



บทความวิจัย (Research Article)

## Sunsermwit School's Teacher Development Approaches Based on The Concept of Caring School Leadership

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### Abstract

The purposes of this research were to 1) examine the actual and desirable states of Caring School Leadership's competencies in Sunsermwit School's teachers, and to study the competency with the highest development needs; and to 2) propose the school's teacher development approaches based on the concept of Caring School Leadership. This is a descriptive research. The data were collected from 51 respondents including the school's senior leaders and teachers. The research instruments were rating-scaled questionnaires and the suitability and feasibility assessments of the development approaches. The data were analyzed by using Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, PNI<sub>modified</sub>, and content analysis.

The results were as follows: Overall, the actual state of caring competencies in Sunsermwit School's teachers was at a medium level while the desirable state was

at a high level. The highest development needs of the caring competencies for the teachers were in the Fourth Domain (Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring). There were 2 development approaches consisting of 8 sub-approaches and 26 development procedures for Sunsermwit School's teacher development based on the concept of Caring School Leadership. Thus, through the employment of blended learning development, the development approach for the Fourth Domain consists of 2 sub-approaches: 1) enhance teachers' ability to help fellow teachers develop the capacity for caring by using professional learning practices; and 2) enhance teachers' ability to foster the school environment and contexts conducive to the development of caring for students.

**Keywords:** Teacher Development, Caring School Leadership, Caring Competencies

## Introduction

Building a caring relationship and learning environment in schools is as crucial as striving for academic success. According to Hos (2016), schools should maintain the balance between both aspects by positioning care at the core of education. Doing so will enable them to optimally benefit learners, especially those who need extra emotional and social supports. Several pieces of research showed that the promotion of caring environments in educational institutions could drive learners towards success and enable them to have a solid academic foundation as well as emotional and social well-being. Additionally, they would become citizens with the ability to realize their own and others' values, and then pass on the caring attitudes throughout their lives (Ancess, 2000; Crosnoe, 2011; Lee & Smith, 1999; Marks, 2000; Quint, 2006; Gusky (2000) observed that the most essential element in the history of education is the

professional development of teachers. Therefore, schools, particularly their administrators and teachers, should lead the mission to create the environment suitable for fostering relationships and actions that root in caring attitudes whether they are relationships among teachers, between teachers and students, and among students themselves (Murphy & Torres, 2014).

Despite the previous recommendations, most schools in our time tend to focus primarily on motivating learners towards academic success while automatically downplaying the importance of cultivating caring attitudes (Smylie et al., 2020). Today's society is driven by competitions and continuous changes puts immense pressure on learners. The emergence of limitless communication technology significantly contributes to the decline of empathy and understanding (Price-Mitchell, 2015). Values that are different from the norm are perceived as failures. The marginalized are left behind due to various aspects of economic, racial, class, and religious differences. Moreover, the outbreak of Covid-19 gives rise to new social issues that affect all learners, especially vulnerable and marginalized students since their families are unprepared to handle the impact. If teachers do not have the means of self-development to deal with the situation, understand and assist these learners, inequalities will remain and students will lose the opportunity to lead a quality life in the future (UNESCO, 2020).

Resulting from the current and the ever-impending future challenges, our society needs more than academically successful learners. Thus, every teacher should expand their learning capacity to understand learners of different backgrounds. They should be able to recognize, listen to, and respond to the needs, interests, concerns, or any issues that learners are facing without prejudice. Teachers should be able to collaborate with colleagues in cultivating the caring attitudes in every area of school administration which includes creating a caring, safe, warm, encouraging, respectful,

and understanding environment both within and outside of the classroom. Moreover, being a caring leader in a school is not only exclusively concern about motivating students to learn happily, but also about teaching them how to live with other people and develop relationships based on caring attitudes, so that the student could grow as an empathetic citizen who desires to help, understand, sympathize with others, and prioritize the betterment and peace of the society and the nation. Consequently, to train teachers caring leadership will positively affect learner's development and also the development of peace in our society (Price-Mitchell, 2015; Visse & Abma, 2018; Daniels & Billingsley, 2019; Smylie et al., 2020).

