests and lead to learning success (Lee, 2008). The OECD paper titled "Assessment and Innovation in Education" argues on assessments and examinations that measure student's learning in interdisciplinary subjects will provide teachers with more opportunities to deliver innovative strategies on teaching and learning in classroom. The variety of assessments to suit individual is encouraged in order to obtain reliable data on student's performance and motivate their lifelong learning desire (Looney, 2009). The Thai language and culture program management is an essential element to develop Thai national students who will become future leaders of the nation. The program is to craft students to be effective Thai communicators, to be good and moral citizen who live happy life in both Thai traditional and global contexts, and to be knowledgeable and skillful to integrate knowledge and experiences suitably to situations.

2. The conceptual framework of agile learner characteristics

Agile learner characteristics mean the learning behaviors in Thai class of international schools that react promptly to new situations and lead to success indicated in the curriculum, consisting of characteristics in the cognitive domain, the affective domain, and the psychomotor domain. 1) Characteristics in the cognitive domain mean behavior that involve learner's intellectuality consisting of being a goal oriented and a cognitive thinker. 1.1) Being goal oriented means a learner who sets his goals and clearly practices to reach them with moral, ethics, and Thai identity. 1.2) Being a cognitive thinker means

a learner who is capable of examining data thoroughly and systematically in order to obtain suitable directions. 2) Characteristics in the affective domain mean behaviors that involve learner's feeling and emotions consisting of being eager and curious to learn new ideas and welcoming feedback and criticism. 2.1) Being eager and curious to learn new ideas means a learner who is active to learning and finding unknown answers. 2.2) Welcoming feedback and criticism mean a learner who uses others' opinions as a factor of self-development. 3) Characteristics in the psychomotor domain mean behaviors that involve learner's skillful performance consisting of seeking challenging situations, knowing what to when facing uncertain situations, reacting promptly to change and ineffective strategies, and having highly effective interpersonal skills. 3.1) Seeking challenging situations means a learner who looks for various events as ways to progress his learning. 3.2) Knowing what to when facing uncertain situations means a learner who is able to identify problems and promptly provide suitable solutions. 3.3) Reacting promptly to change and ineffective strategies means a learner who is aware of the constant changes and is always ready to adjust the ways of doing things to match up those changes. 3.4) Having highly effective interpersonal skills means a learner who is able to clearly and precisely perform two ways communication utilizing Thai reading, listening, speaking and writing skills.

We are dealing with rapid changing world. Education is a main vehicle to deliver students to their future destination readily equipping them with skills and experiences to encounter the world ahead of them. The OECD paper titled "The Future of Education and Skills Education 2030" discussed what knowledge, skills, attitudes and

values today's students will need to encounter their future world and how schools can deliver them effectively. The paper revealed the following; need for new solutions in a rapidly changing world, need for broader education goals (individual and collective well-being), learner agency in navigating through a complex and uncertain world, need for a board set of knowledge, skills, attitudes and values in action, competencies to transform our society and shape our future, and design principles for moving toward an eco-systemic change (Organisation for Economic & Development, 2018). In the research of Korn/Ferry International shows validation of learning agility as a reliable indicator of potential for leadership roles (G Hallenbeck et al., 2011). Along the same idea, Anderson claims that "We need learners who can respond to new, novel problems in a disruptive world" (Anderson, 2017).

3. Concerned Factors: International schools usually have their mission to drive their students to achieve academic and personal potential. Conducting a study on mission of international schools that utilize British, American, and International Baccalaureate curriculum might reveal some characteristics that are beneficial to this research.

In summary, the Thai language and culture program management of international schools in Thailand based on the concept of agile learner characteristics shows high reliability to instill essential characteristics into Thai national students of international schools in Thailand to enhance

motivation level in learning Thai which resulted in high quality Thai citizen to encounter with future changing world.

Recommendation

1. Recommendation for using the research result

1.1. School administrators of international schools are able to utilize the conceptual framework for managing the Thai language and culture program in the areas of curriculum development, instruction, and curriculum evaluation in order to instill agile learner characteristics in students so that they are well prepared to encounter a disruptive world.

1.2. Researchers, educators, or school administrators are able to extend the conceptual framework in their researches in order to develop the Thai language and culture program management where in which agile learner characteristics are integrated.

2. Recommendation for further research

2.1. Study the needs for development of the Thai language and culture program management according to the concept of agile learner characteristics by studying its currents and desired states.

2.2. Develop management innovation for the Thai language and culture program of international schools in Thailand according to the concept of agile learner characteristics by presenting new management model.



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