Evaluation of continuing professional development following the Regional English Training Centre Project (RETC)

By King Mongkut's University of Technology Thonburi for British Council Thailand

March 2021

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Project team:

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Foreword

British Council Thailand worked in close partnership with the Thai Ministry of Education for two years on the Regional English Training Centres (RETC) project, known informally as "Bootcamp". This directly reached over 15,000 English teachers in terms of capacity development in primary and secondary schools across Thailand between October 2016 and September 2018. In 2019, the most experienced teachers from Bootcamp subsequently cascaded their knowledge by delivering the "Bootcamp Turbo" course to support a further 10,000 teachers. The largest initiative of its kind in Thailand, the project transformed the teaching of English in state primary and secondary schools across the country.

It is encouraging that this report highlights how influential Bootcamp has been in creating a network of experienced teachers. The report highlights that those teachers identified as Thai Master Trainers (TMTs) during Bootcamp have gone on to collaborate with supervisors and create networks which have stimulated teachers' self-initiated CPD activities afterwards. Concepts from Bootcamp were still active in teacher developmental programmes for at least a year after the project.

Intricately tied to our overall mission to support the improvement of teaching and learning of English in state school systems is that our interventions should be as systemic, inclusive, and as sustainable as possible. With that aim in mind, we commissioned this report to look back on the RETC project 18 months after closure to evaluate the extent and impact of the developmental activities to determine subsequent continuous professional development (CPD) and follow-up training.

Professor Rob Coe famously asked, "What makes a great teacher?" His answer was: "One who is willing to do what it takes to be demonstrably more effective next year than this year".

As such, teachers nearing the end of their careers should not have too dissimilar a goal as that of newly or recently qualified teachers. The means to achieve such an ideal are predominantly met through career-long CPD.

As we move into a post-Covid future, the landscape of CPD for teachers has changed dramatically. This report captures many important features of what teachers need and how these needs can best be met. Performance Appraisals (PA), for example, are clearly a major opportunity within the education system in Thailand for schoolteachers to grow and develop together. Yet, as the authors of this report highlight, it is vitally important for teachers and school leaders alike to not only understand such initiatives, but to also value and support them. This can be achieved in part through leaders recognising, co-ordinating and valuing small-scale, sustained, informal, bottom-up, and applied, practice-based CPD initiatives.

Furthermore, school leaders, executives and officials must contribute equally. Workloads, bureaucracy and competing demands are common hindrances to meaningful engagement, even for the most committed teacher, teacher trainer and supervisor. Educational leaders have a duty to build teachers' confidence and status through greater recognition of their efforts and by creating the conditions for them to flourish.

This report offers valuable insights to build on the legacy of Bootcamp and inform further development of English teaching and learning in Thailand's schools. In keeping with the aim of being more effective next year than this year, I hope you find this report to be a valuable resource in that pursuit.

Helga Stellmacher
Country Director
British Council Thailand

Acknowledgement

We would like to express our sincere gratitude to several organisations and individuals for supporting us. Without their unwavering support and help, completing this project would have been very difficult or even impossible.

We would like to extend our heartfelt thanks to the British Council team for their continuous help as well as their valuable comments and suggestions. We also would like to thank The English Language Institute, Thai Ministry of Education (MoE), for their assistance.

They disseminated our survey to English teachers across the country who later served as respondents.

We would like to express our sincere thanks to our project consultants, Assoc. Prof. Richard Watson Todd (Ph.D.) and Assoc. Prof. Sonthida Keyuravong, for their overall guidance and support to our team throughout our research project journey.

> **For those without whom this project could not have been completed, we would like to express our special thanks of gratitude to the teachers, teacher supervisors, teacher trainers and the Ministry of Education (MoE) representatives who participated in this project.**

About the authors

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Punjaporn Pojanapunya PhD is an assistant professor and a researcher in applied linguistics at the School of Liberal Arts, King Mongkut's University of Technology Thonburi (KMUTT), Thailand. Her research interests focus on corpus linguistics, the methodology of keyword analysis and the application of corpus-based methods to deal with issues in applied linguistics research. Based on her PhD work, two of the co-authored papers with Associate Professor Dr Richard Watson Todd are 'Log-likelihood and odds ratio: Keyness statistics for different purposes of keyword analysis' and 'The influence of the benchmark corpus on keyword analysis'. She has also published research on a range of topics, including academic language, English language teaching and learning, and teacher professional development. She is currently a member of the Thai Association for Applied Linguistics.

Parinda Jantori, project team

Parinda Jantori is currently a lecturer at the Department of Foreign Languages, Kasetsart University. She received her PhD in applied linguistics from the School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand, and her PhD thesis title is 'Native and non-native teachers' beliefs about writing feedback'. Her research interests include teaching writing, writing feedback, English language teaching, investigating teachers' beliefs, and the use of repertory grid interview. Her previous research publications include 'Is scoring helpful feedback for writing tasks?', 'Native and non-native English speaking teachers' beliefs about corrective feedback' and 'Examining digital practices of Thai pre-service EFL teachers through reflective journals'.

Angvarrah Lieungnapar, project team

Angvarrah Lieungnapar is a lecturer, a researcher and the head of the Business English programme at Suan Sunandha Rajabhat University. She gained a bachelor's degree in English from Thammasat University, earned a Master's in English for Specific Purposes from Kasetsart University. Since graduating, she has become a lecturer at Suan Sunandha Rajabhat University, where she has worked for almost 20 years. After being granted a scholarship from the Office of the Higher Education Commission, Thailand, and Suan Sunandha Rajabhat University, she now holds a doctorate degree in applied linguistics from King Mongkut's University of Technology Thonburi. Her research interests include English for Specific Purposes (ESP), genre analysis in ESP and corpus linguistics.

Sompatu Vungthong, project team

Sompatu Vungthong is an assistant professor at the School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand, and a PhD graduate from the Faculty of Human Sciences, Macquarie University, Australia. Her PhD thesis title is 'New technologies for teaching children English as a foreign language (EFL): A mixed-method exploration of teachers' views about tablet applications and children as EFL learners, the design of tablet applications for EFL, and their integration in primary classrooms in Thailand'. Her research interests include EFL teaching, systemic functional linguistics, critical discourse analysis and social semiotics. She has written a chapter in the book *Identity: Beyond tradition and McWorld neoliberalism* and published in national (e.g. *rEFLections, Journal of Human Sciences* and *MANUTSAT PARITAT: Journal of Humanities*) and international e.g. *TESOL Quarterly* and *Asian EFL Journal* journals.

Executive summary

This study investigated the development practices of teachers after completion of the Regional English Training Centre Project (RETC) in order to identify potential directions for future teacher development. The RETC, also known as Bootcamp, was run successfully from 2016 to 2018 (see Hayes, 2018), with this study being conducted in the 18 months following its completion. The data for this study was collected through several interviews, observations and a large-scale online survey. First, we conducted interviews with 1) 68 teachers who hold positions as supervisors, Thai Master Trainers (TMTs), managers for the English Resource and Instruction Centre (ERIC) and the Primary Education English Resource Center (PEER), Bootcamp participants (trained teachers) and non-Bootcamp participants (untrained teachers) and 2) three executives of the Thai Ministry of Education (MoE) who were involved in planning and implementing projects for continuing professional development (CPD). Second, to see how actual CPD activities work, we also conducted observations of onsite Bootcamp Turbo training, as well as recordings of professional learning communities (PLCs) available online. Third, a large-scale survey provided information on the CPD of over 1,300 teachers across Thailand.

This data addresses the following five main objectives:

1. to identify follow-up training and developmental activities and the extent of these activities (reported in Chapter 3)

2. to investigate the details of the CPD activities (reported in Chapter 3)

3. to investigate the overall impact of CPD activities (reported in Chapter 4)

4. to investigate the work and collaboration of teacher support personnel (reported in Chapter 5)

5. to examine governmental executive perspectives on CPD activities (reported in Chapter 6).

This executive summary contains two main sections: 1) a summary of developmental activities, overall impact of the activities, the work of teacher support personnel and governmental executive perspectives on CPD, and 2) potential recommendations for future CPD.

Summary of findings

After the Bootcamp training, most teachers (90.4 per cent) participated in one to five CPD activities each year, which included Bootcamp-related activities (e.g. Bootcamp Turbo in 2019, PLCs required by the MoE) and other CPD activities which were not directly related to Bootcamp (e.g. workshop and training sessions, discussion sessions, class observations and evaluation, school networks and collaborative work, etc.).

This study investigated the details of Bootcamp Turbo and PLCs, since they were major activities following Bootcamp. Other different activities reported by teacher respondents were identified and summarised as other CPD activities. Lessons learned from these activities can also be useful for the MoE and other stakeholders when planning and implementing future projects.

Bootcamp Turbo

Bootcamp Turbo is a large-scale cascade training which was run throughout 2019. The training was initiated by the MoE's Office of the Basic Education Commission (OBEC). Its main purpose was to train English teachers who did not receive the Bootcamp training, especially those who did not graduate from English-related majors (see also Language Learning and Teaching Unit, 2019). From the teachers' perspectives, this training was one of the most effective and successful CPD activities. In terms of project operations, the budget was allocated by the MoE to Educational Service Area Offices, which then assigned the supervisors responsible for the training. The supervisors then collaborated with TMTs to plan and deliver the training to teachers in certain educational areas. Groups of trainers differed

in each training, and could be 1) TMTs only, 2) TMTs and teachers who received Bootcamp training (trained teachers), or 3) trained teachers only.

- Strengths: Strengths of the training include its form as a skill-based training, the practicality of the content, activities and materials, the microteaching experience given to teachers, and ongoing support via social media. Teacher trainers and trainees from various schools created several networks.

- Keys to success: Key success factors were trainers' performance and ongoing support.

- Weaknesses: Weaknesses concerned the management of and budget allocations for Bootcamp Turbo. In some areas, the budget for English teacher development – Bootcamp Turbo in particular – was not allocated with organising the training as its primary goal.

- Challenges and support needed: The training schedules set by the programme organisers did not fit with teachers' availability or teaching timetables. Teachers requested more flexible scheduling options.

- Points worth highlighting: Bootcamp Turbo provided useful opportunities to advance training skills. For the trained teachers, they took a new role as trainers, had close relationships with TMTs and expanded their network with other teacher trainers and trainees. For TMTs, they received strong support and collaboration from the trainers they worked with. Engaging potential teachers in training sessions in collaboration with TMTs can be a role model for professional development.

Professional learning communities (PLCs)

Teachers' participation in PLCs is obligatory for their career promotion and academic standing. PLCs were, therefore, carried out regularly. The occurrence of PLCs varied greatly, for example once a week, a few times a month, once a month or once a semester. There were different types of PLCs managed at different levels, from small to large scale, for example PLCs for English teachers, departmental PLCs, school PLCs and PLCs at Educational Service Area Offices. The content of PLC activities depended on relevant situations. For example, when teachers needed to shift normal classroom teaching to online teaching due to the Covid-19 pandemic, PLC topics addressed classroom management and teacher preparation for online teaching. There were both face-to-face PLCs and online PLCs through social media.

• Strengths: The key strength of PLCs lies in their flexibility of application. Because of this flexibility, PLCs seem to be the most effective way to sustain the impact of any one-off training and to support the ongoing development of teachers.

• Key to success: Important factors include continuity of PLCs, the time allocated for PLCs and support provided. Importantly, they could be more successful if teachers are aware of the importance of the activities and eager to participate in the activity regularly.

• Challenges and support needed: Owing to the limited number of English teachers in each school, PLCs were normally conducted at school level for all teachers. English teachers might not gain full benefits from PLCs at this level alone. Also, many teachers considered PLCs difficult and unnecessary. The activities increased their heavy workload, especially the paperwork they were required to do for the PLCs.

• Points worth highlighting:

  ◦ As PLC participation is obligatory for career promotion and the academic standing of teachers, the expected quality of the PLC should be monitored and the effectiveness of the PLC in which the teachers participated should be evaluated, for example whether and how the activity develops teaching practices and students' learning outcomes.

◦ The study revealed both formal and informal PLCs. The formal PLCs are typically top-down initiatives from the government (e.g. the MoE, Educational Service Area Offices or schools) operated according to structured requirements. On the other hand, informal PLCs refers to less-structured learning communities which are usually initiated by individual teachers or a small group of teachers. These PLCs could be a small discussion group of teachers, casual conversations between teachers about their teaching practice or online chats through instant messaging applications.

◦ The informal PLCs are more promising than the formal ones in terms of relationship of PLC members, convenience and frequency of the events.

◦ As a community where teachers exchange ideas, it is promising that PLCs promoted the long-term impact of Bootcamp and other subsequent CPD activities.

◦ School size and type have an effect on the choice of PLCs. Teachers at small-sized schools with a limited number of English teachers often participated in general PLCs for all subject teachers. They should be provided with opportunities to join PLCs specifically for English teaching. To make this idea practical, an online platform for PLCs is required.

◦ Different formats of PLCs served different purposes and had different strengths and challenges. Line Groups were created for chatting and sharing information. Facebook Group/Pages also aimed to share information. However, the most effective format was face-to-face PLCs, which tended to discuss certain topics in detail. When a face-to-face PLC is not possible, a PLC via videoconferencing is recommended.

Other CPD activities

A number of CPD activities were organised for teachers, with most of them being organised by the MoE or Educational Service Area Offices. Budgets are allocated by the MoE to the Educational Service Area Offices. Following this, the CPD programmes were run with cooperation between supervisors, school board committees and teachers.

- Strengths: These activities expanded into a large number of networks. However, the teachers did not use the networks effectively. Many networks were no longer active after the completion of a certain activity.

- Key to success: From the teachers' views, CPD initiatives are successful if the lessons discussed are practical and applicable to teachers' classroom teaching.

- Weaknesses: Since most activities were too formal, teachers took time to prepare both academic and administrative work in setting up the CPD events.

- Challenges and support needed: For most teachers, busy timetables hinder them from attending CPD activities. Another issue is a lack of experts to deliver effective training. One suggested solution from the teachers was to build partnerships between schools and either Rajabhat universities in the same area or other public and private sectors, in order to organise CPD programmes. This means teachers need some guidelines on how to seek help and build partnerships.

- Points worth highlighting:

  - The teacher-created materials from the Best Practice contest should be disseminated effectively to a wider group of teachers and be made available to the public.

  - The CPD activity initiated by individual teachers (e.g. in Chiang Mai) can be a role model for teacher development. Teachers should be trained to have more initiative and to be more self-directed in their own professional development.

  - Self-study, for example taking an online course, is recommended by many teachers to improve expertise. While most activities the teachers attended were group-based, formal and handled by regional and national institutions, teachers should also be provided with online resources and training courses to support individual interests.

  - Teachers should also be trained in self-assessment of their development needs in order to increase the likelihood of success of self-initiated and self-study activities for professional development.

  - Networks play a key role in fostering collaborations and creating CPD events, especially between supervisors and TMTs. Building strong networks would provide opportunities for them to initiate activities according to their needs.

Overall impact of CPD activities

The impact of CPD activities was investigated in terms of knowledge and professional skills, teaching, learning and learning outcomes, networking, and organisational awareness and organisational change.

- Knowledge and professional skills: Workshops and training programmes kept teachers updated about the changes and developments in English teaching. Supervisory sessions provided them with ongoing support for teaching practices.

- Teaching: Teachers gained confidence in their teaching through CPD activities. Activities, materials and teaching techniques such as active learning, communicative language teaching and technology-integrated teaching were aspects that teachers applied to their classrooms.

