

LEADERSHIP IN THE DEVELOPMENT OF A KINDERGARTEN MODEL IN THE BANGKOK METROPOLIS

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Introduction

In the past twenty years, the concept of Early Childhood development has been raised occasionally due to its ambiguous status in the education pipeline. The more we provide these kinds of services, the more we realize that the scope has to be adapted in order to serve increasing numbers of target groups as well as to catch up with the theoretical movement.

To achieve the objectives set by the National Educational Act, it must start with the family's upbringing reinforced by childcare, schooling, the non-formal education throughout the life span. Everyone can contribute to a child's development by creating new values and offering a learning-oriented environment and prompting cultivating activities towards goodness, intelligence, happiness, energy and strength of the nation's future human resources. Children have to learn happily as well as acquire skills development through modern media, including raising creativity, developing personality, broadening horizons -in addition to academic subjects.

Education researchers believe that learning through playing and feeling as active learning is a significant factor in bringing out the potential of each child. The teacher's role has changed from teaching students directly, to that of arranging students within the atmosphere that stimulates them to learn, to encourage and evoke learning, while presenting opportunities to express and interconnect ideas and to observe students the way they are naturally learning.

The ideology of early childhood education provision is to give a fundamental education that offers Thai children a life foundation so that they can grow up perfectly and have age- suitable development that is balanced physically, emotionally, mentally, socially and intellectually; based on abilities and differences between individuals through activities that stimulate and promote brain development. To the greatest extent another need is to promote their preparedness to learn in elementary education and higher, which will lead to their being a quality person and citizen of their country in the future. Early childhood education focuses on the development of children in the basic of modes of rearing, training and promoting learning processes that are in accordance with the nature and development of each child in the contexts of cultures and civilizations. Further, social ways of life that bear particularities and differences are relevant in the context. (Office of the Basic Education Commission, 2005)

As a result, the researcher wishes to further study early childhood education practices, theories, standards, curriculum and needs in order to develop a model for kindergarten in the Bangkok metropolis which will fulfill stakeholders' needs. At present, collaborative leadership is of essence. Schools cannot run without stakeholder leaders: These include the administrator, parents and teachers. They all have to work together, plan together and create the same goals, and also design kindergarten programs and school environments that fit their needs. Therefore, the understanding of the needs and expectations for kindergartens is crucial for the success of early childhood education.

Research Objectives

The objectives of the study are as follows:

1. To review early childhood education practices, theories and standards
2. To conduct a survey on stakeholders' leadership perceived needs of desirable kindergarten function
3. To develop a model for kindergarten in the Bangkok metropolis
4. To validate the effective ideal model for kindergarten in the Bangkok metropolis

Significance of the Study