Such significance mentioned above leads us to another serious concern. Thailand's education sector has neither introduced practical policies nor guidelines to promote caring attitudes, nor has it provided concrete and systematic methods to encourage social and emotional support. Authorities principally invest in educational management policy which aims to "reform learning process that will equip learners with skills necessary for academic success." Even the policy that promises to create a "new generation of teachers" does not mention any professional training that teachers might need to advance learners with caring attitudes (Thailand's national strategic plan 2018-2037, 2018). In addition, the professional standards for Thai educational administrators and teachers do not include caring school leadership in the action plan (Teachers' Council of Thailand, 2018). The exclusion results in the lack of a development plan based on the concept of Caring School Leadership for administrators and teachers in Thailand which bears resemblance to the creation of a caring community within educational institutions.

Needless to say, the necessity to conduct a study on Sunsermwit School's teacher development approaches based on the concept of Caring School Leadership is eminent, since the school, which has 1,146 students and is located in Bang Phi

district, Samut Prakan province, is also affected by mainstream social norms. A number of marginalized students, many of whom the school is still unable to help mitigate their issues, require special supports. This negatively affects their academic performance and the relationship between learners, their peers, and teachers. After observing and reflecting on teachers' self-assessment reports, and consulting with a number of administrators and teachers, it is conclusive that even though the school aims to provide quality and comprehensive education for students of all backgrounds especially those who come from low-income families, it still lacks appropriate approaches in creating a learning system that can support learners socially and emotionally. The school has yet to come up with effective working and troubleshooting procedures among fellow teachers, the be ability to create a caring environment, and most importantly the clear approaches towards teachers' development of caring school leadership. Therefore, this research aims to fulfill the school's vision and expectations of teachers until they are able to understand others' needs, issues, and identities; then they will employ different methods to promote caring interactions that encourage students to understand themselves and able to support others through caring attitudes which will result in a genuinely caring community. Additionally, the research will be used as one of the employment guidelines to retain future candidates who have the capacity to adopt caring school leadership so that the school will be able to completely fulfill its vision to help marginalized learners in hope that they will receive maximum benefits, and achieve both academic and social success.