- Learning and learning outcomes: CPD activities had an indirect impact on learners' motivation, behaviours and learning outcomes, for example through fun activities and effective teaching methods.

- Networking: Participation in CPD activities created teacher networks, especially through social media. However, many social networks created did not last long. The teachers felt more connected at first, but failed to create further collaborations.

- Organisational awareness and change: CPD activities had an impact on small-sized communities, for example within a group of teachers in an English/foreign language department rather than at a school level or an educational service area level.

Work and collaboration of teacher support personnel

- Key personnel: Teacher support personnel who played an active role in CPD activities during the study were supervisors, TMTs and teachers, with collaborations from teachers who received Bootcamp training. However, ERIC and PEER managers felt disregarded. School directors were also key people who supported teachers in participating in, or blocked teachers from, CPD.

- Collaborations: Most cases of collaboration were between supervisors and TMTs in projects funded by Educational Service Area Offices, OBEC and the MoE, for example Bootcamp Turbo, the Lessons Learned Meetings, the Best Practice Awards and Academic Showcase.

- Challenges for supervisors: A supervisor is responsible for several subjects, with a heavy workload of administrative duties. Some supervisors suggested that the MoE should promote more active roles for ERIC and PEER managers and get them more involved.

- Challenges for TMTs: The number of current TMTs did not meet the demands of training needs. Each TMT conducted several training courses each month. Time spent on training had a negative effect on their teaching schedules and their career growth, since the criteria for gaining higher academic standing for teachers rely mainly on teaching hours.

- Challenges for ERIC and PEER managers: ERIC and PEER managers had no engagement in CPD activities for teachers once the Bootcamp was implemented. Although this might be due to the change from ERIC and PEER to Human Capital Excellence Centres (HCEC), the ERIC and PEER managers were not well acknowledged.

Administrative perspectives on CPD activities

Most projects run in the past were top-down projects funded and supervised by the MoE. However, MoE officials are open to and support the idea of bottom-up initiatives which individual teachers could propose, including the initiation of CPD activities based on their interests and topics that are useful to them.

Successful PLCs could engage teachers in sharing knowledge and working collaboratively. It could be effective as a peer-support development community. This, in turn, leads to learning. PLCs should be flexible and informal. Rigid rules or frameworks do not promote effective PLCs.

Keys to the success of CPD projects are teachers' willingness to develop themselves and continuity of educational policies.

MoE officials regarded the balance of top-down and bottom-up approaches for contributing to teacher development as an important issue, and they had attempted to decentralise decision making on CPD projects to individual sectors or teachers. For example, the MoE could provide the overall framework and give more authority to teachers to manage their own professional development.

Recommendations

Given that the majority of CPD events that the teachers participated in after the Bootcamp were funded and organised by the MoE and Educational Service Area Offices, this section provides recommendations for these organisations as well as other CPD activity providers. Based on the key findings, the recommendations can be categorised into four main aspects: 1) trainer and leader development, 2) teacher development, 3) CPD management, and 4) staff issues.

For trainer and leader development, the MoE and Educational Service Area Offices should provide training and workshops for school directors, supervisors, trainers and HCEC staff on their important roles. These roles include increasing teachers' engagement in CPD, supporting teachers' self-initiated activities and finding sponsorships to host CPD activities. These trainers and leaders should receive training in facilitation skills, especially group management and feedback-giving skills, which are considered to be important priorities (Recommendation 7.6, Chapter 7). To maintain and develop an effective CPD system at a national level, responsibility for CPD and quality of CPD should be one of the performance and competency evaluation criteria for directors for Educational Service Area Offices, school directors and supervisors. The MoE should also encourage and train teachers to become leaders. Since there are a large number of potential teachers, the MoE should come up with clear criteria for selecting participants for certain training or workshops (see also Chapter 7, Recommendations 7.1–7.6, for details).

For teacher development, the near-future training and workshops for teachers should be skill- and expertise-oriented. Since PLCs were found to be the most promising to support teachers' ongoing development, the MoE and major governmental CPD activity providers (e.g. Educational Service Area Offices, HCEC and schools) should provide teachers with facilities, equipment, internet connections and videoconferencing platforms to enable face-to-face PLCs, synchronous online PLCs and blended PLCs (Recommendation 7.9, Chapter 7). They should also offer online and on-site hands-on training for PLC skills to PLC counsellors. Simple online forms should be created to record these PLCs, replacing the current paper-based recording forms. These resources and facilities could be provided at HCEC and on the MoE's digital learning platform. (Detailed recommendations for teacher development are provided in Chapter 7, Recommendations 7.7–7.11.)

In terms of CPD management, the MoE should decide whether certain developmental programmes should be face-to-face or online. They can make the choice based on two key issues, the number of teachers and the specific CPD issue being delivered. An online format is more practical for the programmes which involve a large number of teachers and are knowledge-based, while face-to-face training is more appropriate for the programmes for skill development provided to a small number of teachers (Recommendation 7.12, Chapter 7). The second issue is the communication channel for the MoE to raise public awareness about its policies. Since there was evidence showing problems in communication with stakeholders and the public, the MoE should use and evaluate multiple media channels for their communications in order to improve them in the future. Given that the MoE needs effective quality control applied to CPDs, but there is a large amount of information to be monitored, using an artificial intelligence system to screen the data and a visualisation system to generate graphical output for evaluation is one of the potential directions. (More recommendations for CPD management are provided in Chapter 7, Recommendations 7.12–7.20.)

For issues associated with staff, the MoE should be aware of the current challenges faced by its staff and any support they might require. Given the excessive workload of supervisors and TMTs, the MoE should explore and seek partnerships and collaborations with external organisations, for example teacher associations, universities and other public and private educational institutions, in order to provide extra support for these staff. Specifically for TMTs, they have played an important role in the teacher support system recently, while the training workload has certain negative effects on their own

development as a teacher. The MoE should consider whether they could revise the criteria for teacher evaluation or assign an official position of a teacher trainer in the education system (Recommendation 7.23, Chapter 7). Last but not least, key personnel in the teacher support system should be well informed about any important change or shift in policy. In case of the transformation from ERIC and PEER to HCEC, ERIC and PEER managers should be kept informed about this major change (also see Chapter 7, Recommendations 7.21–7.23 for staff issues).

Overall, this study found that the Bootcamp training had a positive impact on CPD in Thailand. The Bootcamp training specifically led to the implementation of several important projects and activities, including Bootcamp Turbo, the adaptation and application of the training framework from the Bootcamp, and the development of Thai Master Trainers (TMTs). The teachers who received Bootcamp training have adopted and adapted teaching techniques and activities from Bootcamp for their classrooms. In addition to these trained teachers, the teachers who did not receive training in the first stage also gained benefits from post-Bootcamp and other subsequent CPD activities. Nevertheless, this does not warrant that teachers will make use of knowledge and skills gained from training in the long term. To promote continuing professional development and sustain the positive impact of Bootcamp and other training, there are several aspects to work on, for example offering continuous training programmes, encouraging teachers to adopt PLCs as part of their daily work, having efficient teacher support personnel, building strong networks of teachers, implementing effective policies and creating effective support and tracking systems. Apart from these factors, the most important implementation for the near future is to prepare individual teachers to be more self-directed with regard to their own professional development.

บทสรุปผู้บริหาร

โครงการนี้ได้ศึกษาแนวปฏิบัติด้านการพัฒนาครูหลังจากเสร็จสิ้น
โครงการศูนย์อบรมครูภาษาอังกฤษระดับภูมิภาคเพื่อหาและเสนอ
แนวทางเกี่ยวกับการพัฒนาวิชาชีพครูในอนาคต โครงการศูนย์
อบรม ครูภาษาอังกฤษระดับภูมิภาคหรือ Bootcamp เริ่มดำเนิน
โครงการ ตั้งแต่ปี 2559 และสำเร็จลุล่วงอย่างดีในปี 2561 (ศึกษา
เพิ่มเติมได้จาก Hayes, 2018) โครงการนี้ได้เก็บข้อมูลเกี่ยวกับ
กิจกรรมพัฒนาครูหลังจากเสร็จสิ้นโครงการ Bootcamp แล้ว
ประมาณ 18 เดือน โดยการสัมภาษณ์ การสังเกตการณ์และ
การสำรวจขนาดใหญ่แบบออนไลน์ โดยในขั้นแรกผู้ดำเนินโครงการ
ได้สัมภาษณ์ 1) ครูจำนวน 68 คนที่ดำรงตำแหน่งศึกษานิเทศก์
วิทยากรชาวไทย (Thai Master Trainers หรือ TMTs) ผู้จัดการ
ศูนย์พัฒนาการเรียนการสอน ภาษาอังกฤษ (ศูนย์ ERIC) และ
ศูนย์พัฒนาการเรียนการสอน ภาษาอังกฤษระดับประถมศึกษา
(ศูนย์ PEER) ผู้เข้าร่วม Bootcamp (ครูที่ผ่านการอบรม) และผู้ที่
ไม่ได้เข้าร่วม Bootcamp (ครู) และ 2) ผู้บริหารของกระทรวง
ศึกษาธิการ 3 ท่านที่มีบทบาทสำคัญในการวางแผนและดำเนิน
โครงการ เพื่อการพัฒนาความรู้ต่อเนื่องทางวิชาชีพ (Continuing
Professional Development หรือ CPD) ในระยะต่อมา เพื่อศึกษา
ว่ากิจกรรมเพื่อการพัฒนาความรู้ต่อเนื่องทางวิชาชีพของครู
(กิจกรรม CPD) มีการดำเนินการอย่างไร ผู้ดำเนินโครงการจึงได้
เข้าสังเกตการณ์การอบรมหลักสูตร Bootcamp Turbo รวมทั้ง
สังเกตการณ์จากบันทึกวิดีโอของชุมชนการเรียนรู้ทางวิชาชีพ
(PLC) ที่เผยแพร่ไว้แบบออนไลน์ และขั้นตอนที่สาม ผู้ดำเนิน
โครงการได้สำรวจ ข้อมูลเกี่ยวกับการพัฒนาวิชาชีพของครู
กว่า 1,300 คนทั่วประเทศไทย เพื่อให้สอดคล้องกับวัตถุประสงค์
หลัก 5 ประการ ดังนี้

1. เพื่อสำรวจการอบรมขยายผลและกิจกรรมพัฒนาครู
   ที่เกิดขึ้นหลังโครงการ Bootcamp (รายงานผลในบทที่ 3)
2. เพื่อศึกษารายละเอียดของกิจกรรมการพัฒนาความรู้
   ต่อเนื่องทางวิชาชีพของครู (รายงานผลในบทที่ 3)
3. เพื่อศึกษาผลกระทบโดยรวมของกิจกรรมการพัฒนาความรู้
   ต่อเนื่องทางวิชาชีพของครู (รายงานผลในบทที่ 4)
4. เพื่อศึกษาการดำเนินงานและการทำงานร่วมกันของบุคลากร
   ฝ่ายสนับสนุนครู (รายงานผลในบทที่ 5)
5. เพื่อศึกษามุมมองของผู้บริหารภาครัฐเกี่ยวกับกิจกรรม
   การพัฒนาความรู้ต่อเนื่องทางวิชาชีพครู (รายงานผล
   ในบทที่ 6)

บทสรุปผู้บริหารประกอบด้วย 2 ส่วนหลัก ได้แก่ 1) สรุปกิจกรรม
การพัฒนาครู ผลกระทบโดยรวมของกิจกรรม การทำงานของ
บุคลากรฝ่ายสนับสนุนครู และมุมมองของผู้บริหารของรัฐเกี่ยวกับ
การพัฒนาวิชาชีพ และ 2) ทิศทางและข้อเสนอแนะสำหรับการ
พัฒนาความรู้ต่อเนื่องทางวิชาชีพของครูในอนาคต

สรุปผลโครงการ

หลังจากเสร็จสิ้นการอบรมหลักสูตร Bootcamp ครูส่วนใหญ่
(90.4%) ได้เข้าร่วมในกิจกรรมเพื่อการพัฒนาวิชาชีพเฉลี่ย
1-5 กิจกรรมต่อคนต่อปี ซึ่งรวมถึงกิจกรรมที่เกี่ยวเนื่องกับ
Bootcamp (เช่น หลักสูตรอบรม Bootcamp Turbo ในปี 2562
กิจกรรมชุมชนการเรียนรู้ทางวิชาชีพตามที่กระทรวงศึกษาธิการ
กำหนด) และกิจกรรม CPD อื่น ๆ ที่ไม่เกี่ยวข้องโดยตรงกับ
Bootcamp (เช่น การประชุมเชิงปฏิบัติการและการฝึกอบรม
การประชุมอภิปราย การสังเกตการณ์การสอนและการประเมิน
เครือข่ายโรงเรียนและงานความร่วมกัน เป็นต้น)

โครงการนี้ได้ศึกษารายละเอียดการเข้าร่วมอบรมหลักสูตร
Bootcamp Turbo และชุมชนการเรียนรู้ทางวิชาชีพ ซึ่งเป็น
กิจกรรมขยายผลหลักที่จัดขึ้นหลังเสร็จสิ้นโครงการ Bootcamp
และยังได้สำรวจการจัดกิจกรรมการพัฒนาวิชาชีพอื่น ๆ ตามที่
ครูผู้ให้ข้อมูลอ้างถึงในระหว่างการเก็บข้อมูลอีกด้วย บทเรียนที่ได้
จากกิจกรรมเหล่านี้จะเป็นประโยชน์สำหรับกระทรวงศึกษาธิการ
และผู้มีส่วนได้ส่วนเสียในการวางแผน และดำเนินโครงการ
เพื่อพัฒนาวิชาชีพครูในอนาคต

Bootcamp Turbo
Bootcamp Turbo เป็นหลักสูตรการอบรมแบบ cascade training
ที่มีระยะเวลาดำเนินการตลอดปี 2562 และมีครูผู้เข้าร่วมโครงการ
จำนวนมาก การอบรมนี้จัดขึ้นโดยสำนักงานคณะกรรมการการ
ศึกษาขั้นพื้นฐาน (สพฐ.) กระทรวงศึกษาธิการโดยมีวัตถุประสงค์
หลักเพื่ออบรมครูผู้สอนภาษาอังกฤษที่ไม่ได้เข้าร่วม Bootcamp
โดยเฉพาะอย่างยิ่ง ผู้ที่ไม่ได้จบการศึกษาจากสาขาวิชาที่เกี่ยวข้อง
กับภาษาอังกฤษโดยตรง (ศึกษาเพิ่มเติมได้ที่ Language Learning
and Teaching Unit, 2019) จากมุมมองของครู Bootcamp
Turbo เป็นหนึ่งในกิจกรรม CPD ที่มีประสิทธิผลและประสบ
ความสำเร็จมากที่สุด ในด้านการบริหารจัดการโครงการ กระทรวง
ศึกษาธิการจัดสรรงบประมาณให้กับสำนักงานเขตพื้นที่การศึกษา
ซึ่งเป็นผู้มอบหมายให้ศึกษานิเทศก์รับผิดชอบการฝึกอบรม
และต่อมาศึกษานิเทศก์จะทำงานร่วมกับ TMT ในการวางแผน
และอบรมให้กับครูในเขตพื้นที่การศึกษานั้น ๆ ในแต่ละการอบรม
อาจมีกลุ่มวิทยากรที่แตกต่างกันไป ซึ่งอาจเป็น 1) TMT
2) TMT ร่วมกับครูผู้ผ่านการอบรม Bootcamp หรือ 3) ครู
ผู้ผ่านการอบรม Bootcamp

