

Leading Change: Our Classroom, Our Community

Empowering Teachers in English Education through Hybrid Models, AI, and Leadership

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I. The Foundation: Four Practical Teacher Training Models

The Office of Basic Educational Commission (OBEC) leverages diverse models to ensure scalable and effective professional development (PD).

Model	Practical Strategy	Key Purpose
1. On-site Cascade (Boot Camp (e.g., British Council).	Large-scale, high-energy, standardization of curriculum	Rapid dissemination of standardized content and high motivational impact.
2. Online Self-Learning	Self-paced CEFR-aligned platform for large numbers of teachers	Maximum scalability and flexibility for busy teachers.
3. Online ReBoot + PLC	Online content study paired with mandatory virtual PLC.	Fosters reflective practice to classroom practice.
4. Hybrid Small-Scale	Online learning adapted and shared at local 185 (HCECs).	Provides peer support and allows for local customization of national PD efforts.

II. Evaluation: Pros, Cons, and Resilience Strategies

Model Type	Pros	Cons (The Challenge)	Solution & Lesson Learned
On-site Large-Scale	Excellent networking; standardized, high-quality content delivery.	Rapid dissemination of standardized content and high motivational impact.	Implement mandatory post-training follow-up and coach for content <i>adaptation</i> .
Online Self-paced	Maximum scalability; cost-effective; flexible scheduling.	High dropout rates; isolation; difficulty tracking true application.	Integrate mandatory peer-review elements and use AI analytics to track engagement.
Hybrid Small-Scale	Best of both: flexibility + local support; contextually relevant.	Requires strong local peer leadership and consistent technology access.	Lesson Learned: Invest heavily in re-skilling committed local peer teachers to ensure PD sustainability and community ownership.

III. Key Ideas: Innovation, Incentives, and AI Integration

These elements drive resilience and professional advancement:

- **PD as a Leadership Pipeline (Master Content Creators):** A large-scale hybrid program identifies top teachers (CEFR B1+) who move **from content consumers to creators**. The result is high-quality, free resources for all teachers (OBEC Content Center).
- **CEFR-Aligned Career Incentives:** Thailand's OTEPC/Teacher Council links CEFR proficiency to professional progression. Achieving CEFR B2 level and above can fast-track professional appraisal (PA) and academic ranking (e.g., K2 to K3) from four years to **three years**.
- **AI-Powered Support:** OBEC provides teachers and students with free AI Speaking Coach (EDSY) tools for self-paced, individualized practice. This offers instant feedback on pronunciation and language use, directly supporting the push for higher CEFR levels.
- **Data-Informed Teaching:** The use of **free AI-powered student CEFR tests** (> 600,000 students assessed) informs teachers' professional needs, driving **PLC focus**, **PA goal setting**, and **classroom action research**, ensuring student achievement reflects teacher effectiveness.

IV. Three Takeaways for ASEAN Colleagues

Takeaway	Focus & Rationale	Action for Your Context
1. Go Hybrid for Sustainability	Combine flexible online content with mandatory, supported PLCs. True growth is driven by reflection and peer accountability.	Build PLC time into your schedule and have the group focus on practical application (e.g., adapting an authentic resource for two CEFR levels).
2. Empower the Local Leader	Trust your teachers to lead. Invest in re-skilling and formally recognizing peer mentors within your school/district to build internal resilience.	Ask your administrator to assign a Peer Learning Facilitator role (with a reduced workload or stipend) to manage your PLC.
3. Link Growth to Reward	Use incentives and AI to close the gap. Provide the tools and the motivation needed for teachers to raise their proficiency.	Request formal recognition of PLC time as accredited PD hours. Ask for support (or budget) for a simple, shared platform for bilateral PLC exchange.

V. Final Call to Action

Build dynamic, supportive, and community-driven professional growth frameworks in your schools.

- **Start Small:** Implement a "Micro-Teaching Reflection Swap" (5-min peer-recorded lesson with feedback) in your team.
- **Make the Ask:** Request your local office or school administrator to allocate resources to create a Peer Learning Facilitator role and to formally recognize PLC time as equivalent to PD hours.
- **Go Global:** Explore bilateral PLC exchange with a neighboring ASEAN school. Use the insights for co-authored reflections on a teaching blog or journal.

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