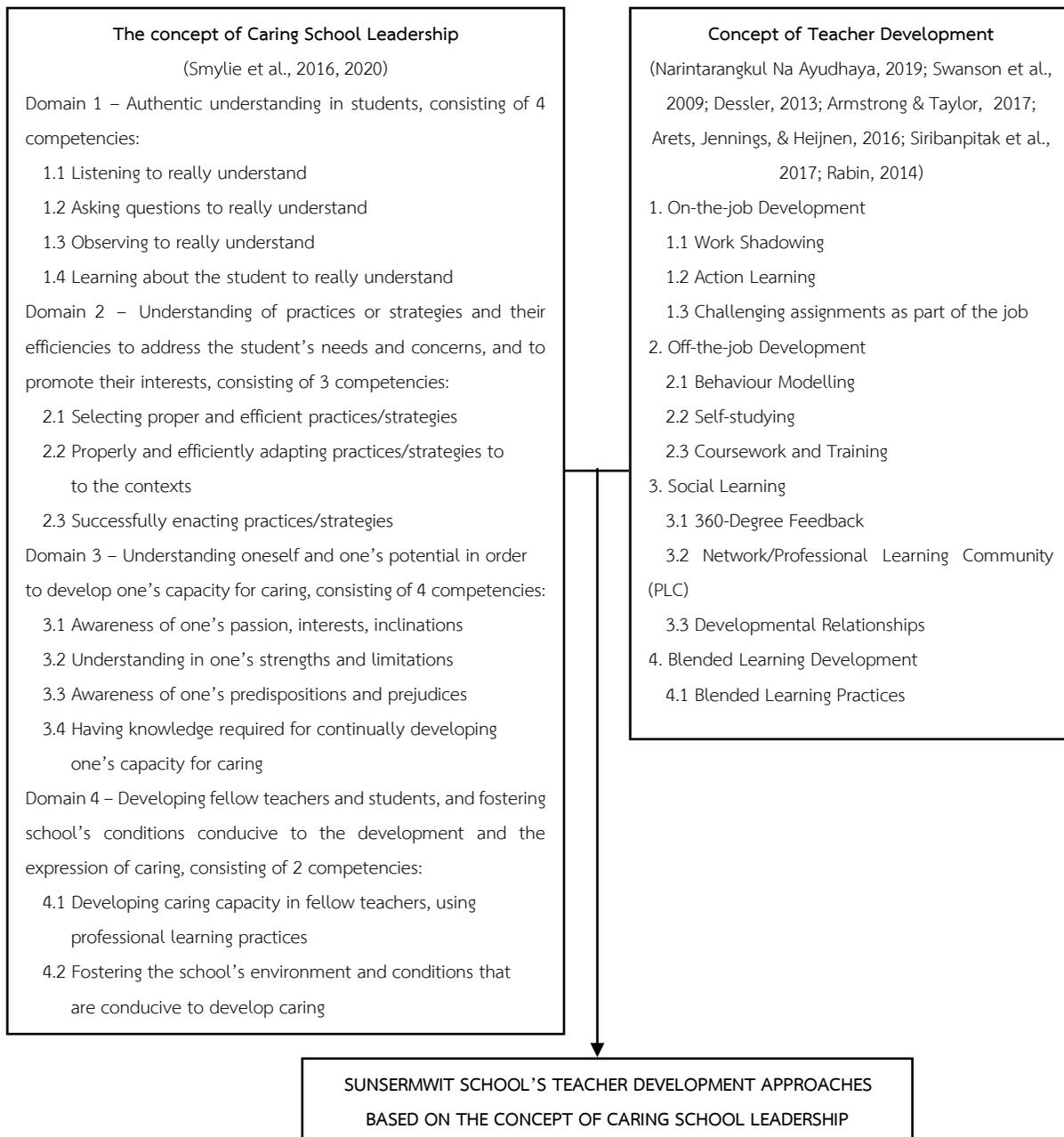
## Research Purposes

1. To examine the actual and desirable states of Caring School Leadership's competencies in Sunsermwit School's teachers, and to rank the development needs of the competencies
2. To propose the school's teacher development approaches based on the concept of Caring School Leadership.

## Literature Review and Conceptual Framework

The *Model of Caring School Leadership* was chosen as part of this research's conceptual framework. It was invented and introduced by Smylie et al. (2020), and was derived from multi-disciplinary and cross-occupational literature reviews, a synthesis of the concepts of caring interpreted in various fields and perspectives, from human-service professions namely educational administration, nursing, social work, and ministry, to academic work in perspectives of philosophy, ethics, feminist theory, positive psychology, and organizational sciences. Specifically, in this research, only the aspect of Caring School Leadership's competencies were explored and made as part of the conceptual framework. There are altogether 13 Caring School Leadership's competencies, grouping into 4 domains. Such competencies create caring leaders– the ones who is able to form relationships and interactions between colleagues and students with an aim to address to their benefits, or to meet their conditions, whether they are problems, desires, concerns, or joy.

The conceptual framework also includes a synthesis of the concept of teacher development derived from the theories and research studies related directly to the development of the Caring School Leadership, and those of human development in organizations. The study sums up into 4 main teacher development styles, with altogether 10 different development practices.



**Diagram 1** Research Conceptual Framework

## Research Methodology

This study was conducted using a descriptive research method. The details of the procedures are as follows:

**Respondents:** 51 members from Sunsermwit School — 6 senior leadership team members, and 45 kindergarten and primary teachers. In addition, the study has 3 experts to evaluate the suitability and feasibility of the drafted teacher development approaches.

### Research instruments

1. A questionnaire consisting of two parts:

The first part includes 5 checklist questions about respondents' general information namely sex, age, current position, educational degree, and the length of being a member of Sunsermwit School.

The second part consists of (1) 30 dual-response formatted, 5-rating-scale questions about the actual and desirable states of Caring School Leadership's competencies in Sunsermwit School's teachers. The questions are divided into 4 domains as stated in the framework: 1) 5 questions from *Domain 1: Authentic understanding in students*, 2) 6 from *Domain 2: Understanding of practices or strategies and their efficiencies to address the student's needs and concerns, and to promote their interests*, 3) 8 from *Domain 3: Understanding oneself and one's potential in order to develop one's capacity for caring*, and 4) 11 from *Domain 4: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring*; and (2) Checklists for each question from section (1) asking about desired PD development practices to improve certain Caring School Leadership's competencies.