- จุดแข็ง: จุดแข็งของการอบรมรวมถึงรูปแบบของการอบรม
  ซึ่งเป็นการอบรมแบบอิงทักษะ เนื้อหาของการอบรมที่สามารถ
  นำไปใช้ได้จริง กิจกรรมและสื่อ ประสบการณ์การฝึกสอน
  แบบจุลภาค (microteaching) และการให้ความช่วยเหลือครู
  อย่างต่อเนื่องผ่านโซเชียลมีเดีย นอกจากนี้การเข้าร่วมอบรม

ยังส่งเสริมให้เกิดการสร้างเครือข่ายระหว่างครูผู้เป็นวิทยากร
และผู้เข้ารับการฝึกอบรมจากต่างโรงเรียนอีกด้วย

- **ปัจจัยความสำเร็จ:** ปัจจัยที่นำไปสู่ความสำเร็จคือความสามารถ
ของวิทยากรและการให้ความช่วยเหลืออย่างต่อเนื่อง
- **จุดอ่อน:** พบจุดอ่อนด้านการจัดการและการจัดสรรงบประมาณ
สำหรับ Bootcamp Turbo ในบางพื้นที่ งบประมาณที่จัดสรร
เพื่อการพัฒนาครูภาษาอังกฤษ (โดยเฉพาะสำหรับ Bootcamp
Turbo) ไม่ได้นำไปใช้ในการจัดอบรมตามเป้าหมายหลักของ
งบประมาณ
- **ความท้าทายและการสนับสนุนที่จำเป็น:** ตารางการอบรม
ที่มักจะกำหนดโดยผู้จัดโครงการไม่ตรงกับความพร้อม
หรือตารางการสอนของครู ครูจึงมีข้อเสนอแนะให้ทางเลือก
ของเวลาการอบรมเพื่อให้มีความยืดหยุ่นมากขึ้น
- **ประเด็นที่น่าสนใจ:** การเปิดโอกาสให้ครูที่ผ่านการอบรม
และ TMT ได้ทำงานร่วมกันในฐานะวิทยากรของ Bootcamp
Turbo เป็นประโยชน์กับทั้งสองฝ่ายในด้านการพัฒนาทักษะ
การเป็นวิทยากร ครูที่ผ่านการอบรมได้รับบทบาทใหม่ในฐานะ
วิทยากรมีการทำงาน และเรียนรู้ร่วมกันอย่างใกล้ชิดกับ TMT
และได้ขยายเครือข่ายกับทั้งครูผู้เป็นวิทยากรและครูผู้เข้าร่วม
การอบรม ส่วน TMT เอง ก็ได้รับการสนับสนุนและความร่วมมือ
อย่างดีจากผู้เชี่ยวชาญที่เคยอบรม TMT มาก่อนการเปิดโอกาส
ให้ครูที่มีศักยภาพได้เป็นวิทยากรร่วมกับ TMT สามารถเป็นต้น
แบบในการพัฒนาวิชาชีพครูได้อีกรูปแบบหนึ่ง

ชุมชนการเรียนรู้ทางวิชาชีพ
การมีส่วนร่วมในชุมชนการเรียนรู้ทางวิชาชีพ (PLC) เป็นข้อกำหนด
หนึ่งของการพิจารณาเลื่อนวิทยฐานะ ดังนั้น ในทางปฏิบัติ จึงมีการ
จัด PLC อย่างสม่ำเสมอ อย่างไรก็ตามความถี่ของการจัด PLC
มีความแตกต่างกันไป เช่น สัปดาห์ละครั้ง สองสามครั้งต่อเดือน
เดือนละครั้งหรือภาคเรียนละครั้ง นอกจากนี้ PLC มีหลายประเภท
และหลายระดับตั้งแต่ PLC ขนาดเล็กจนถึง PLC ขนาดใหญ่ เช่น
PLC สำหรับครูภาษาอังกฤษ PLC ระดับสายวิชา PLC ระดับ
โรงเรียนและ PLC ระดับสำนักงานเขตพื้นที่การศึกษา เนื้อหาของ
PLC ขึ้นอยู่กับสถานการณ์ที่เกี่ยวข้องขณะนั้น ตัวอย่างเช่น ในช่วง
ที่ครูจำเป็นต้องเปลี่ยนจากการสอนในชั้นเรียนปกติเป็นการสอน
ออนไลน์ เนื่องจากการระบาดของ COVID-19 มีการจัด PLC ที่มี
เนื้อหาเกี่ยวกับการจัดการในชั้นเรียนและการเตรียมพร้อมของครู
สำหรับการสอนออนไลน์ ซึ่งมีทั้ง PLC แบบพบกันและแบบออนไลน์
ผ่านโซเชียลมีเดีย

- **จุดแข็ง:** จุดแข็งที่สำคัญของ PLC คือความยืดหยุ่นในการ
ดำเนินงาน ด้วยความยืดหยุ่นนี้ PLC จึงเป็นหนึ่งในกิจกรรม
ที่มีศักยภาพสูงสุดที่ช่วยเพิ่มความยั่งยืนของประโยชน์ที่ได้รับ
จากการอบรมแบบครั้งเดียวและสนับสนุนการพัฒนา
อย่างต่อเนื่องของครูอีกด้วย

- **ปัจจัยความสำเร็จ:** ปัจจัยที่สำคัญ ได้แก่ ความต่อเนื่องของ
การจัด PLC เวลาที่จัดสรรสำหรับการเข้าร่วม PLC และการ
ให้ความช่วยเหลือเกี่ยวกับ PLC อย่างไรก็ตาม ปัจจัยที่สำคัญ
ที่สุดที่ส่งผลให้ PLC ประสบความสำเร็จคือ ครูต้องตระหนักถึง
ความสำคัญของกิจกรรมและมีความตั้งใจเข้าร่วมกิจกรรม
อย่างสม่ำเสมอ
- **ความท้าทายและการสนับสนุนที่จำเป็น:** เนื่องจากครูสอน
ภาษาอังกฤษในแต่ละโรงเรียนมีจำนวนจำกัด การจัด PLC
โดยทั่วไปจึงเป็น PLC ในระดับโรงเรียนสำหรับครูทุกสาระวิชา
ทำให้ครูผู้สอนภาษาอังกฤษอาจไม่ได้รับประโยชน์เต็มที่จาก
PLC ระดับนี้เพียงอย่างเดียว ประการที่สอง ครูหลายคนมองว่า
PLC เป็นเรื่องยุ่งยากและไม่จำเป็น นอกจากนั้นยังเพิ่มภาระ
งานที่หนักอยู่แล้วอีกด้วย โดยเฉพาะงานเอกสารที่เกี่ยวข้อง
กับ PLC
- **ประเด็นที่น่าสนใจ:**
  ◦ ตามที่ PLC เป็นข้อกำหนดหนึ่งของการพิจารณาเลื่อน
  วิทยฐานะ ควรมีการกำหนดเกณฑ์คุณภาพของ PLC
  ที่คาดหวังและมีการประเมินคุณภาพและประสิทธิผลของ
  PLC ประกอบการพิจารณาด้วย เช่น PLC นั้นช่วยพัฒนา
  การสอนและผลลัพธ์การเรียนรู้ของผู้เรียนหรือไม่และอย่างไร
  ◦ การศึกษานี้พบทั้ง PLC แบบเป็นทางการและแบบ
  ไม่เป็นทางการ PLC แบบเป็นทางการมักเริ่มโดย
  หน่วยงานรัฐ (เช่น กระทรวงศึกษาธิการ สำนักงานเขตพื้นที่
  การศึกษาหรือโรงเรียน) ซึ่งดำเนินการตามข้อกำหนดหรือ
  มีโครงสร้างค่อนข้างชัดเจน ในทางกลับกัน PLC แบบ
  ไม่เป็นทางการเป็นชุมชนการเรียนรู้ที่ไม่มีรูปแบบตายตัว
  และมักเริ่มโดยครูรายบุคคลหรือกลุ่มครู PLC รูปแบบนี้
  อาจเป็นการสนทนาพูดคุยระหว่างครูภายในกลุ่มเล็ก ๆ
  การสนทนาแบบผ่อนคลายระหว่างครูเกี่ยวกับการสอน
  หรือการสนทนาโดยการส่งข้อความผ่านแอปพลิเคชัน
  ในรูปแบบออนไลน์
  ◦ PLC แบบไม่เป็นทางการมีแนวโน้มประสบความสำเร็จมากกว่า
  เนื่องจากสมาชิกใน PLC มีความคุ้นเคยกันมากกว่า
  สะดวกกว่า และจัดได้บ่อยกว่า PLC แบบเป็นทางการ
  ◦ ในฐานะชุมชนที่เปิดโอกาสให้ครูได้แลกเปลี่ยนความคิดเห็นกัน
  กล่าวได้ว่า PLC ช่วยส่งเสริมความยั่งยืนของประโยชน์ที่ได้รับ
  จาก Bootcamp รวมทั้งกิจกรรม CPD อื่น ๆ ในระยะยาว
  ◦ ขนาดและประเภทของโรงเรียนส่งผลให้มีการจัด PLC
  ต่างประเภทกัน ครูในโรงเรียนขนาดเล็กที่มีครูสอน
  ภาษาอังกฤษจำนวนจำกัด มักได้เข้าร่วมใน PLC ทั่วไป
  สำหรับครูจากทุกวิชา ครูสอนภาษาอังกฤษควรมีโอกาส
  ได้เข้าร่วม PLC เกี่ยวกับการสอนภาษาอังกฤษโดยเฉพาะด้วย
  หากต้องการนำแนวคิดนี้ไปปฏิบัติจริง จำเป็นต้องมี
  แพลตฟอร์มเพื่อการจัด PLC แบบออนไลน์

◦ แต่ละรูปแบบของ PLC มีวัตถุประสงค์ที่แตกต่างกัน และมีจุดแข็งและความท้าทายที่แตกต่างกันไป PLC ในกลุ่มไลน์ช่วยให้ครูได้สนทนาและแบ่งปันข้อมูลกัน ในขณะที่ PLC ในกลุ่มและเพจบน Facebook ช่วยในด้านการแบ่งปันข้อมูลเป็นหลัก อย่างไรก็ตามรูปแบบที่มีประสิทธิภาพมากที่สุด คือ PLC แบบพบกันซึ่งพบว่าช่วยส่งเสริมให้เกิดการอภิปรายในเรื่องหนึ่ง ๆ แบบเชิงลึก ดังนั้นในบริบทที่ไม่เอื้อต่อการจัด PLC แบบพบกันได้ ควรจัดให้มี PLC ผ่านการประชุมทางไกลแบบออนไลน์

กิจกรรม CPD อื่น ๆ
นอกเหนือจากที่กล่าวมาข้างต้น กิจกรรม CPD อื่น ๆ ส่วนใหญ่จัดโดยกระทรวงศึกษาธิการหรือสำนักงานเขตพื้นที่การศึกษา โดยกระทรวงฯ จะจัดสรรงบประมาณให้กับสำนักงานเขตพื้นที่การศึกษา จากนั้นศึกษานิเทศก์ ผู้บริหารโรงเรียน และครูจะทำงานร่วมกันในการดำเนินโครงการและกิจกรรม

• จุดแข็ง: กิจกรรมเหล่านี้ช่วยขยายเครือข่ายครูจำนวนมาก อย่างไรก็ตามครูไม่ได้ใช้เครือข่ายเหล่านั้นอย่างมีประสิทธิภาพเต็มที่ เครือข่ายจำนวนมากไม่ได้มีกิจกรรมต่อยอดหลังจากกิจกรรมได้เสร็จสิ้นไปแล้ว

• ปัจจัยความสำเร็จ: จากมุมมองของครู CPD จะประสบความสำเร็จ หากสิ่งที่ได้เรียนรู้จากกิจกรรมเป็นสิ่งที่สามารถนำไปใช้และปฏิบัติได้จริงและประยุกต์ได้กับการสอนในชั้นเรียนของครู

• จุดอ่อน: เนื่องจากการจัดกิจกรรมส่วนใหญ่เป็นรูปแบบทางการ ครูจึงต้องใช้เวลามากในการเตรียมงาน ทั้งด้านวิชาการ ด้านบริหารจัดการและด้านพิธีการในการจัดกิจกรรม CPD

• ความท้าทายและการสนับสนุนที่จำเป็น: สำหรับครูส่วนใหญ่ ภาระงานครูมีผลให้ไม่สามารถเข้าร่วมกิจกรรม CPD ได้ อีกสาเหตุหนึ่งคือขาดผู้เชี่ยวชาญผู้ให้การฝึกอบรมที่มีประสิทธิภาพ แนวทางหนึ่งที่ครูเสนอแนะคือการสร้างความร่วมมือระหว่างโรงเรียนและมหาวิทยาลัยราชภัฏในพื้นที่หรือภาครัฐและเอกชนอื่น ๆ เพื่อจัดโครงการ CPD ซึ่งหมายความว่าครูต้องการแนวทางปฏิบัติในการสร้างความร่วมมือเหล่านี้

• ประเด็นที่น่าสนใจ:
  ◦ สำหรับการประกวดนวัตกรรมครู ควรมีการเผยแพร่สื่อที่ครูผลิตเพื่อส่งเข้าประกวดให้เป็นประโยชน์ต่อครูคนอื่นและแก่สาธารณะ
  ◦ กิจกรรม CPD ที่เริ่มโดยครูเอง (เช่น ที่พบในเชียงใหม่) สามารถเป็นแบบอย่างในการพัฒนาครูในพื้นที่อื่นได้ ครูควรได้รับการอบรมเพื่อส่งเสริมให้มีความคิดริเริ่มและมุ่งมั่นในการพัฒนาวิชาชีพของตนเองมากขึ้น

◦ การเรียนรู้ด้วยตนเอง เช่น โดยการเรียนรู้ผ่านหลักสูตรออนไลน์ เป็นแนวทางที่ครูหลายคนเสนอแนะเพื่อพัฒนาความเชี่ยวชาญของตนเอง นอกเหนือจากกิจกรรมที่ครูเข้าร่วมซึ่งเป็นกิจกรรมกลุ่มเป็นทางการและเป็นกิจกรรมที่จัดโดยสถาบันในระดับภูมิภาคและระดับประเทศเป็นส่วนใหญ่อยู่แล้ว ครูควรมีแหล่งเรียนรู้และหลักสูตรการฝึกอบรมแบบออนไลน์เพื่อตอบสนองความสนใจรายบุคคลด้วย

◦ นอกจากนี้ ครูควรได้รับการอบรมด้านทักษะการประเมินตนเอง สามารถประเมินได้ว่าตนจำเป็นต้องพัฒนาด้านใด เพื่อเพิ่มแนวโน้มความสำเร็จของการริเริ่มกิจกรรม CPD และกิจกรรมการเรียนรู้ด้วยตนเองเพื่อการพัฒนาวิชาชีพ

◦ เครือข่ายครูมีบทบาทสำคัญในการส่งเสริมความร่วมมือและการริเริ่มกิจกรรม CPD โดยเฉพาะอย่างยิ่งความร่วมมือระหว่างศึกษานิเทศก์และ TMT การสร้างเครือข่ายที่เข้มแข็งจะเปิดโอกาสให้มีการริเริ่มกิจกรรมที่ตรงตามความต้องการของเครือข่ายหรือตัวครูเอง

