

## **Regulation of the Teachers Council of Thailand on Professional Standards and Ethics**

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### **Regulation of the Teachers Council of Thailand on Professional Standards and Ethics B.E. 2548 (2005)**

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By virtue of provisions in paragraph one (11) (e), (f) of Section 9, Section 49 and Section 50 of the Teachers and Educational Personnel Council Act B.E. 2546 (2003), along with the resolution of the Teachers Council of Thailand Board Meeting No. 9/2005 on June 20, 2005, and the resolution of the Teachers Council of Thailand Board Meeting No. 10/2005 on July 18, 2005, by approval of the Minister of Education, the Teachers Council of Thailand Board hereby issues the regulations of the Teachers Council of Thailand governing the professional standards and ethics as follows:

Clause 1 This Regulation shall be called the “Regulation of the Teachers Council of Thailand on Professional Standards and Ethics B.E. 2548 (2005).”

Clause 2 This Regulation shall come into effect as from the date of its publication in the Government Gazette.

Clause 3 In this Regulation,

“Profession” means educational profession with the primary duty relating to the teaching and learning process, and promotion of learning among learners through various methods, including responsibility for the administration of public and private educational institutions at early child, basic and higher education levels below a degree level; and educational administration outside educational institutions at the educational district level; as well as educational support; provision of services or undertaking of activities in relation to the teaching and learning process, supervision and educational administration in various educational agencies.

“Educational Professional Practitioners” means Teachers, Educational Institution Administrators, Educational Administrators and Other Educational Personnel who are granted licenses to practice the Profession under the Teachers and Educational Personnel Council Act B.E. 2546 (2003).

“Teachers” means such persons whose primary profession relates to the teaching and learning process, and promotion of learning among learners through various methods in public

and private educational institutions at early child, basic and higher education levels below a degree level.

“Educational Institution Administrators” means such persons who act in the capacity as administrators of educational institutions in educational districts, and other public and private educational institutions at early child, basic and higher education levels below a degree level.

“Educational Administrators” means such persons who act in the capacity as administrators outside educational institutions at the educational district level.

“Other Educational Personnel” means such persons who perform the duties to support education, provide services or undertake activities in relation to the teaching and learning process, supervision and education administration in educational agencies, and whose educational qualifications must meet the requirements set forth by such educational agencies.

“Educational Professional Standards” mean provisions relating to desirable characteristics and quality in the practice of the educational profession, to which the Educational Professional Practitioners shall adhere, comprising the Standards of Professional Knowledge and Experience, the Standards of Performance, and the Standards of Conduct.

“Standards of Professional Knowledge and Experience” mean requirements relating to knowledge and experience in learning management or educational management, which the Educational Professional Practitioners shall have sufficiently to practice the Profession.

“Standards of Performance” mean requirements relating to characteristics or behavior in work performance and improvement, with which the Educational Professional Practitioners shall comply to accomplish the results as per the objectives and goals of learning or educational management, as well as continually practice to improve skills or expertise.

“Standards of Conduct” means the professional ethics which are set out as the behavior model, to which the Educational Professional Practitioners shall adhere, to uphold and promote reputation and status of the Educational Professional Practitioners to build confidence and trust among clients and society, which would bring honor and dignity of the Profession.

Clause 4      The Chairperson of the Teachers Council of Thailand Board shall govern the execution of this Regulation and have the power to issue rules, notifications, or orders to ensure compliance with this Regulations, including the authority to interpret and make final decision on any issues relating to performance as stipulated in the Regulation.

## **Chapter 1**

### **Standards of Professional Knowledge and Experience**

Clause 5 Those who practice the Profession of Teachers shall meet the Standards of Professional Knowledge and Experience as follows:

(a) Standards of Knowledge: Have minimum qualifications with Bachelor's degree in education or the equivalent or other degrees as accredited by the Teachers Council of Thailand, with the knowledge in the following areas:

- (1) Language and technology for Teachers.
- (2) Curriculum development.
- (3) Learning management.
- (4) Psychology for teachers.
- (5) Educational measurement and evaluation.
- (6) Classroom management.
- (7) Educational research.
- (8) Educational innovation and information technology.
- (9) Teachership.

(b) Standards of Professional Experience: Have completed the practical training in educational institutions under the educational degree curriculum for a minimum of one year and passed the criteria for evaluation of the practical training in accordance with the rules, procedures and conditions as set out by the Teachers Council of Thailand Board as follows:

1. Training on professional practice during study.
2. Practical training in educational institutions on specific subjects.

Clause 6 Those who practice the Profession of Educational Institution Administrators shall meet the Standards of Professional Knowledge and Experience as follows:

(a) Standards of Knowledge: Have minimum qualifications with Bachelor's degree in educational administration or the equivalent or other degrees as accredited by the Teachers Council of Thailand, with the knowledge in the following areas:

- (1) Principles and procedures for educational administration.
- (2) Educational policy and planning.
- (3) Academic administration.
- (4) Administrative, financial, procurement and building management.
- (5) Personnel administration.
- (6) Student activities administration.
- (7) Educational quality assurance.
- (8) Information technology management.
- (9) Public and community relations administration.
- (10) Morality and ethics for Educational Institution Administrators.

In addition to the qualifications under paragraph one hereof, they shall also have completed training course on educational institution administration as accredited by the Teachers Council of Thailand Board.

(b) Standards of Professional Experience shall be as follows:

(1) Have experience in teaching operations at a minimum of five years; or

(2) Have experience in teaching operations and also have experience in the position of division head or department head or section head or other administrative positions in educational institutions at a minimum of two years.