2. A 5-level rating-scaled suitability and feasibility evaluation form of Sunsermwit School's teacher development approaches based on the concept of Caring School Leadership

### **Data Analysis**

1. The questionnaire was analyzed using Frequency Distribution, Percentage, Mean, Standard Deviation, and Priority Needs Index Modified.

2. The Suitability and Feasibility Evaluation Form of Sunsermwit School's teacher development approaches was analyzed using Frequency Distribution and Mode. Findings from questionnaires, comments from respondents and experts, and literature reviews were considered while devising the teacher development approaches.

### **Research Findings**

The Findings of this research are divided into 3 parts as follows:

**Part 1: Findings of the actual and desirable states, and Priority Needs Index for the development of Caring School Leadership's competencies in Sunsermwit School's teachers**

#### **1.1 The overall**

The overall findings of the actual and desirable states, and development needs for Caring School Leadership's competencies in Sunsermwit School's teachers are shown in Table 1.

**Table 1** The overall findings of the actual and desirable states, and Priority Needs Index for the development of Caring School Leadership's competencies in Sunsermwit School's teachers.

Caring School Leadership's Domains of Competencies	Degree of Success		Importance		PNI <sub>modified</sub>	Dev. Needs Ranking
	Mean ( $\bar{X}$ )	Standard Deviation (SD)	Mean ( $\bar{X}$ )	Standard Deviation (SD)		
<b>Domain 1:</b> Authentic understanding in students	3.331	0.739	4.233	0.482	0.271	2
<b>Domain 2:</b> Understanding of practices or strategies and their efficiencies to address the student's needs and concerns, and to promote their interests	3.489	0.523	4.207	0.520	0.206	4
<b>Domain 3:</b> Understanding oneself and one's potential in order to develop one's capacity for caring	3.610	0.662	4.371	0.545	0.211	3
<b>Domain 4:</b> Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring	3.461	0.746	4.407	0.431	0.273	1
<b>Total Average</b>	<b>3.473</b>	<b>0.589</b>	<b>4.304</b>	<b>0.446</b>	<b>0.240</b>	

According to Table 1, the actual state of Caring School Leadership's competencies in Sunsermwit School's teachers is in 'medium', in total average ( $\bar{X}$  = 3.473). The domain with the highest actual state is *Domain 3: Understanding oneself and one's potential in order to develop one's capacity for caring* ( $\bar{X}$  = 3.610), following with *Domain 2: Understanding of practices or strategies and their efficiencies to address the student's needs and concerns, and to promote their interests* ( $\bar{X}$  = 3.489), *Domain 4: Developing fellow teachers and students, and fostering school's*

*conditions conducive to the development and the expression of caring* ( $\bar{X} = 3.461$ ), and *Domain 1: Authentic understanding in students* ( $\bar{X} = 3.331$ ), consecutively.

The desirable state of Caring School Leadership's competencies in Sunsermwit School's teachers is in 'high', in total average (4.304). The domain with the highest desirable state is *Domain 4: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring* ( $\bar{X} = 4.407$ ), following with *Domain 3: Understanding oneself and one's potential in order to develop one's capacity for caring* ( $\bar{X} = 4.371$ ), *Domain 1: Authentic understanding in students* ( $\bar{X} = 4.233$ ), and *Domain 2: Understanding of practices or strategies and their efficiencies to address the student's needs and concerns, and to promote their interests* ( $\bar{X} = 4.207$ ), consecutively.

According to the Priority Needs Index ( $PNI_{\text{modified}}$ ) findings, the domain with the highest development need is *Domain 4: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring* ( $PNI_{\text{modified}} = 0.273$ ), following with *Domain 1: Authentic understanding in students* ( $PNI_{\text{modified}} = 0.271$ ), *Domain 3: Understanding oneself and one's potential in order to develop one's capacity for caring* ( $PNI_{\text{modified}} = 0.211$ ), and *Domain 2: Understanding of practices or strategies and their efficiencies to address the student's needs and concerns, and to promote their interests* ( $PNI_{\text{modified}} = 0.206$ ), consecutively.