ผลกระทบโดยรวมของกิจกรรม CPD
การศึกษานี้ศึกษาผลกระทบโดยรวมของกิจกรรม CPD ในด้านความรู้และทักษะทางวิชาชีพ ด้านการสอน ด้านการเรียนรู้และผลลัพธ์การเรียนรู้ การสร้างเครือข่าย และการรับรู้และการเปลี่ยนแปลงในองค์กร

• ด้านความรู้และทักษะทางวิชาชีพ: การอบรมเชิงปฏิบัติการและการอบรมช่วยให้ครูได้ก้าวทันการเปลี่ยนแปลงและพัฒนาการด้านการสอนภาษาอังกฤษ ส่วนการนิเทศการสอนเป็นการให้การช่วยเหลือสนับสนุนด้านการสอนแก่ครูอย่างต่อเนื่อง

• ด้านการสอน: กิจกรรม CPD เสริมสร้างความมั่นใจในการสอนของครู ทั้งกิจกรรม สื่อ และเทคนิคการสอน เช่น การสอนตามแนวทางการเรียนรู้แบบลงมือทำ การสอนภาษาเพื่อการสื่อสารและการสอนแบบบูรณาการเทคโนโลยีเป็นแนวทางที่ครูนำไปใช้ในห้องเรียนจริงได้

• ด้านการเรียนรู้และผลลัพธ์การเรียนรู้: กิจกรรม CPD มีผลทางอ้อมต่อแรงจูงใจ พฤติกรรมและผลลัพธ์การเรียนรู้ของผู้เรียน เช่น เรียนรู้ผ่านกิจกรรมที่สนุกสนานและวิธีการสอนที่มีประสิทธิภาพ

• ด้านเครือข่าย: การเข้าร่วมกิจกรรม CPD ส่งเสริมการสร้างเครือข่ายครู โดยเฉพาะอย่างยิ่ง เครือข่ายบนโซเชียลมีเดีย อย่างไรก็ตามมีเครือข่ายจำนวนมากที่สร้างขึ้นมาเพียงระยะเวลาหนึ่งซึ่งช่วยให้ครูรู้สึกว่าใกล้ชิดกันมากขึ้นในช่วงแรก แต่เครือข่ายดังกล่าวไม่ได้ถูกใช้ให้เกิดประโยชน์ในการสร้างความร่วมมือหลังจากนั้น

• ด้านการรับรู้และการเปลี่ยนแปลงในองค์กร: กิจกรรม CPD มีผลกระทบต่อกลุ่มครูขนาดเล็ก เช่น ภายในกลุ่มสาระวิชาภาษาอังกฤษ / ภาษาต่างประเทศมากกว่าในระดับโรงเรียนหรือระดับเขตพื้นที่การศึกษา

การทำงานและความร่วมมือระหว่างบุคลากรในระบบพัฒนาครู

- บุคลากรหลัก: บุคลากรที่มีบทบาทสำคัญในการสนับสนุนและให้ความช่วยเหลือครูในกิจกรรม CPD ได้แก่ ศึกษานิเทศก์ TMT และครู โดยได้รับความร่วมมือจากครูที่ผ่านการอบรม Bootcamp อย่างไรก็ตาม ผู้จัดการ ERIC และ PEER มีความรู้สึกว่าถูกมองข้าม นอกจากบุคลากรที่กล่าวมาแล้ว การศึกษานี้ยังพบว่าผู้อำนวยการโรงเรียนยังเป็นบุคคลสำคัญที่สนับสนุนหรือปิดกั้นการมีส่วนร่วมในกิจกรรม CPD ของครูด้วย

- ความร่วมมือ: งานความร่วมมือส่วนใหญ่ที่พบในการศึกษานี้เป็นความร่วมมือระหว่างศึกษานิเทศก์และ TMT ในโครงการที่ได้รับงบประมาณจากสำนักงานเขตพื้นที่การศึกษา สพฐ. และกระทรวงศึกษาธิการ เช่น Bootcamp Turbo การประชุมถอดบทเรียนโครงการ Bootcamp การประกวดนวัตกรรมครู และงานแสดงผลงานทางวิชาการ

- ความท้าทายของศึกษานิเทศก์: นอกจากหน้าที่รับผิดชอบนิเทศการสอนในหลายวิชาแล้ว ศึกษานิเทศก์ยังมีภาระงานมากมายในด้านการบริหารจัดการ หลายคนจึงให้ข้อเสนอแนะว่ากระทรวงศึกษาธิการควรส่งเสริมให้ผู้จัดการศูนย์ ERIC และ PEER มีบทบาทและมีส่วนร่วมในระบบสนับสนุนครูมากขึ้น

- ความท้าทายของ TMT: จำนวน TMT ในปัจจุบันไม่เพียงพอต่อความต้องการวิทยากรสำหรับการอบรมที่จัดขึ้น TMT แต่ละคนต้องจัดการอบรมหลายหลักสูตรในแต่ละเดือน ทั้งนี้ เวลาที่ใช้การทำงานในฐานะวิทยากรยังส่งผลเสียต่อการทำงานในฐานะครูผู้สอนและการเลื่อนวิทยฐานะของครูเนื่องจากเกณฑ์การประเมินขึ้นอยู่กับชั่วโมงการสอนเป็นหลัก

- ความท้าทายของผู้จัดการศูนย์ ERIC และ PEER: จากการศึกษาพบว่าผู้จัดการศูนย์ ERIC และ PEER ไม่มีส่วนร่วมหรือมีส่วนร่วมน้อยมากในกิจกรรม CPD ตั้งแต่เริ่มดำเนินการโครงการ Bootcamp ถึงแม้ว่าสาเหตุส่วนหนึ่งมาจากการเปลี่ยนแปลงจากศูนย์ ERIC และ PEER เป็น Human Capital Excellence Centre (HCEC) แต่ผลการศึกษาชี้ให้เห็นว่าผู้จัดการศูนย์ ERIC และ PEER ไม่ได้รับรู้การเปลี่ยนแปลงนี้อย่างดี

มุมมองด้านการบริหารเกี่ยวกับกิจกรรม CPD

- โครงการที่ผ่านมาส่วนใหญ่เป็นโครงการที่ดำเนินการแบบ top-down โดยได้รับงบประมาณและอยู่ภายใต้การดูแลของ กระทรวงศึกษาธิการ อย่างไรก็ตาม จากการสัมภาษณ์ผู้บริหารของกระทรวง ฯ พบว่า ทางกระทรวงฯ เปิดกว้าง และให้การสนับสนุนหากครูต้องการริเริ่มโครงการ CPD เอง ครูทุกคนสามารถเสนอและริเริ่มกิจกรรม CPD ตามความสนใจหากเป็นหัวข้อที่มีประโยชน์

- PLC ที่ประสบความสำเร็จจะช่วยส่งเสริมให้ครูได้แลกเปลี่ยนความรู้และได้ทำงานร่วมกัน กิจกรรมนี้จะมีประสิทธิภาพในฐานะชุมชนการพัฒนาในรูปแบบที่ครูช่วยเหลือซึ่งกันและกัน ซึ่งนำไปสู่การเรียนรู้ในที่สุด ทั้งนี้ PLC ควรมีความยืดหยุ่นและไม่จำเป็นต้องจัดอย่างเป็นทางการ ระเบียบหรือกรอบที่เข้มงวดอาจไม่ช่วยให้ PLC มีประสิทธิภาพ

- ปัจจัยความสำเร็จของโครงการ CPD คือความตั้งใจในการพัฒนาตนเองของครูเองและความต่อเนื่องของนโยบายด้านการศึกษา

- ผู้บริหารของกระทรวงศึกษาธิการเล็งเห็นความสำคัญของความสมดุลของแนวทางพัฒนาครูแบบ top-down และ bottom-up กระทรวงฯ พยายามกระจายอำนาจการตัดสินใจเกี่ยวกับโครงการ CPD ไปยังแต่ละภาคส่วนหรือแม้กระทั่งครูเอง ตัวอย่างเช่น กระทรวงศึกษาธิการเสนอกรอบแนวคิดโดยรวม โดยให้อำนาจแก่ครูมากขึ้นในการจัดการการพัฒนาวิชาชีพของตนเอง

ข้อเสนอแนะ

เนื่องจากกิจกรรม CPD ส่วนใหญ่ที่ครูได้เข้าร่วมหลังจาก Bootcamp เป็นกิจกรรมที่ได้รับงบประมาณและจัดขึ้นภายใต้การดูแลของกระทรวงศึกษาธิการและสำนักงานเขตพื้นที่การศึกษา ในรายงานส่วนนี้จะเน้นให้ข้อเสนอแนะแก่องค์กรนี้ ตลอดจนผู้จัดกิจกรรม CPD อื่น ๆ โดยข้อเสนอแนะที่อ้างอิงตามผลการศึกษาสามารถแบ่งออกเป็น 4 ประเด็นหลัก ได้แก่ 1) การพัฒนาวิทยากรและผู้นำ 2) การพัฒนาครู 3) การบริหารจัดการ CPD และ 4) ประเด็นเกี่ยวกับบุคลากร

สำหรับการพัฒนาวิทยากรและผู้นำ ทางกระทรวงศึกษาธิการและสำนักงานเขตพื้นที่การศึกษาควรจัดให้มีการอบรมและการประชุมเชิงปฏิบัติการสำหรับวิทยากร ผู้อำนวยการโรงเรียน ศึกษานิเทศก์ ตลอดจนบุคลากรของ HCEC เกี่ยวกับบทบาทสำคัญในการสนับสนุนการพัฒนาครู บทบาทเหล่านี้รวมถึง การส่งเสริมและกระตุ้นให้ครูมีส่วนร่วมในการพัฒนาวิชาชีพของตน การสนับสนุนกิจกรรมที่เริ่มจากความต้องการของครูเอง และการหาผู้สนับสนุนหรือแหล่งทุนในการจัดกิจกรรม CPD วิทยากรและผู้นำควรได้รับการอบรมเกี่ยวกับทักษะการนำกระบวนการ (Facilitation Skills) โดยเฉพาะอย่างยิ่งทักษะการบริหารกลุ่ม (Group Management) และทักษะการให้ข้อมูลป้อนกลับ (feedback giving skills) ซึ่งถือเป็นทักษะที่จำเป็นสำหรับผู้นำในลำดับต้น ๆ (ข้อเสนอแนะ 7.6 บทที่ 7) เพื่อเป็นการรักษาและพัฒนาระบบ CPD ที่มีประสิทธิภาพในระดับประเทศ ควรกำหนดให้หน้าที่ความรับผิดชอบด้าน CPD และคุณภาพของ CPD เป็นเกณฑ์ข้อหนึ่งของการประเมินผลการปฏิบัติงานของผู้อำนวยการเขตพื้นที่การศึกษา ผู้อำนวยการโรงเรียน และศึกษานิเทศก์ด้วย กระทรวงศึกษาธิการควรส่งเสริมและอบรมครูให้มีทักษะการเป็นผู้นำ และเนื่องจากมีครูจำนวนมาก กระทรวง ฯ ต้องมีเกณฑ์ที่ชัดเจนในการคัดเลือกครูที่จะเข้าร่วมการอบรมดังกล่าว (ดูรายละเอียดในบทที่ 7 ข้อเสนอแนะ 7.1–7.6)

สำหรับการพัฒนาครู การอบรมและการประชุมเชิงปฏิบัติการที่จะจัดขึ้นในเร็ววันนี้ ควรเน้นที่การพัฒนาทักษะและเน้นให้เกิดความเชี่ยวชาญ ทั้งนี้ เนื่องจาก PLC มีแนวโน้มเป็นกิจกรรมที่มีศักยภาพในการส่งเสริมการพัฒนาอย่างต่อเนื่องมากที่สุด กระทรวงศึกษาธิการและหน่วยงานหลักของรัฐที่เป็นผู้จัดกิจกรรม CPD (เช่น สำนักงานเขตพื้นที่การศึกษา HCEC และโรงเรียน) ควรอำนวยความสะดวกในการจัด PLC ทั้งด้านสิ่งอำนวยความสะดวก อุปกรณ์ การเชื่อมต่ออินเทอร์เน็ตและแพลตฟอร์มการประชุมวิดีโอทางไกลซึ่งจะช่วยให้ครูสามารถจัด PLC ได้ทั้งแบบต่อหน้า แบบออนไลน์ที่ครูสามารถมีส่วนร่วมใน PLC ได้ทันที (synchronous online PLCs) และแบบผสมผสาน (blended PLCs) (ข้อเสนอแนะ 7.9 บทที่ 7) นอกจากนี้ หน่วยงานดังกล่าวยังควรให้ครูได้มีโอกาสฝึกทักษะการทำ PLC จากการปฏิบัติจริงทั้งในสถานที่และแบบออนไลน์ไปพร้อม ๆ กับการมีที่ปรึกษา PLC ที่ครูสามารถติดต่อ

ขอคำแนะนำได้ สำหรับการบันทึกการทำ PLC ควรเปลี่ยนจากการบันทึกรูปแบบกระดาษไปเป็นแบบฟอร์มอย่างง่ายที่สามารถกรอกแบบออนไลน์ได้ ทรัพยากรและสิ่งอำนวยความสะดวกเหล่านี้ควรจัดไว้ให้ครู ทั้งที่ HCEC และบนดิจิทัลแพลตฟอร์มเพื่อการเรียนรู้ของกระทรวงศึกษาธิการ นอกจากนี้ควรมีการบูรณาการทั้งแนวคิดและแนวปฏิบัติเกี่ยวกับการพัฒนาวิชาชีพอย่างต่อเนื่องไว้ในหลักสูตรครุศาสตร์อีกด้วย รายละเอียดข้อเสนอแนะเพื่อการพัฒนาครูอธิบายไว้ในบทที่ 7 ข้อเสนอแนะ 7.7-7.11

ในแง่ของการจัดการ CPD กระทรวงศึกษาธิการควรพิจารณาและตัดสินใจเป็นรายโครงการว่าควรเป็นกิจกรรมแบบจัดในสถานที่หรือแบบออนไลน์ โดยสามารถพิจารณาจากสองประเด็นหลัก ได้แก่ จำนวนครูและเนื้อหาหรือประเด็นที่จะฝึกอบรม ในทางปฏิบัติ การจัดกิจกรรมและโครงการในรูปแบบออนไลน์จะมีความเหมาะสมกับโครงการที่จัดขึ้นสำหรับครูจำนวนมากและเป็นการอบรมให้ความรู้ ในขณะที่การอบรมที่จัดในสถานที่จะเหมาะสำหรับโครงการที่เน้นพัฒนาทักษะและจัดให้กับครูจำนวนไม่มาก (ข้อเสนอแนะ 7.12 บทที่ 7) ประเด็นต่อมาคือช่องทางการสื่อสารสำหรับกระทรวงศึกษาธิการในการสร้างความตระหนักรู้แก่สาธารณชนเกี่ยวกับนโยบายการศึกษา เนื่องจากผลการศึกษานี้พบปัญหาในการสื่อสารระหว่างกระทรวงศึกษาธิการกับผู้มีส่วนได้ส่วนเสียและกับสาธารณชน กระทรวง ฯ จึงควรใช้ช่องทางสื่อสารที่หลากหลายและทำการประเมินเพื่อปรับปรุงการสื่อสารให้ดีขึ้นในอนาคต นอกจากการสื่อสารแล้ว กระทรวง ฯ ต้องมีระบบควบคุมคุณภาพ CPD ที่มีประสิทธิภาพ แต่เนื่องจากมีข้อมูลจำนวนมากที่ต้องตรวจสอบ