Clause 7 Those who practice the Profession of Education Administrators shall meet the Standards of Professional Knowledge and Experience as follows:

(a) Standards of Knowledge: Have minimum qualifications with Bachelor's degree of educational administration or the equivalent or other degrees as accredited by the Teachers Council of Thailand, with the knowledge in the following areas:

(1) Principles and procedures for educational administration.

(2) Educational policy and planning.

(3) Educational administration and management.

(4) Resource administration.

(5) Educational quality assurance.

(6) Educational supervision.

(7) Curriculum development.

(8) Information technology management.

(9) Educational research.

(10) Morality and ethics for educational administrators.

In addition to the qualifications under paragraph one hereof, they shall also have completed training course on educational administration as accredited by the Teachers Council of Thailand Board.

(b) Standards of Professional Experience shall be as follows:

(1) Have experience in teaching operations at a minimum of eight years; or

(2) Have experience in the position of Educational Institution Administrator at a minimum of five years; or

(3) Have experience in the position of non-educational institution administrator at a level not lower than division level or the equivalent at a minimum of five years; or

(4) Have experience in the position of Other Educational Personnel as specified in ministerial regulations at a minimum of five years; or

(5) Have experience in teaching operations and have experience in the position of Educational Institution Administrators or Educational Administrator or Other Educational Personnel as specified in ministerial regulations, altogether at a minimum of ten years.

Clause 8 Those who practice the Profession of Other Educational Personnel as specified in ministerial regulations shall meet the Standards of Professional Knowledge and Experience as set out by the Teachers Council of Thailand Board.

Clause 9 The essence of knowledge and competencies of the Educational Professional Practitioners under the Standards of Professional Knowledge and Experience shall be as set out by the Teachers Council of Thailand Board.

## **Chapter 2 Standards of Performance**

Clause 10 Those who practice the Profession of Teachers shall perform their duties in accordance with the Standards of Performance as follows:

- (1) Regularly practice academic activities relating to development of the Profession of Teachers;
- (2) Make decisions to practice various activities taking into account consequences on learners;
- (3) Be committed to developing learners to reach their full potentiality;
- (4) Develop teaching plans for effective implementation;
- (5) Regularly develop instructional media to be effective;
- (6) Organize instructional activities focusing on permanent results for learners;
- (7) Systematically report on results of learners' quality development;
- (8) Conduct themselves as a good role model for learners;
- (9) Constructively cooperate with others in educational institution;
- (10) Constructively cooperate with others in community;
- (11) Seek and use information for development;
- (12) Create opportunities for learners to learn under all circumstances.

Clause 11 Those who practice the Profession of Educational Institution Administrators and Education Administrators shall perform their duties in accordance with the Standards of Performance as follows:

- (1) Carry out academic activities relating to the development of the profession of educational administration;
- (2) Make decisions to practice various activities taking into account consequences on development of personnel, learners and community;
- (3) Be committed to developing colleagues to perform tasks to reach their full potentiality;
- (4) Develop work plans for the organization for effective implementation;
- (5) Develop and use administrative innovation to gradually bring an improved quality;
- (6) Perform tasks of the organization focusing on permanent results;

- (7) Systematically report on results of educational quality development;
- (8) Conduct themselves as a good role model;
- (9) Constructively cooperate with the community and other agencies;
- (10) Seek and use information for development;
- (11) Be a leader and create leaders;
- (12) Create opportunity for development under all circumstances

Clause 12 Those who practice the Profession of Other Educational Personnel as specified in ministerial regulations shall perform their duties in accordance with the Standards of Performance as set out by the Teachers Council of Thailand Board.

### **Chapter 3 Professional Ethics**

Clause 13 Educational Professional Practitioners shall conduct themselves in accordance with the Professional Ethics and the behavior model under the Professional Ethics.

#### **Part 1 Personal Ethics**

Clause 14 Educational Professional Practitioners shall have self-discipline and improve their professional practice, personality and vision to keep up with the academic, economic, social and political development.

#### **Part 2 Professional Ethics**

Clause 15 Educational Professional Practitioners shall have love, faith, integrity and responsibility for the profession and act as a good member of professional organizations.

#### **Part 3 Client Centered Ethics**

Clause 16 Educational Professional Practitioners shall care for and be merciful to, pay attention to, assist and encourage their students and clients on an equal treatment basis, in accordance with their roles and duties.

Clause 17 Educational Professional Practitioners shall encourage their students and clients to achieve learning, skills, good and proper conduct, in accordance with their roles and duties, to the full capability and generosity.

Clause 18 Educational Professional Practitioners shall conduct themselves as a good role model in terms of physical conduct, speech and mental conduct.

Clause 19 Educational Professional Practitioners shall not act in any manner which is against the physical, intellectual, mental, emotional and social development of their students and clients.

Clause 20 Educational Professional Practitioners shall provide services honestly and equally without asking for, accepting or acquiring any interests which would be considered abuses of their authority.

**Part 4  
Collegial Ethics**

Clause 21 Educational Professional Practitioners shall provide assistance and support to one another constructively by adhering to the morality and create synergy among themselves.

**Part 5  
Societal Ethics**

Clause 22 Educational Professional Practitioners shall conduct themselves as leaders in economic, social, religious, art and cultural, intellectual and environmental conservation and development as well as preserve the public interests and adhere to the democratic regime of government with the King as Head of the State.

Notified on this 31<sup>st</sup> day of August 2005.

Sermak Wisalaporn  
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Chairperson of the Teachers Council of Thailand Board