1.2 Focusing on the Fourth Domain: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring

As mentioned above that the Fourth Domain has the highest need for Sunsermwit School's teacher development, therefore we look further into the Priority Needs Index of each Caring School Leadership's competency inside the domain, and rank the needs in order to propose the approaches for the school's teacher

development based on the concept of Caring School Leadership, specifically centred on Domain 4.

**Table 2** The findings of the actual and desirable states, and Priority Needs Index for the development of Domain 4's competencies in Sunsermwit School's teachers.

Caring School Leadership's Domain of Competencies	Degree of Success		Importance		PNI <sub>modified</sub>	ลำดับ ความ ต้องการ จำเป็น
	Mean ( $\bar{X}$ )	Standard Deviation (SD)	Mean ( $\bar{X}$ )	Standard Deviation (SD)		
Domain 4: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring	3.461	0.746	4.407	0.431	0.273	1
4.1 Developing caring capacity in fellow teachers, using professional learning practices	3.412	0.774	4.363	0.445	0.279	1
4.2 Fostering the school's environment and conditions that are conducive to develop caring	3.510	0.759	4.451	0.469	0.268	2

According to Table 2, in Domain 4, the competency with a higher actual state is *Fostering the school's environment and conditions that are conducive to develop caring* ( $\bar{X} = 3.510$ ), while the other competency, *Developing caring capacity in fellow teachers, using professional learning practices* has a lower actual state ( $\bar{X} = 3.412$ ).

In terms of desirable states, that of the competency *Fostering the school's environment and conditions that are conducive to develop caring* is found higher ( $\bar{X} = 4.451$ ) than that of the competency *Developing caring capacity in fellow teachers, using professional learning practices* ( $\bar{X} = 4.363$ ).

In terms of the Priority Needs Index ( $PNI_{\text{modified}}$ ) findings, the Caring School Leadership's competency with the highest development need is *Developing caring capacity in fellow teachers, using professional learning practices* ( $PNI_{\text{modified}} = 0.279$ ), following with *Fostering the school's environment and conditions that are conducive to develop caring* ( $PNI_{\text{modified}} = 0.268$ ).

**Part 2: Findings on Sunsermwit School's teacher development styles and practices based on the development of Caring School Leadership's competencies, focusing on Domain 4: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring**

These findings are centred on the styles and practices used for the development of Domain 4 of the concept of Caring School Leadership, as this domain has the highest development needs. The choices of development were from the conceptual framework: 4 development styles and 10 development practices altogether. 11 questions covering the core of Domain 4 were included in the research instrument, the first 4 dealing with Competency 4.1, and the other 7 with Competency 4.2. All answers from 51 respondents are analyzed. The details of the findings are as follows:

**Table 3** Sunsermwit School's teacher development styles and practices based on the development of Domain 4: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring.

The concept of Caring School Leadership: Domain 4	Sunsermwit School's teacher development based on the concept of Caring School Leadership									
	Dev. style: On-the-job Development			Dev. Style: Off-the-job Development			Dev. Style: Social Learning			Dev. Style: Blended Learning Development
	Frequency Distribution			Frequency Distribution			Frequency Distribution			Frequency Distribution
	WS	AL	CHA	BM	SST	CT	NPLC	360D	DR	BL
4.1 Developing caring capacity in fellow teachers, using professional learning practices	74	50	110	87	73	86	112	36	101	109
Mean	78			82			83			109
4.2 Fostering the school's environment and conditions that are conducive to develop caring	133	111	205	155	143	100	159	67	156	218
Mean	149.67			132.67			127.33			218
<b>Total Average</b>	<b>110.67</b>			<b>111.17</b>			<b>111.67</b>			<b>163.5</b>

Footnote: WS = Work Shadowing, AL = Action Learning, CHA = Challenging Assignment, BM = Behaviour Modelling, SST = Self-Studying, CT = Coursework and Training, NPLC = Network/Professional Learning Community (PLC), 360D = 360-Degree Feedback, DR = Developmental Relationships, BL = Blended Learning Practices

According to Table 3, the findings show that, overall for domain 4, Blended Learning Development style has the highest total average of 163.5, following with Social Learning with the total average of 111.67, Off-the-job Development with the total average of 111.17, and On-the-job Development with the total average of 110.67. This means that Sunsermwit School's teacher Development style for *Domain 4* of Caring School Leadership's concept should be designed with considerations to Blended Learning Development, meaning that the development approaches will be combined with development practices from 3 different styles: from Social Learning, On-the-job Development, and Off-the-job Development.