ดังนั้นการใช้ระบบปัญญาประดิษฐ์เพื่อคัดกรองข้อมูล และการประมวลผลที่แสดงผลลัพธ์แบบกราฟิกสำหรับการประเมิน เป็นหนึ่งในทิศทางที่เป็นไปได้ คำแนะนำเพิ่มเติมสำหรับการจัดการ CPD อธิบายไว้ในบทที่ 7 ข้อเสนอแนะที่ 7.12–7.20

สำหรับประเด็นที่เกี่ยวข้องกับบุคลากรด้านการพัฒนาครู กระทรวงศึกษาธิการควรตระหนักถึงความท้าทายต่าง ๆ รวมทั้งความต้องการการสนับสนุนจากกระทรวง ฯ ของบุคลากรด้านการพัฒนาครูในปัจจุบันด้วยภาระงานหนักหลายด้านของศึกษานิเทศก์และ TMT กระทรวงศึกษาธิการควรสำรวจ หาความร่วมมือและทำงานร่วมกับองค์กรภายนอก เช่น สมาคมครู มหาวิทยาลัยและสถาบันการศึกษาของรัฐและเอกชนอื่น ๆ เพื่อให้การสนับสนุนเพิ่มเติมและแบ่งเบาภาระงานของบุคลากรกลุ่มนี้ โดยเฉพาะอย่างยิ่ง สำหรับ TMT ซึ่งมีบทบาทสำคัญในระบบพัฒนาครูในระยะหลังมานี้ การทำงานการเป็นวิทยากรส่งผลเสียต่อการพัฒนาวิชาชีพในฐานะครู กระทรวงศึกษาธิการควรพิจารณาปรับหรือแก้ไขเกณฑ์การประเมินครูผู้สอนหรืออีกทางเลือกหนึ่งคือการกำหนดตำแหน่งครูวิทยากรในระบบการศึกษาอย่างเป็นทางการ (ข้อเสนอแนะ 7.23 บทที่ 7) ประการสุดท้าย บุคลากรหลักในระบบพัฒนา

ครูควรรับรู้และได้ตระหนักรู้เป็นอย่างดีเกี่ยวกับการเปลี่ยนแปลงระบบ หรือนโยบายที่สำคัญ เช่น ในกรณีของการเปลี่ยนแปลงจากศูนย์ ERIC เป็น HCEC ผู้จัดการ ERIC และ PEER ควรได้รับแจ้งเกี่ยวกับ การเปลี่ยนแปลงเพื่อทำความเข้าใจบทบาทหน้าที่ของตนอย่างชัดเจน (ข้อมูลเพิ่มเติมในบทที่ 7 ข้อเสนอแนะที่ 7.21–7.23)

โดยสรุป การศึกษานี้พบว่าการอบรม Bootcamp สร้างผลกระทบ เชิงบวกในด้านการพัฒนาวิชาชีพต่อเนื่องในประเทศไทย นอกจากนี้ ยังเห็นได้ชัดว่าการอบรม Bootcamp ได้เป็นจุดริเริ่มซึ่งนำไปสู่การดำเนิน โครงการและกิจกรรมสำคัญอีกจำนวนมาก รวมถึง การอบรม Bootcamp Turbo การปรับและการนำโครงสร้างและรูปแบบการอบรม ของ Bootcamp ไปใช้ และการพัฒนาวิทยากรชาวไทย (Thai Master Trainers หรือ TMT) ครูผู้ผ่านการอบรม Bootcamp ได้นำเทคนิค การสอนและกิจกรรมที่ได้เรียนรู้จาก Bootcamp ไปปรับใช้ในห้องเรียน ของตนเอง ไม่เพียงแต่ผู้ที่ได้รับการอบรมเท่านั้น ครูที่ไม่ได้เข้าร่วม

การอบรม Bootcamp ยังได้รับประโยชน์จากโครงการต่อเนื่องจาก Bootcamp และกิจกรรมพัฒนาวิชาชีพต่อเนื่องอื่น ๆ ที่ตามมาอีกด้วย อย่างไรก็ตาม ผลที่ได้นี้ไม่ได้รับประกันว่าครูจะใช้ประโยชน์จากความรู้ และทักษะที่ได้รับจากการอบรมในระยะยาว เพื่อส่งเสริมการพัฒนา วิชาชีพอย่างต่อเนื่องและส่งเสริมการใช้ประโยชน์ที่ได้รับจาก Bootcamp และการอบรมอื่น ๆ อย่างยั่งยืนนั้น มีหลายประเด็นที่ต้องดำเนินการ ตัวอย่างเช่น การจัดโครงการอบรมอย่างต่อเนื่อง การส่งเสริมให้ครู ทำ PLC จนเกิดเป็นกิจวัตร การมีบุคลากรในระบบพัฒนาครูที่มาก ความสามารถ การสร้างเครือข่ายครูที่เข้มแข็ง การนำนโยบายที่มี ประสิทธิผลไปใช้และการสร้างระบบสนับสนุนและติดตามการพัฒนา วิชาชีพที่มีประสิทธิภาพ

นอกจากปัจจัยที่กล่าวข้างต้นแล้ว สิ่งที่สำคัญที่สุดที่ต้องดำเนินการคือ การเตรียมความพร้อมของครูรายบุคคลให้มีทักษะและความสามารถ ในการกำกับตนเองมากขึ้นเกี่ยวกับการพัฒนาวิชาชีพของตนเอง

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Chapter 1: Background to the study

1.1 Introduction

Between 2016 and 2018, the Thai Ministry of Education (MoE), in partnership with the British Council, conducted a project called the Regional English Training Centre Project (RETC). This project, colloquially known as Bootcamp Training, consisted of a three-week training course for school-level English language teachers. By the end of the project, over 15,000 of 40,000 targeted English teachers in Thailand had participated in the training course. The evaluation of the project suggests that it was very successful. In particular, the project has had a positive impact on teachers' beliefs, attitudes and teaching practices (see also Hayes, 2018; The Nation, 2018).

However, it is still unclear whether the project has had any long-term impact on teachers' professional development. Although the RETC achieved its goals, it is worthwhile to further investigate the long-term impact of the project on the continuing professional development (CPD) of English teachers in Thailand. Also, there is still a pending list of over 20,000 school teachers who did not join the training courses. Therefore, the development practices of both the trained and untrained teachers should also be further investigated to assess the RETC and to identify potential directions for future teacher development.

This study, therefore, contains a systematic follow-up on 1) whether and how trained teachers continued their professional development after the RETC, and 2) whether and how the untrained teachers gained any benefits from the RETC.

1.2 Teacher professional development

'An education system is only as good as its teachers. Teachers are essential to universal and quality education for all: they are central to shaping the minds and attitudes of the coming generations to deal with new global challenges and opportunities. Innovative, inclusive and results-focused teaching is crucial for 2015 and beyond if we are to provide the best possible opportunities for millions of children, youth and adults worldwide.'
UNESCO, 2014: 9

This statement reflects why teacher quality is crucial and highly relevant to the improvement of student learning and the effectiveness of education. To enhance teaching quality, teachers need to have knowledge and skills, such as subject-matter knowledge, pedagogical knowledge and expertise, knowledge of learners, understanding of curriculum and materials and self-awareness (Richards & Farrell, 2005; Zein, 2017). Since professional knowledge and skills are context-specific and have changed over time, it is essential for teachers to continually develop their professionalism and keep up to date with the latest in teaching practices.

CPD is 'a systemic career-long process' (Borg, 2018: 9). It has an impact at both a micro level (teacher quality and learner quality) and a macro level (the quality of an educational system as a whole) (Richards & Farrell, 2005). This confirms the idea that CPD is crucial to achieve education development goals. However, this development is unlikely to succeed without ongoing support and opportunities provided for teachers.

1.2.1 Defining continuing professional development (CPD)

As CPD is an essential element in the improvement of teaching and, in turn, the quality of learning, it has received increased attention in language teaching circles recently. Major studies on teacher development have used several different definitions of CPD which differ in focus. These different focuses include processes or activities designed for development and the way in which teachers continue to develop their professionalism (Richards & Farrell, 2005), the teachers' effort required for continually updating knowledge and abilities (Cirocki & Farrell, 2019) and an understanding of how development works (Hashimoto & Nguyen, 2018). This study adopts a broad definition of CPD as the ways in which teachers continually develop their professional knowledge, skills and expertise through different forms of activities throughout their careers.

1.2.2 Forms of CPD activities

There are several forms of CPD activities which could be organised for teachers. Some examples given by Borg (2018) are:

- self-study (e.g. action research, teacher research on teaching practices in their classrooms)

- reading groups (e.g. teachers meet and discuss what they have read which is relevant to their teaching)

- peer observation (e.g. pairs of teachers visit and observe one another's lessons and reflect on teaching practices afterwards)

- mentoring/coaching schemes (e.g. teachers who are appropriately skilled and have more experience give support to those with less experience and expertise in their development)

- personal learning networks (e.g. teachers create interactions though their social networks to pursue professional development)

- professional learning communities (e.g. teachers work in groups to examine critical issues in their lessons)

- training courses and workshops.

These activities could proceed in different ways. An activity could be organised as a small-scale or large-scale activity, which is run by individual groups of teachers or run as a one-to-one or a group-based activity at an institutional or at a national level (Richards & Farrell, 2005). For example, a professional learning community (PLC) is a 'group-based' activity which can be 'formally' organised by the MoE or 'informally' organised by a group of teachers. In this case, a formal PLC supported by the MoE would apply a 'top-down' approach to organising a 'large-scale' project, while the informal one held by teachers would take a 'bottom-up' approach to form a 'small-scale' activity, for example at the 'department level'. Examples of forms of CPD activities and how they could be organised are summarised in Table 1.1.

Forms of CPD activities	Methods of organising CPD activities
- Self-study - Reading groups - Peer observation - Mentoring/coaching schemes - Personal learning networks - Professional learning communities - Training courses	- Individual, one-to-one or group-based CPD activity - Direct teaching (e.g. training course, workshop), learning within the school where the teacher works (e.g. through peer mentoring/coaching, collaborative teaching and professional learning communities) and out of school learning (e.g. through teacher networks, visits to other schools or school–university partnerships) (Peña-López, 2009) - Formal or informal activity - Top-down or bottom-up activity - Large-scale or small-scale activity - CPD initiated by individual teachers, CPD at the department level, school level, institutional level or national level

Table 1.1 CPD activities and the ways in which they could be organised

In this study, we investigated all forms of CPD activities in which teachers engaged after the Bootcamp project was over, with more emphasis on the PLCs and a training course called Blended Bootcamp Turbo. Contents of this report will be organised based on three groups of CPD activities as follows:

1. professional learning community

2. Blended Bootcamp Turbo training course, which was a cascade training course organised in 2019

3. other CPD activities that emerged during the data collection process. The activities included teaching portfolios, action research, team teaching, peer observation and other training and workshops, excluding Bootcamp Turbo.

The following sections provide brief information on the projects related to the focuses of this study which will be examined in detail in this report: Bootcamp, the PLCs and Bootcamp Turbo.

1.3 The Regional English Training Centre Project (RETC or Bootcamp)

The current study was conducted about a year after the influential RETC was completed. Given that over 40 per cent of English teachers in Thailand participated in the RETC training, it is important to understand this training to see the state of English teacher CPD at the start of the current project.

The RETC, colloquially known as Bootcamp, was run by the MoE in Thailand in partnership with the British Council between 2016 and 2018. There were 15 RETC centres across the country.

The Bootcamp project was a formal, top-down, large-scale training course run at the national level. It provided a three-week, 90-hour training course with the goal of transforming communicative teaching skills in primary and secondary education in Thailand (British Council, 2018).

1.3.1 Components of the course

Bootcamp training consisted of training sessions and face-to-face follow-up sessions. Teachers also received ongoing support, which was provided in both face-to-face and online formats (see Figure 1.1).

Training session

Lesson planning
Lesson management
Speaking activities
Teaching vocabulary
Teaching reading
Teaching grammar

Follow-up session

Face-to-face meetings

Ongoing support
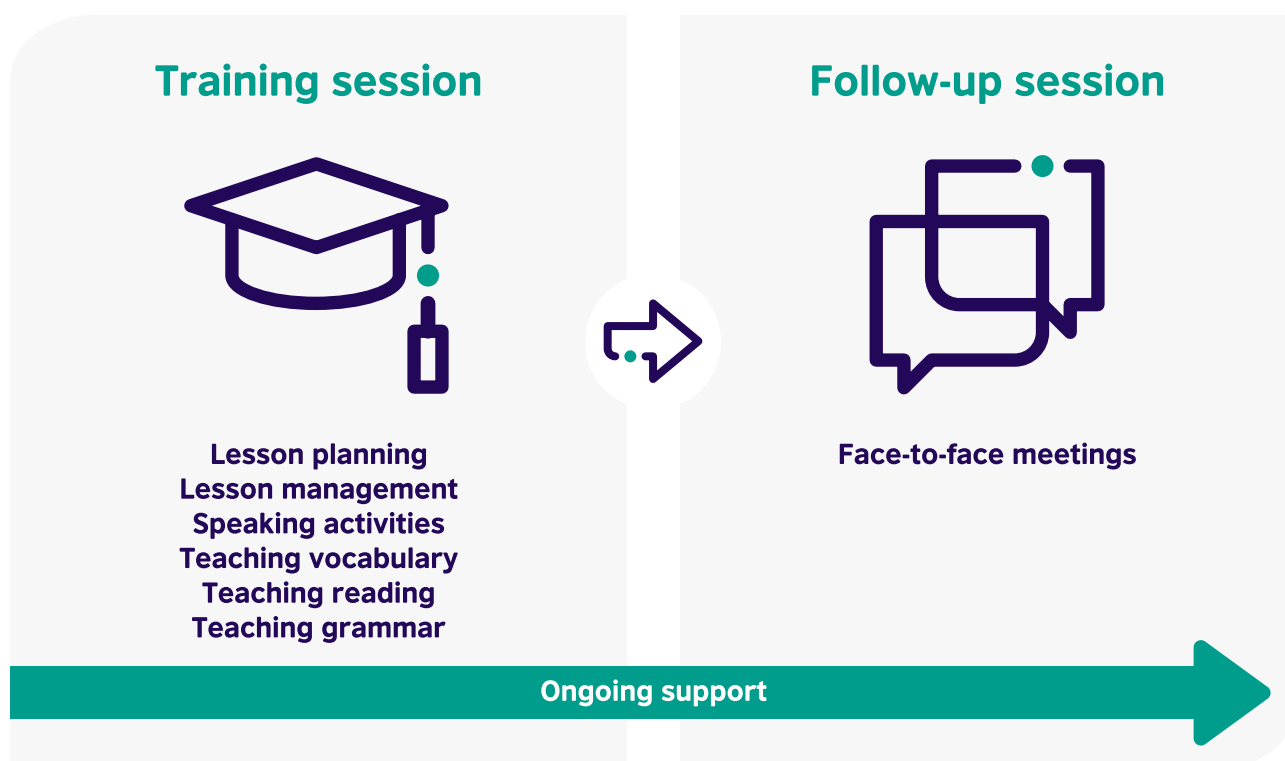
Figure 1.1 **Components of Bootcamp**

- Training sessions: Course content covered knowledge and skills necessary for teachers (e.g. lesson planning, lesson management, speaking activities, teaching vocabulary, teaching reading and teaching grammar). Teachers planned and delivered microteaching lessons to peers every week and participated in follow-up tasks.

- Follow-up sessions: There were face-to-face meetings carried out five weeks after the training.