The analysis looks further into the teacher development practices for each Caring School Leadership's competency of *Domain 4*. The first 4 practices with the highest frequencies are chosen and included in the development approaches. For the competency *Developing caring capacity in fellow teachers, using professional learning practices*, the 4 most chosen development practices are Network/Professional Learning Community (PLC) (f = 112), Challenging Assignment (f = 110), Developmental Relationships (f = 101), and Behaviour Modelling (f = 87), consecutively.

For the other competency, *Fostering the school's environment and conditions that are conducive to develop caring*, the 4 most chosen development practices are Challenging Assignment (f = 205), Network / Professional Learning Community (PLC) (f = 159), Developmental Relationships (f = 156), and Behaviour Modelling (f = 155), consecutively.

### **Part 3: Findings on the approaches for Sunsermwit School's teacher development based on the concept of Caring School Leadership**

After handing in the drafted approaches to 3 experts for the Suitability and Feasibility Assessments, the results revealed 2 most suitable and feasible approaches (mode = 5) which consist of 2 main approaches, 8 sub approaches, and 26 procedures as follows:

#### **Approach 1: Through the employment of Blended Learning Development, enhance teachers' ability to help develop fellow teachers the capacity for caring, using professional learning practices**

1.1 In part of On-the-job Development, the school leadership team should proceed as follows:

1.1.1 Encourage teachers to create their own challenge assignments by integrating their knowledge with the actual work, outline personalized practices, and

observe their own work processes both within and without the classroom to identify which is successful or improvable.

1.1.2 Encourage teachers to set developmental and learning goals and document their insights in the self-discovery improvement journal so that they can share experiences while brainstorming for resolutions with fellow teachers.

1.1.3 Implement job rotation strategy to improve teachers' performance and encourage them to understand the nature of each task or the issues their fellow teachers are facing so that they can brainstorm for resolutions.

1.2 School administrators should implement social learning as follows:

1.2.1 Encourage the formation of work culture and knowledge exchange based on caring attitudes by utilizing a professional learning community, planning, and systematizing the procedures and time for the development of learning management.

1.2.2 Accelerate work process by encouraging teamwork, creating a timeline, and setting mutual expectations.

1.2.3 Find resolutions to the issues regarding learners or teaching methods by exchanging experiences or professional knowledge as well as providing positive and creative feedback.

1.2.4 Facilitate collaborative activities that encourage development within the professional learning community, for example, group reflection, team building, and case study of caring leaders.

1.2.5 Train teachers to be caring leaders through executive coaching. Facilitators should start with leaders to encourage interactions between administrators and teachers as well as to forge understanding and work inspirations. Administrators should realize their role as one of the model teachers.

1.2.6 Utilize executive coaching method as a behavioural model for teachers by observing the “walk the talk, and talk the walk” philosophy.

1.2.7 Administrators communicate their knowledge of being a model leader in a clear and concise manner. The content should include desirable ideas, actions, values and the goals of the school that will be conceived on the basis of these concepts.

1.3 School administrators should encourage off-the-job development as follows:

1.3.1 Encourage teachers to study role models who exhibit the quality of Caring School Leadership in order to develop their training skills. Those persons might be senior teachers, masters, educators, or respected instructors.

1.3.2 During the study of behaviour modelling, teachers should focus on the actions and behaviours of their chosen model leaders, collaboratively identify their strengths and create a scenario relevant to the school's operations.

1.4 School administrators should apply blended learning development methods as follows:

Try utilizing different aspects of blended learning development in response to teachers' needs so that they can experience concrete behavioural change. The principles should base on the school's context and operations.

**Approach 2: Through the employment of Blended Learning Development, enhance teachers' ability to foster the school environment and contexts conducive to the development of caring for students**

2.1 School administrators should encourage social learning and off-the-job development as follows:

2.1.1 Administrators should act as behaviour role models and coaches for their teachers using the concept of teacher-centered coaching. They should be able to bring out cognitive potential, positive personality traits, and operational efficiency that exhibit the qualities of Caring School Leadership.