- Ongoing support: Ongoing support was given through face-to-face mentoring/coaching in schools and online forums, social media and

online platforms. At some schools, follow-up meetings were arranged in the form of PLCs, where teachers met to discuss and reflect on their teaching practice.

1.3.2 Direct beneficiaries of the Bootcamp project

Three main groups of direct beneficiaries of Bootcamp were teachers, supervisors and Thai Master Trainers (TMTs) (see Figure 1.2).

15,260
teachers

200
supervisors

45
TMTs

Figure 1.2 Direct beneficiaries of Bootcamp

- Teachers: 15,260 teachers in 230 batches received training. After the training, teachers were assessed on their confidence, teaching competence and classroom English. The evaluation showed a great improvement for most teachers in all three aspects (see Hayes, 2018). Specifically, teachers improved their lesson planning, lesson management and English subject knowledge.

- Supervisors: A supervisor is an educational officer of the MoE. Initially, the duties of the supervisors were to support, advise and improve the teaching and learning in educational institutions. Supervisors are now responsible for planning, supervising, monitoring and evaluating the educational management of the educational institutions under the MoE. Their responsibilities also include promoting learning and teaching to meet standards, promoting academic affairs in schools, developing evaluations and standardising tests (Khongsakhon, 2020). For Bootcamp, two batches of supervisors were trained. The first batch of 25 supervisors attended a one-week course run by

the British Council Bootcamp managers in the later stages of Bootcamp. This course focused on CPD, mentoring, observation, coaching and feedback, and an overview of Bootcamp content. In the second batch, 200 supervisors participated in a three-day cascade training course which was designed and delivered by Thai trainers and supervisors who had received the first training (Hayes, 2018).

- Thai Master Trainers: 45 TMTs benefited greatly from the project. They were Bootcamp participants who were selected for their high potential based on British Council and MoE criteria. For example, they had a CEFR B2 level of English proficiency or above. They had demonstrated good teaching skills and practices, interpersonal skills and teamworking and other professional skills. TMTs received a range of additional training, including high-quality training called Train the Trainer (Israngkura & Phomahad, 2018). After they had completed a series of training, they received ongoing mentoring and coaching from professional trainers (see also Hayes, 2018).

1.4 Professional learning community (PLC)

To ensure that the Bootcamp training was not a one-off training with little long-term impact, the training included how CPD could be achieved through PLCs. We therefore need to understand how Bootcamp attempted to promote CPD through PLCs.

PLC refers to activities that stimulate ongoing, reflective and collaborative learning among members (Zonoubi, Rasekh & Tavakoli, 2017; Stoll & Louis, 2007). In education, PLCs have widely been accepted for decades as an important tool for teachers' CPD. In PLCs, teachers share and reflect on their teaching practice issues, examine common challenges and discuss solutions.

1.4.1 Benefits of PLCs

Participating in PLCs helps teachers enhance their particular skills, such as critical thinking, problem solving, creative thinking, communication and collaboration. In turn, applications of the skills and teaching knowledge gained from PLCs in classrooms can benefit students (Borg, Lightfoot & Gholkar, 2020). Well-developed PLCs are a promising solution for the sustained development of teachers' professional knowledge and are likely to enhance student learning and achievement (Thompson, Gregg & Niska, 2004; Vescio, Ross & Adams, 2008).

1.4.2 Thai policy on PLCs

The Thai MoE has promoted CPD for Thai teachers and integrated it in the Thai education system by including aspects of teacher development as part of the criteria for academic standing promotions.

In 2017, the Office of the Permanent Secretary of the MoE announced an educational reform policy, where teachers' work history will be considered on the basis of two main factors: years of teaching experience and hours of teaching per year. Additional requirements were set for a professional-level teacher to be promoted to the senior professional level. Apart from years of experience and teaching hours, they are also required to attend a certified training programme as well as at least 50 hours of participation in a PLC (The Nation, 2017; Office of the Permanent Secretary, 2017).

1.4.3 Recommendations for PLCs from the previous report on Bootcamp

According to an evaluation report of Bootcamp published by the British Council (Hayes, 2018), the project achieved its goal whereby teachers greatly improved their teaching skills and classroom language. However, there remained concerns about the long-term impact of the project regarding changes in classroom teaching. After Bootcamp, to ensure that changes and new practices it had brought to teachers became deep-rooted, the trained teachers were encouraged to apply what they had learned to their teaching practices. Since PLCs fit well with this goal as a vehicle for CPD, the trained teachers have been encouraged to participate in an existing PLC in schools, especially one which relates to Bootcamp.

The evaluation report also provided recommendations for arranging PLCs. In terms of management, time for PLCs should be allocated in teachers' timetables to promote continuing development. PLCs should also be integrated as a part of online and face-to-face mentoring sessions. To achieve this, teachers need guidance and support from mentors and require resources which will equip them to gain the full benefit of PLCs. This also means that teachers need to be provided with the opportunity to engage in PLCs with support from their schools. Moreover, supervisors and TMTs who have worked in the RETC are key teacher support personnel. These aspects will be investigated in the current study to see if the actual practices address these expectations.

1.5 Blended Bootcamp Turbo course (2019)

The Blended Bootcamp Turbo course (Bootcamp Turbo) was held with the aim of reaching the maximum number of teachers from the pending list for Bootcamp with the intensive learning of communicative teaching practice.

Bootcamp Turbo is a 30-hour adapted course based on the Bootcamp course. Its main objectives are to improve the ability to teach English through English and to develop the skills teachers need to reflect on their teaching performances.

Face-to-face training	Online learning	PLC
Face-to-face learning input session of the original Bootcamp course (12 hours)	Online learning (12 hours)	PLC existing in Thai schools (6 hours)
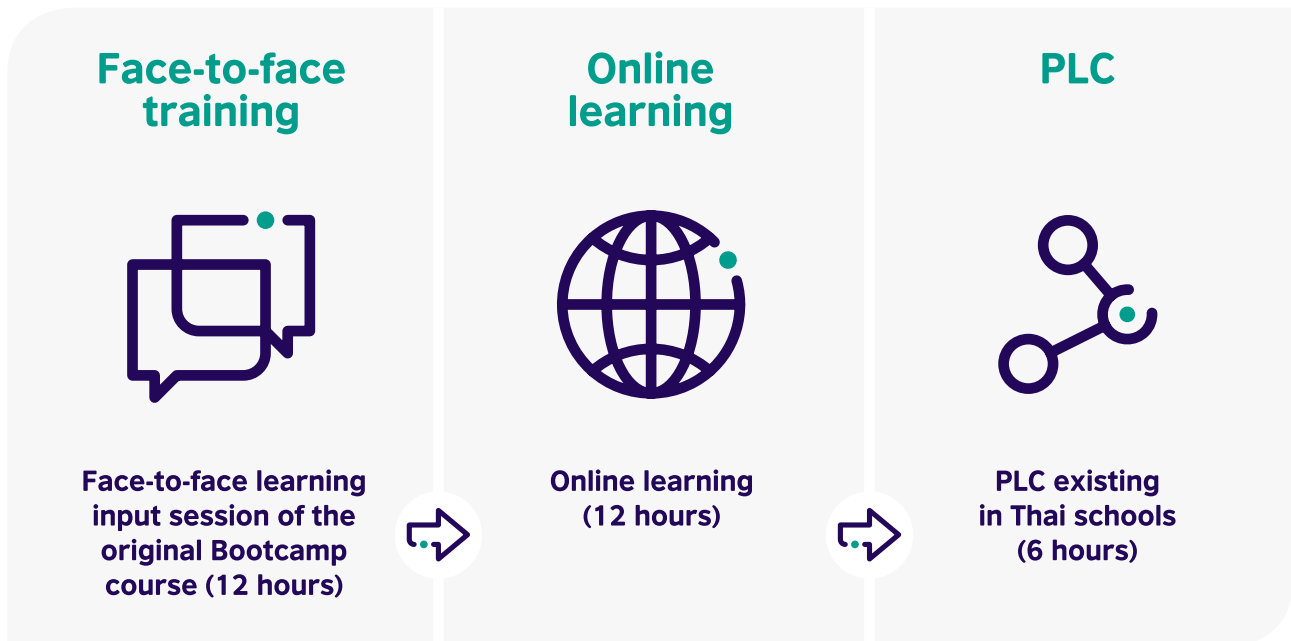
Figure 1.3 Components of Bootcamp Turbo

As shown in Figure 1.3, components of the course include the 12-hour face-to-face learning input sessions of the original Bootcamp course, 12 hours of online learning and the six-hour PLC existing in Thai schools as part of the learning process (British Council, 2019).

Over 10,000 teachers received the training. Teachers were trained in knowledge of teaching English through English, delivered microteaching online to demonstrate teaching activities and received feedback on their performance, with support under the supervision of supervisors and TMTs. They had opportunities to reflect on their own microteaching and joined in several follow-up activities. They worked collaboratively with supervisors and TMTs to share and discuss challenges. A Facebook Group called 'PLC Bootcamp Thailand' was created to encourage teachers, trainers and supervisors to share knowledge and teaching practices.

The data-collection stage of this study overlapped with the period that Bootcamp Turbo took place. Bootcamp Turbo, as the cascade training, is therefore one of the focused contexts and was mentioned frequently by many teachers who were key respondents of this study.

1.6 Purposes of this study

This study aims to investigate CPD practices taking place after Bootcamp to see whether the teachers trained at Bootcamp training continued their development and whether untrained teachers gained any benefits from the initial projects. The investigation of the types of CPD practices and their extent throughout Thailand will provide insights into the key factors which would be most useful in promoting CPD and supporting key CPD personnel as well as identifying gaps in CPD provision for future projects.

Therefore, this study involved teachers, key personnel for teacher CPD and MoE officials responsible for CPD in order to find out about their experiences of and perspectives on CPD activities during the two years following Bootcamp. We hoped that this period of time would cover a range of activities which would provide us with an overview of CPD for teachers after the particular training course as well as ensure a reasonable period for teachers and the other research participants to recall their experience of practices.

Based on these purposes, this study intends to address five main objectives:

1. to identify follow-up training and developmental activities which proceeded from the RETC and to estimate the extent of these activities throughout Thailand

2. to investigate the nature of CPD activities, focusing on how these activities work, what challenges they faced and what support can be given to promote CPD

3. to investigate the impact of CPD activities

4. to investigate collaboration among key personnel such as supervisors and TMTs who promote CPD

5. to investigate how key personnel for policymaking and implementing CPD projects view CPD activities.

1.7 How this report is organised

This introductory chapter has provided background to the study as well as relevant concepts to CPD. Chapter 2 will describe the methodology for conducting this study. The main findings will be reported in Chapters 3 to 6, which are organised based on the five objectives of the study. The findings of the analysis will cover the types, the extent and the nature of CPD activities (Chapter 3), the impact of CPD activities (Chapter 4), the work and collaboration of key personnel (Chapter 5) and administrative perspectives on CPD for teachers in the Thai context (Chapter 6). Chapter 7 will provide a summary of findings and give recommendations and implications that will promote successful CPD for English teachers in Thailand.

Chapter 2: Methodology

This chapter describes how the study was conducted. It is organised based on five aspects which address the objectives of the study:

1. the types and extent of the post-Bootcamp activities

2. the details of the activities

3. the impact of the activities

4. the work and collaboration of the key personnel in the CPD operating system

5. the administrative perspectives on CPD activities.

The data was collected through interviews, observations and an online survey.

Key respondents of the study were Thai Ministry of Education (MoE) executives, teacher supervisors, Thai Master Trainers (TMTs), English Resource and Instruction Centre (ERIC) managers and Primary Education English Resource Center (PEER) managers, and both English teachers who participated in the Bootcamp training course and those who did not. This research followed standard ethics practices and has received institutional ethics approval.

The overview of the data collection is presented in Table 2.1.

2.1 Data collection

Table 2.1 presents a summary of the data-collection methods. Details on focuses, data-collection instruments, participants and research sites are provided in Sections 2.1.1–2.1.5.

Table 2.1 Data collection

Objectives	Focuses	Participants	Methods of data collection	Research areas
1. To identify the follow-up training and developmental activities and the extent of such activities (see Chapter 3 for the results)	1.1 Types of CPD activities, work, successes, challenges and support needed	**42 participants:** 4 TMTs 5 supervisors 5 ERIC managers 7 PEER managers 13 trained teachers 8 untrained teachers	Interviews	Chiang Mai Kanchanaburi Nakhon Phanom Samut Prakan
	1.2 The extent of the activities	**1,323 teachers**	Questionnaire	Throughout Thailand
2. To investigate the details of the CPD activities (see Chapter 3 for the results)	2.1 Details of PLC: work, successes, challenges and support needed	**3 PLC members**	Interviews	Chiang Mai
		3 Line Groups, 3 Facebook Groups/ Pages 1 face-to-face PLC	Observations of PLCs	Line, Facebook

	2.2 Details of cascade training: work, successes, challenges and support needed	**19 participants:** 9 trainers 10 trainees	Interviews	Chiang Mai
		7 TMTs	Observations of cascade training	2 Bootcamp Turbo: Suphanburi Nakhon Pathom
	2.3 Details of other CPD: work, successes, challenges and support needed	**4 CPD participants** (Bootcamp trained teachers)	Interviews	Chiang Mai
3. To investigate the overall impact of CPD activities (see Chapter 4 for the results)	Impact of CPD	**1,323 responses** from primary and secondary school teachers	Questionnaire	Throughout Thailand
4. To investigate work and collaboration of teacher support personnel (see Chapter 5 for the results)	4.1 Project work and collaboration	**14 participants:** 4 TMTs 5 supervisors 5 ERIC managers	Interviews	Chiang Mai Kanchanaburi Nakhon Phanom Samut Prakan
	4.2 Responsibilities and support for teacher trainer and teacher support personnel			
5. To examine administrative perspectives on CPD activities (see Chapter 6 for the results)	Administrative perspectives on CPD and CPD projects	**3 MoE officials**	Interviews	MoE (Bangkok)

2.1.1 Objective 1: To identify the follow-up training and developmental activities and the extent of the activities

To achieve this objective, two focuses were specified. The first focus is to identify types of

CPD activities, work, successes, challenges, and support needed (Focus 1.1) and the second is to identify the extent of the activities throughout Thailand (Focus 1.2).

Focus 1.1: To identify types of CPD activities, work, successes, challenges and support needed

Participants

The participants were 42 primary and secondary school teachers who have different responsibilities as TMTs (4), supervisors (5), ERIC managers (5), PEER managers (7), trained teachers (13) and untrained teachers (8).

Unlike TMTs, supervisors and trained teachers, who are direct beneficiaries of the Bootcamp project, ERIC and PEER managers were not involved in the project but they are key teacher support personnel in the Thai education system. They oversee English Resource and Instruction Centres (ERIC) and Primary Education English Resource Centers (PEER), which are the centres originally established to organise training and provide support for the CPD of English language teachers in primary and secondary schools across Thailand.

Research areas

The primary goal with regard to participant selection was to present the overall picture of CPD activities throughout Thailand as well as the collaborations of the key personnel in a particular activity. Four case studies in four demographic areas were systematically chosen to represent Thailand instead of using simple random sampling, which would best represent the country but would not allow for gathering in-depth information on internal collaborations. Classified by land size or regions of Thailand, the four provinces chosen as the case studies were:

- Chiang Mai (as a large province in Northern Thailand)
- Nakhon Phanom (as a province in a rural area in Northeastern Thailand)
- Kanchanaburi (as a medium-sized province in Western Thailand)
- Samut Prakan (as a province in an urban area in Central Thailand).

To determine the numbers of participants for the interviews, we first focused on the numbers of supervisors and TMTs, because they were far fewer than the others. Since we found only one or two of them in each province, the number in these two groups was used as the basis for determining the number in the other groups of participants.

The expected numbers of the participants in this study are shown in Table 2.2. This possible sample size could ensure a manageable number of participants and a practical data-collection plan that would allow us to obtain detailed information.

Table 2.2 Information of 42 teachers involved in interviews based on their roles and areas

No.	Areas	Sup	TMT	ERIC	PEER	Trained Ts	Untrained Ts	Total
	Expected number /province	(1–2)	(1)	(1)	(2)	(2-3)	(2-3)	**(9–12)**
1.	Chiang Mai	1	1	2	2	3	1	**10**
2.	Kanchanaburi	1	1	1	2	4	3	**12**
3.	Nakhon Phanom	2	1	1	2	3	2	**11**
4.	Samut Prakan	1	1	1	1	3	2	**9**
	Total	**5**	**4**	**5**	**7**	**13**	**8**	**42**

Data collection

We conducted phone interviews with all 42 teachers to help identify CPD activities and to gain insights on how the activities were operated and how key support and training personnel worked together to support teachers as well as their collaborations in the activities (see the categories of interview questions for supervisors, TMTs, ERIC and PEER managers, trained teachers and untrained teachers in Appendices A–E). The duration of the interviews with teachers ranged from 30 to 45 minutes each. All interviews were audio-recorded and transcribed for further analysis.

Focus 1.2: To identify the extent of the activities throughout Thailand

Participants

Age range

The participants in this stage were teachers of English in primary and secondary schools in Thailand which were supervised by the Office of the Basic Education Commission (OBEC). They participated in this study on a voluntary basis.

There were 1,323 teachers, who responded to an online questionnaire with 85.6 per cent identified as female. Their ages ranged from 22 to 67 years (M = 40.7, S.D. = 10.0). The details of the age range are shown in Table 2.3.

Age range	Percentage
20–29	**16.0**
30–39	**32.0**
40–49	**27.2**
50–59	**22.2**
Not specified	**2.6**

Table 2.3 Age range of the participants

Educational background

Degree

In terms of the participants' educational background, 58.0% of the teachers hold a bachelor's degree, 39.9% hold a master's degree, while the rest did not specify their educational background.

Fields of study

- Over 90 per cent of the participants have a degree related to English language areas, for example:

  ◦ English language teaching (9.3 per cent) (e.g. English teaching in primary and secondary education, applied linguistics, curriculum and instruction for English subject)

  ◦ teaching (10.3 per cent) (e.g. Education, Elementary education, Diploma in Teaching Profession)

  ◦ English and linguistics (45.2 per cent)

  ◦ educational administration and management (25.8 per cent).

- Less than ten per cent of the participants graduated from other fields of study (e.g. social sciences, Thai language, psychology, mathematics, sociology, anthropology, art education, tourism industry, information and technology management, finance and banking, economics, computing, biology, business administration, political science, journalism, and library and information science).

Teaching experience

With regard to their teaching experience, the participants have taught English from a few months to 43 years (M = 13.9 years, S.D. = 10.20), with half of them having a few months to ten years of experience. Although they are teachers of English, one-third reported that they also teach other subjects, for example mathematics, sciences, Thai language, social science and others, with some teaching all mentioned subjects. Among these teachers, 47.1 per cent

teach primary level, 34.0 per cent teach secondary level and 17.2 per cent teach primary and secondary levels.

In terms of their professions and workloads, 18.1 per cent of the teachers reported that they also have additional responsibilities as, for example, a supervisor, a TMT, a head of department or a PEER or ERIC manager.

For training experiences, among those who trained in Bootcamp and Bootcamp Turbo, 60.2 per cent participated in the RETC, 7.3 per cent in Bootcamp Turbo and 32.5 per cent had not joined any of these activities.

Research areas

The participants who responded to the questionnaire were from different regions of Thailand. The details of the participants' locations and the number of participants in each area are presented in Table 2.4.

Table 2.4 Details of the participants' locations and the number of participants from different regions in Thailand

No	Region	Frequency	Percentage
1	Central	482	36.4
2	Northern	154	11.7
3	Southern	188	14.2
4	Eastern	21	1.6
5	Western	53	4.0
6	Northeastern	401	30.3
7	Not specified	24	1.8
	Total	**1,323**	**100**

Data collection

An online survey created on Google Forms was used to collect data in this stage of the study. The survey was designed to estimate the extent of CPD activities in Thailand as well as to investigate the overall impact of the conducted activities in several aspects (Objective 3). The questionnaire consisted of 28 questions in four main parts: background to the participants (11 items), CPD activities built on Bootcamp (four items), CPD activities not relevant to Bootcamp (11 items) and comments and suggestions for promoting CPD activities for teachers in Thailand (two items). The questionnaire consisted of both open-ended and closed-ended questions (see Appendix F). The questionnaire was expected to take approximately 10–15 minutes to complete. It was distributed to teachers through email and social networking applications, such as the Line application and Facebook Groups, with cooperative assistance and support from the English Language Institute, OBEC (MoE).

2.1.2 Objective 2: To investigate the details of the CPD activities

To investigate the details of the CPD activities, the work, successes, challenges and support needed were studied for three focuses: PLCs (Focus 2.1), cascade training (Focus 2.2) and other CPD activities (Focus 2.3).

Focus 2.1: To investigate the work, successes, challenges and support needed in PLCs

Participants and data source

The participants in this stage of the study were three primary and secondary school teachers who had experience with PLCs. Based on the information gained from the first stage, online communities were found to be the most active form of CPD and could provide useful and interesting information on informal CPD activities. Therefore, we also investigated seven online PLC sessions which are available on Facebook (three Pages/Groups), Line (three Line Groups) and VDO recordings of face-to-face PLCs which are available online (one PLC).

Research area

To allow us to see an overview as well as the specific details of CPD activities, for example work and collaborations among key personnel of the activities, we focused particularly on one of the four research areas. Based on the information gained from the interviews conducted in the first stage, Chiang Mai was chosen as a case study for further investigation.

The PLC in Chiang Mai seems to show the best practices compared with the other regions. The teachers who were interviewed in the first stage mentioned many activities conducted in Chiang Mai. They also gave details which show effective collaborations among teacher-training personnel, teacher-supervisory personnel and teachers. For example, supervisors, TMTs and teachers (both those who did and those who did not attend Bootcamp) mentioned the others' work in the same CPD projects, although ERIC and PEER managers tended not to have an active role or not to work with the other groups in CPD activities during and after Bootcamp. Moreover, there are some teachers who are active and enthusiastic in initiating developmental activities in their schools, despite not having a budget or any financial support from the government. This is the case of a bottom-up initiative. The Chiang Mai case could, therefore, be a role model for policymakers, CPD planners and other teachers.

Data collection

First, PLC members were interviewed by phone, with each interview lasting approximately 20 to 30 minutes (see the interview questions in Appendix G). Then observations of PLCs were conducted via the Line application and via Facebook Groups. (The PLC observation form is provided in Appendix H.)

Focus 2.2: To investigate the details of work, successes, challenges and support needed in cascade training

Participants and data source

The participants were nine teachers who had experience as trainers and ten trainees of the cascade training. Moreover, based on the availability at the time of data collection, data was also collected from onsite observations of the cascade training sessions, Bootcamp Turbo.

Research areas

The Bootcamp Turbo sessions observed in this study were in Suphanburi and in Nakhon Pathom.

Data collection

Two methods of data collection were used:

1. phone interviews with the trainers and the trainees from Chiang Mai (see the interview questions in Appendices I and J)

2. observations of Bootcamp Turbo (see the observation form in Appendix K).

Focus 2.3: To investigate the details of other CPD activities, focusing on work, successes, challenges and support needed

Participants

The participants of this stage were four teachers who had experience with CPD activities other than PLCs and Bootcamp Turbo.

Research area

The teacher participants involved in this stage were from Chiang Mai.

Data collection

The data was collected from phone interviews. (The interview questions for teachers who joined other CPD activities are provided in Appendix L.)

2.1.3 Objective 3: To investigate the overall impact of CPD activities

Focuses

We investigated the impact of CPD activities, focusing on six aspects, which include the impact in terms of 1) knowledge and professional skills, 2) teaching, 3) learning and learning outcomes, 4) teacher networks, 5) organisational awareness, and 6) organisational change.

Participants, data collection and research areas

The input of the impact of CPD activities was the responses to the open-ended questions of the online questionnaire. The details of participants, the questionnaire and research areas can be found in Section 2.1.1, Focus 1.2.

2.1.4 Objective 4: To investigate the work and collaboration of teacher support personnel

Focuses

There are two focuses which address this objective. The first focus (Focus 4.1) is to investigate the project work and collaboration, while the latter (Focus 4.2) is to investigate responsibilities and support for teacher trainers and teacher support personnel.

Participants, data collection and research areas

The data, which is the input used to address these focuses, is from phone interviews with four TMTs, five supervisors and five ERIC managers from four provinces. They are the same group of respondents as for the interviews for Focus 1.1.

2.1.5 Objective 5: To examine administrative perspectives on CPD activities

Participants

To address this objective, three MoE officials who are responsible for educational and Thai teacher developmental projects were interviewed to gain insights into their perspectives of CPD activities for teachers. Details of the participants from the MoE are given here:

1. Dr. Kawinkiat Nonthapala (Deputy Secretary General of the Basic Education Commission) provided an overview of Thai policies which relate to teacher development.

2. Dr. Atittaya Punya (Director of English Language Institute, OBEC, MoE) was responsible for English teachers in Thailand and handled RETC.

3. Mr. Weerasak Samaksamarn (Head of Language Teaching and Learning Unit, Bureau of Academic Affairs and Educational Standards, OBEC, MoE) was responsible for RETC in the initial stage.

Data collection and research areas

The interviews with MoE officials were conducted in person at the Ministry of Education in Bangkok. (See Appendix M for the interview questions.) Key information gained from these participants was their perspectives and views on CPD activities for teachers, particularly teachers of English in primary and secondary schools. These participants are acknowledged and appreciated since they were key persons in the MoE whose perspectives are crucial for English teacher development planning. They have given their permission and signed the attribution consent form to allow us to use their real names in the report. The interviews lasted for 60 to 90 minutes.

2.2 Data analysis

Data collected for this study was both qualitative and quantitative data. The data collected from interviews and observation was analysed by qualitative data analysis methods, mainly thematic analysis. The analysis of word frequency and the use of words in contexts (corpus-based analysis) was also conducted to facilitate the thematic analysis, since words which frequently occur in the responses from the participants can be indicative of interesting and important responses.

Anonymous responses to the questionnaire were analysed quantitatively and qualitatively. The responses of the closed-ended questions were analysed by simple descriptive analysis (frequency, percentage), while the responses of the open-ended questions were thematised and interpreted accordingly. The analysis of word frequency counts and the use of frequent words in contexts was also conducted to help with thematising the responses according to the research purpose.

Chapters 3 to 6 will report the results of the study that address the five objectives. Chapter 7 provides a summary of findings and discusses emerging issues from the study. Suggestions and recommendations for promoting future CPD projects and activities will also be provided.

Chapter 3:
Continuing professional development following the Regional English Training Centre Project in Thailand

This chapter provides an overview of the continuing professional development (CPD) activities which took place after the Regional English Training Centre Project (RETC or Bootcamp). It includes details of the activity types and the extent of the activities managed by different government and private organisations.

First, we identified types of CPD activities after the Bootcamp by interviewing teachers and other teacher support personnel (Section 3.1). Second, more insights into the CPD activities were gained from the Chiang Mai case study, which focused on cascade training (Section 3.2), professional learning communities (PLCs) (Section 3.3) and other CPD activities (Section 3.4). Lastly, the extent of the activities throughout Thailand was investigated through an online survey (Section 3.5).

3.1 Overview of continuing professional development

We interviewed 42 teachers and other teacher support personnel about CPD activities in which they participated, focusing on cascade training and PLCs. Other activities which the teachers referred to in the interviews are identified as 'other CPD activities'. Examples of these activities are listed below, and the detail of each activity will be given in Sections 3.2, 3.3 and 3.4 respectively.

1. Cascade training:

- Bootcamp Turbo training, which is the training following Bootcamp, cascaded by Thai Master Trainers (TMTs)

- Bootcamp-based training, which is training using content and activities from Bootcamp and delivered by teachers who received Bootcamp training.

2. PLCs:

- PLCs which relate to Bootcamp training (Bootcamp PLCs)

- PLCs as a requirement for teachers based on the Ministry of Education's teacher development system, which will be referred to as MoE PLCs.

3. Other CPD activities:

- Examples of other activities which emerged from the interviews are an instructional media competition, best practices, focus groups and other training in collaboration with public and private sectors.

Apart from several CPD activities which teachers participated in after Bootcamp, we also found some interesting issues related to teacher development.

1. Bootcamp developed TMTs, who became a part of the teacher support system. TMTs are teachers who joined the first batch of Bootcamp training (2017) and were identified as having potential as a trainer. They were specially trained to be a trainer by the British Council and helped train later batches of Bootcamp participants. After Bootcamp, some of the TMTs have continued to play an important role in conducting cascade training for the MoE, schools, etc. TMTs are also involved in national, regional and educational area level training, although some of them decided not to be involved with these activities.

2. Bootcamp developed the trained teachers who played an important role in training at the school level. Bootcamp-trained teachers are those who joined the Bootcamp training and later helped schools conduct training for teachers who did not join Bootcamp. These trainers are more involved with school-level training, which means they conducted training for their peers at school.

3. Bootcamp created strong relationships between TMTs and supervisors, and TMTs and teachers. After the training, teachers taking different roles as TMTs, supervisors and trained teachers became more connected. These connections are the key to successful collaborations afterwards.

4. Bootcamp had a range of direct and indirect impacts on the professional development of Thai teachers. The training led to the implementation of several successful projects and activities, including Bootcamp Turbo training and the development of TMTs, who currently play an active role in the teacher development system. As an indirect result, the training created networking and collaboration opportunities for teachers. Many trained teachers became effective trainers at the school level. We could say that the legacy of Bootcamp has been the creation of changes to the broader education context.

5. We found a case study of an individual teacher who led self-initiated CPD activities for teachers (and students) in his community successfully. We termed this activity as a bottom-up activity, and the details are given in Section 3.4.2.

Sections 3.2, 3.3 and 3.4 will discuss details of each of the three types of CPD activities (cascade, PLCs and other).

3.2 Cascade training

This section reports the details of cascade training, including Bootcamp Turbo training and Bootcamp-based training, as perceived and understood by teacher interviewees, and the actual practices and contexts of the training.

3.2.1 Types of cascade training

Two types of cascade training were identified: 1) Bootcamp Turbo and 2) Bootcamp-based training. These two types of training will be referred to as Bootcamp Turbo by TMTs and Bootcamp-based training delivered by trained teachers.

Bootcamp Turbo by TMTs

Bootcamp Turbo is the formal cascade training implemented by the MoE in 2019, a year after the end of the British Council Bootcamp project. However, the training was designed to be shorter and more concise. The content is adjustable to meet the agreements and requirements of the training team under the supervision of each Educational Service Area Office. Typically, Bootcamp training takes three weeks, while Bootcamp Turbo takes only one to three days.