2.1.2 School director, academic and human resources administrators should organize a coaching session with each teacher based on their current assessment result, necessity, and other contexts.

2.1.3 Provide the opportunity for coaches to consistently exchange knowledge with teachers so that they can understand the issues that hinder them from development. The main point for coaching is to inspire and drive teachers to successfully create a caring environment for learners.

2.1.4 Build relationships between coaches and teachers on empathy, trust, positive and constructive guidance, and genuine friendship.

2.2 School administrators should encourage on-the-job development as follows:

2.2.1 Teachers should apply the knowledge, gained through studying the administrator's model behaviours and having conversations with coaches and fellow teachers, to their work in order to effectively create a caring environment for learners.

2.2.2 Encourage teachers to use knowledge exchange method in their classroom. They should set stretch tasks to successfully create the caring environment and contexts suitable for the formation of classroom learning communities, culturally responsive teaching, and social-emotional competencies through various activity designs.

2.3 School administrators should promote social learning as follows:

2.3.1 Motivate teachers to collaboratively improve the environment and context which accommodate the development of caring attitudes by getting involved in professional learning community. At this point, teachers should outline visions and goals for the appropriate environment and the subsequent missions.

2.3.2 Divide teachers into groups to brainstorm and exchange experiences of dealing with issues and the level of success in their work according to the goals in 2.2.2.

2.3.3 Promote the integration of information exchange and actual operations among fellow teachers through classroom simulations and role plays.

2.3.4 Teachers should observe their classroom and fellow teachers then reflect on different perspectives. They should find a way to carry out learning activities that center on learners' different contexts while creating the opportunity to express their thoughts which lead to understanding, trust, and respect.

2.3.5 Connect teachers through professional learning communities by letting them design learning behaviour guidelines and management system which resonate with learners' needs, passions, or problem-solving skills.

2.3.6 Encourage teachers to gather data on learners' needs and issues and the data on the school's helping and supporting systems relevant to specific contexts so that teachers can shape values and mutual agreements for learners.

2.4 School administrators should apply blended learning development methods as follows:

Enhance teachers' skills through various integrated methods so that administrators and teachers work cohesively and move towards the same direction. Teachers should develop the ability to concretely build the environment conducive to developing caring attitudes for learners.

## Discussion

**1. The actual states, the desirable states, and the priority need of Caring School Leadership's competencies in Sunsermwit School's teachers**

The study revealed that the actual and desirable states of Sunsermwit's teachers were consistent with each other and with the necessary priority need for development. The *Third Domain: Understanding oneself and one's potential in order to develop one's capacity for caring* saw the highest actual state mean which proved that teachers possessed the ability to understand and know themselves. Most teachers had the potential to adapt to the needs and correct their own actions due to their seniority and long-term experience in the school. As they successfully gained self-awareness, they would be prepared to harness the potential and transform the environmental factors to foster a culture with caring attitudes at its center. Furthermore, this result was also consistent with the desirable state mean which was highest in the *Fourth Domain: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring*. This showed that teachers had the desire to develop fellow teachers and learners. They also wished to change various aspects of the environment that could facilitate interactions on the basis of caring. The latter result was in line with the article on leadership and changes written by Boaz and Fox (2014) and O'Reilly (2020) which suggested that leaders who could drive their organizations towards new directions should start by looking inward before looking outward since the changes within organizations and individuals were inseparable. Therefore, leaders should first increase self-understanding and then "translate it into an organizational context".

More importantly, the analysis of desirable states of Caring School Leadership's competencies in Sansermwit School's teachers revealed that most teachers were aware of the importance of collaboration with colleagues in order to drive learners towards both academic and social success. The study results of Rennie Center for Education Research & Policy and Edvestors (2014) titled *Making Space: The Value of Teacher Collaboration* pointed out that collaborative efforts between fellow teachers

and administrators could lead to success. In other words, if they are committed to creating the culture of working together, it will create positive impacts on the school in several areas. Being able to exchange knowledge with fellow teachers daily, teachers would change their perspectives on teaching. As a result, improved-class activities would transform the way students learn. Teachers can then take the school's curriculum onto another level as well as better assist learners in other aspects of their lives beyond academic achievement. Moreover, teachers would be able to nurture relationships with learners based on the concept of caring which will tremendously boost their performance. Several researches from the International Conference on Interpersonal Relationships in Education: ICIRE 2010 discovered that good relationships between teachers and learners would increase the motivation and commitment for learning that eventually lead to development and better learning outcome (Wubbels, Brok, Tatjwick & Levy, 2012).

## **2. Sunsermwit School's teacher development approaches based on the concept of Caring School Leadership**

The researcher utilized the approaches that had the highest frequencies, integrating and supplementing them with theories, concepts, and several kinds of research on human resource development, leadership empowerment, and caring school leadership development in the school setting. This process aimed to finalize the approaches that are practical, reflective of the needs and the actual state of Sunsermwit School's teacher, and accordant with academic principles. The analysis revealed that the respondents' answers were in line with the theories, concepts, and researches that the researcher had initially studied. In other words, the approaches vary and employ all three models of development which are consistent with blended learning development theory by Kajewski and Madsen (2013), Armstrong and Taylor (2017), and Narintarangkul Na Ayudhaya (2019). Moreover, these approaches further

inspire developments in many areas whether they are the development that aims to advocate understanding of being a role model of a caring leader, the learning process that use professional learning community to solve problems and applying knowledge and experiences from fellow teachers to one's work. This variety of the areas that the development approaches cover can be beneficial to Sunsermwit School's teachers, according to Siribanpitak et al. (2017) who stated that developmental programs should create a balance between knowledge and skills necessary for operations. They should be integrated evenly to accomplish all 3 levels of learning which consist of knowledge awareness, comprehension, and application which can be only achieved through actions.

## Recommendations

### 1. Recommendations for using the research results

1.1 The leadership team of Sunsermwit School can use the findings and the development approaches of the research to plan a teacher development program specifically in order to promote the Caring School Leadership's competencies in *Domain 4: Developing fellow teachers and students, and fostering school's conditions conducive to the development and the expression of caring*. This enactment will provide the school with strategies to encourage the teachers' capacity to enhance their colleagues' potential through interpersonal interactions, through delivering inspirations, through a better cooperative working process, through the exchange of life and professional learning experiences, and through a collaborative problem-solving working culture. All in all, these portray relationships between the school's staff that are conducive to caring. Additionally, the implement of the development approaches will unlock the teachers' ability to epitomize the roles of a caring leader through every action they make towards every school member including the students.

This will enable the teachers' ability to help promote caring into every aspect of the school which can lead to the balance between the academic success and the fostering of a social wellness for the students.

1.2 The school's leadership team may consider continuing in planning the development program for the teachers to promote their Caring School Leadership's competencies in *Domain 1: Authentic understanding in students*, since the findings show that the domain has the lowest actual state. Moreover, it is ranked the second of the domains with the highest development needs, proving the significance of improving and the relevance in the teachers' high demand. It is advisable that this development program be proceeded after the development program for *Domain 4's* competencies has been successfully executed. This is because the competencies in *Domain 4* (such as the ability to the work collaboratively) will facilitate the teachers' acquisition of the other Caring School Leadership's competencies.

## **2. Recommendation for further research**

2.1 In order to expand the benefit of the concept of Caring School Leadership nationwide, further research should be conducted in other private schools of the same province, and later on other provinces to gain the findings of a wider perspective about the actual and desirable states of the Caring School Leadership's competencies in private school teachers in Thailand. The findings will help creating a new development approaches for the teacher's professional standards with consideration to the concept of Caring School Leadership.

2.2 The future research concerning the concept of Caring School Leadership should include students as the research respondents, for this will allow the research conductor to compare the answers done by the teachers with the those from the students. This will increase the validity of the research findings since the students are the byproducts from and the witnesses of the teachers' caring capacities.

2.3 Further research with the concept of Caring School Leadership should explore more on the other elements of the Caring School Leadership Model, especially the phase “*Developing caring contexts beyond school*”. This will lead to a new approach for teacher development focusing on the ability to create webs of caring with parents and communities, which is another step forward in fostering a caring environment of the school.

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