In my experience, the effectiveness of training depends on the performance of the trainers, the ability of the trainers to stimulate trainees' interests. Other factors are covering interesting content and the practicality of the training for different contexts. There should be various kinds of activities, encouraging teachers' engagement.

The trainers are like the teacher in a classroom and the trainees are like students. The training should be run as a workshop.

Key personnel who are responsible for the Bootcamp Turbo projects are Educational Service Area Offices, supervisors and TMTs. In some provinces, such as Nakhon Phanom, this activity was organised by an Educational Service Area Office and English Resource and Instruction Centre (ERIC), with around 40 teacher trainees.

Bootcamp-based training by trained teachers

The other type of cascade training delivered similar content and activities to Bootcamp Turbo. However, some sessions were run by teachers who had received Bootcamp training (trained teachers), while some others were co-trainings run by TMTs and the trained teachers. For example, in Chiang Mai, some secondary school teachers who attended Bootcamp were invited by a supervisor to be the trainers for a two-day workshop for primary school teachers.

The first day of training focuses on teaching techniques and teaching grammar based on the Bootcamp model. Trainers were trained at Bootcamp. There were three to four Master Trainers. Next, there was a demonstration of teaching and classroom management. The second day, teachers were in groups to demonstrate their teaching to the groups. Each of the four trainers were stationed in each room to monitor and supervise the teaching.

3.2.2 Details of cascade training

Responsibilities of trainers

The responsibilities of the TMTs ranged from planning the operational procedures with the supervisors, designing the short-term training course and content, preparing materials and running the course. In some areas, TMTs were also invited by supervisors to join their instructional supervision at schools after Bootcamp training. In the co-trained sessions, TMTs and trained teachers collaborated at every stage of the training.

Planning training because Bootcamp is in three weeks. What should we do to make the teacher understand the key concepts? Which part will we take? We have to work with the supervisor, but we are the ones who best understand the course because we started it. Before training Bootcamp Turbo, the TMT had to make training manuals, then they were sent to the Educational Service Area Offices who will oversee the course design. Therefore, the course will be designed and operated differently in different areas.

Engaging the trained teachers as trainers has several benefits. For the trained teachers themselves, they have an opportunity to take on a new role as trainers, to have a close relationship with TMTs and to expand their network with other Bootcamp-trained teachers in the training. For TMTs, training other trainers helps them advance their training skills.

They also receive good support and collaboration from the trainers they work with.

Recommendation 3.1: **TMTs should keep the trained teachers involved in future training sessions as co-trainers. This collaboration will 1) enhance the training skills of TMTs and the trained teachers, 2) increase the number of potential trainers, and 3) create a strong community of teachers.**

Operating system

Teachers acknowledged that Bootcamp Turbo was initiated by the Office of the Basic Education Commission (OBEC). The budget was allocated to Educational Service Area Offices, which assigned the supervisors to take responsibility for the training. The supervisor started the programme by inviting and working with TMTs to plan and promote the programme to schools in the various areas. The main purpose of Bootcamp Turbo was to train English teachers who did not receive Bootcamp training, especially those who did not graduate with an English-related major. The supervisor made a survey and distributed it to the school to ask if there are any teachers interested in attending the training. The target trainees are those who have not yet joined Bootcamp training and English teachers who did not graduate from an English major.

> **In my opinion, the continuity is important. One-session training does not have an impact. After the training, the trainees should have an opportunity to apply what they learned in their real classes. Then, they should have several chances to get together, discuss and reflect on what they did, and then improve it. Continuity is the key.**

3.2.3 Teachers' perspectives on the training

Teachers believe that the goal of Bootcamp Turbo is to help English teachers brush up on teaching methods and to demonstrate teaching practices. Teachers participated in the training voluntarily, in most cases.

Reasons for attending Bootcamp Turbo

- Teachers learned about the programme from an official survey distributed by the supervisor and found it interesting.
- They were encouraged to join in the programme by the school director.
- They were aware of the importance of self-development.

Expectations of the training

- It was expected that they would learn and recall teaching techniques and activities that attract students' interest and can be used in their classrooms.

Many teachers agree that Bootcamp Turbo was one of the most successful trainings they have ever experienced. It allowed them to engage in intensive activities and microteaching practices. They gained new knowledge and enjoyed the session at the same time.

3.2.4 Key to success

Four key factors to the success of the cascade training were content, practicality, trainers' performance and continuity of training.

The focus and content of the training must be clear. The topics covered must be practical for classroom teaching. Many teachers also showed their preference for the training to be run in a workshop format rather than a lecture. The trainers should be energetic, motivating and be able to stimulate the learning environment. To ensure continuity and sustainability of training, there should be follow-up sessions and ongoing support for teachers after each training. The example below expresses one teacher's opinion of trainers.

Another factor for success is continuity of training, which concerns the consistency and

relevance of the topics of a training series as well as the regularity of tracking systems and support.

3.2.5 Challenges

Challenges for trainers

For trainers, training senior teachers and highly experienced teachers is challenging. Trainers adopted various strategies to keep trainer–trainee interactions active and positive during the training. Furthermore, each trainer had to deliver several trainings each month because currently there are not many TMTs. Being a trainer also has a negative impact on their development as a teacher.

- TMTs had less time for teaching their own students.
- Spending time on non-teaching jobs, i.e. training, has a negative effect on their own career growth since the criteria for gaining higher academic standing for teachers rely mainly on teaching hours.

Challenges for trainees

For trainees, participation in training courses was not entirely voluntary. For some of those who did not have a degree in an English-related major, joining the training programme in English made them feel less confident. The other major challenge is that the training period was mostly scheduled by the programme organisers and did not necessarily fit with teachers' availability or their working and teaching timetables. Consequently, teachers requested more flexible scheduling options for future training.

Operating system

At some Educational Service Area Offices, there is no supervisor to give support and advice for setting up the training programme, and at some offices, the supervisor does not work closely with the schools and teachers.

Suggestions for setting up cascade training can be generally concluded as follows.

- Planning: There is the need for a clear plan at first.
- Needs analysis: The needs for training must be surveyed.

> **Training programmes should be run as a workshop focusing on teaching practice rather than theory learning.**

> **Monitoring and tracking systems and evaluation must be prepared.**

- Participation: Participation should be self-motivated and voluntary.
- Topic: Teaching online should be a topic of training focus.
- Platform: Training programmes should be run through online platforms to widely show, share and exchange teaching knowledge and experiences. Examples of activities are the show-and-share activity, the academic showcase and teacher best practices.

3.2.6 Two case studies of cascade training in Suphanburi and Nakhon Pathom

In these studies, there were two cases of cascade training observation: 1) Bootcamp Turbo in Secondary Educational Service Area 9, and 2) Bootcamp Turbo in Secondary Educational Service Area 1, with details as in Table 3.1.

Cascade training	Number of members	Location	Date
Bootcamp Turbo: Secondary Educational Service Area 9	**4 TMTs, 1 supervisor and around 100 English teachers**	Sa-Nguan Ying School /Suphanburi	August 2019
Bootcamp Turbo: Secondary Educational Service Area 1	**3 TMTs, and around 80 English teachers**	Nawaminthrachinuthit Satriwitthaya Phutthamonthon School /Nakhon Pathom	September 2019

Table 3.1 Two cases of cascade training observation

Bootcamp Turbo training in both areas aimed to enable English teachers to gain knowledge and teaching techniques in the communicative language teaching approach and encourage English teachers to develop positive attitudes towards English language learning management.

Topics

For these two cases of cascade training, the topics covered:

- three modules for Bootcamp Turbo – Secondary Educational Service Area 1: 1) teaching speaking, 2) lesson planning, 3) feedback and motivation

- four modules for Bootcamp Turbo – Secondary Educational Service Area 9: 1) teaching speaking, 2) lesson planning, 3) feedback and motivation, and 4) teaching vocabulary.

Style of training and visual aids

Both of these cascade trainings featured TMTs as trainers and English teachers as trainees. The materials used included paper, word cards, chairs, handouts, worksheets, boards and pictures for a variety of active activities and demonstrations. As for the typical visual aids, PowerPoint was mainly used.

Training methods

There were a variety of training methods used.

- Module 1: 'Teaching speaking' used activity-based demonstration as well as class, group and pair activities. The steps were eliciting (discussing speaking activities that teachers used in their classrooms), running activities (describing pictures, interviewing friends and oral presentation/conversation), providing input (names of speaking activities such as mingle and class survey) and discussing how to use the activities in classroom.

- Module 2: 'Lesson planning' is mainly lecture-based with demonstrations. A TMT gives an overview of the session, uses 'a vocabulary lesson' as a case study for teaching this lesson (explaining about learning outcomes, forms and patterns of a lesson plan), talks about sequences in the classroom (lead-in, presentation, practice and production), teaches language/language points used in writing a lesson plan (worksheet), writes learning outcomes and then summarises the lesson.

- Module 3: 'Feedback and motivation' is a teaching demonstration in which trainees act as students in the classroom, with such activities as identifying types of feedback, class, group and pair work, and Q&A discussion. The steps of the training are running various activities, reviewing and wrapping up with classmates and then giving input.

- Module 4: 'Teaching vocabulary' is demonstration-based, in which TMTs use game-based learning and teaching as well as wrap-up and discussion. A TMT provides the input (vocabulary used in the classroom), runs activities (e.g. vocabulary guessing), wraps up and discusses how the content can be used in an actual classroom with students.

Overall comment and reflection on the strengths and challenges of the two cases of cascade training

- There were three main strengths of this type of cascade training: 1) forms/choices of activities, 2) teacher satisfaction, and 3) networking. For forms/choices of activities, activities in the forms of demonstration, discussion and reflection enable teachers (trainees) to see the actual instructional practices. Teachers can bring these activities to use in their own classrooms. As they act as students during the training, they understand how students really feel and how to encourage them to contribute or participate more in classroom activities. For teacher satisfaction, teachers participate well in all activities and enjoy the training. For networking, teachers are from various schools in the same area. They can get to know new people and develop networks for future collaborations.

- There were four main challenges observed in these two cases of training. First, the training lasts only two days. There should be additional time for observing teachers' actual classroom practice through a monitoring system. Second, based on conversations with TMTs, they have a heavy workload and travel a lot for trainings. A higher number of TMTs could help facilitate the training process. Third, regarding the Bootcamp Turbo content, the number of modules and length of training are different for each area, depending on each area's budget management. There should be an agreed standard rather than arbitrary variation. Fourth, there is a lack of an effective system for budget-use monitoring. Some areas allocate and use the budget that should have been reserved for training English teachers for other purposes.

Recommendation 3.2: There should be a teaching monitoring system by supervisors. Supervisors should attend these trainings or observe TMTs as well in order to monitor teachers'/trainees' future instructional practices more effectively.

Recommendation 3.3: The MoE should monitor how the budget is spent in each Educational Service Area Office and whether the budget is well spent for its particular purpose.

- For support needed, a central network system for teacher connections and communication should be provided. It can be in the form of applications or websites.

3.3 Professional learning communities (PLCs)

Two main types of PLC identified from the interviews are 1) PLCs which relate to Bootcamp training (Bootcamp PLCs) and 2) PLCs as a requirement for teachers based on the MoE's teacher development system (see Section 1.4), which will be referred to as MoE PLCs.

3.3.1 Types of PLCs

Bootcamp PLCs

Bootcamp PLCs were conducted in many educational service areas to gather trained teachers in order for them to share knowledge, skills and experiences derived from Bootcamp training for actual teaching practices. (PLCs can also be less formal, such as the PLC Bootcamp Facebook Group. We have observed this Facebook Group and will give more details in Section 3.3.5.)

MoE PLCs

Teachers are required to complete a minimum number of hours of PLC for different goals (e.g. 50 hours per year for a career promotion, 40 hours per semester for a teacher evaluation).

Based on interviews with teachers, both Bootcamp PLCs and MoE PLCs could be formal or informal. Formal PLCs are those typically organised by governmental organisations, for example Educational Service Area Offices, supervisory units or large-sized schools. These PLCs usually follow structured guidelines with clear expected outcomes. The informal PLCs refer to a more flexible PLC initiated by individual teachers. These PLCs could be casual conversations on teaching problems and solutions, or online chats about the effectiveness of techniques which the teachers learned from Bootcamp.

3.3.2 Details of PLCs

PLC topics

PLC activities facilitated teaching skills and career development for PLC members. The content and topics of PLC activities depended on relevant situations. For example, when teachers needed to turn to online classes during the Covid-19 pandemic which interrupted face-to-face teaching in the classroom, PLC topics were about classroom management and preparing teachers to teach online. Or, when seeking higher academic standing, school directors would invite experts to give lectures about writing research reports. After Bootcamp, PLC sessions were also about what the teachers learned from Bootcamp, especially teaching techniques and activities which were used to motivate students and encourage learning.

Occurrence of PLCs

The frequency of PLC activities varied between once a week, twice a week, once a month, a few times a month or once a semester. Some PLC members mentioned that at some schools PLC activities could not be held regularly owing to the limited number of English teachers in each school. For example, for a school with only one or two English teachers, the English teachers do not have their own PLC activities. Instead, they have to join school PLC activities with teachers from other departments.

Recommendation 3.4: **School size and type affect the kinds of PLCs which teachers experience. Teachers at small-sized schools should be provided with opportunities to join PLCs for English teachers. Online platforms are required to help English teachers from different schools form their own PLCs. Using online tools for the PLC could also save travel time and costs.**

PLCs at different levels

We found different levels of PLCs, such as school level (PLCs for all subject teachers together) and department level (e.g. PLCs for only English teachers, PLCs for foreign language teachers). As mentioned, only large schools can conduct PLCs for English teachers, because they have more English teachers than small-sized schools, which normally run school-level PLCs. It is noticeable that PLCs at school level with a larger number of teachers from various subjects are more formal and less frequent compared with PLCs at the department level or PLCs of a group of English teachers.

Operating system

For PLCs at some schools, school directors were responsible for organising the PLC and assigned roles for teachers for each PLC activity. The teachers had responsibilities to take turns at being the organisers, participants and lecturers who shared ideas and problems relating to their experiences from their classrooms. If the PLC was held at the school, the directors usually joined the activity. Some schools had meetings for discussing and choosing topics for the PLC. If the PLC was held at the educational service areas, the supervisors would be responsible for organising PLC activities.

The excerpts below show that teachers take turns at being presenters in the PLC. Some teachers form a pair called 'buddy teachers' to take turns observing and giving feedback to each other in the PLC (e.g. in Samut Prakan and Chiang Mai).

'We will take turns – **first being a model teacher and then being a buddy teacher who observes [the other person's teaching practices]. We will take turns. Everyone will be a model teacher and everyone will be an observer.'**
Trained teacher, Samut Prakan

'Each semester, we form pairs and conduct PLC activities around three times per semester … Making a pair or a group of three people … We do it like this at our school. One teacher will conduct a PLC activity (teaching in class) and the other one is a buddy teacher (observing). For each PLC, we will make a pair and plan the topics, contents and teaching plans for the PLC. After that, each of us will visit the other person's class. It is like teaching supervision.'
Trained teacher 4, Chiang Mai

Benefits of PLC from teachers' perspectives

PLC activities helped PLC members learn from each other as well as enabling them to exchange feedback with their peers. The members reported that feedback given during PLC activities was helpful for revising their future lesson plans and for improving their teaching skills.

3.3.3 Key to success

The key factors contributing to the success of PLC activities included the continuity of organising PLC activities, planning, and collaborations with individual teachers. It was necessary for school directors to encourage teachers to participate in PLC activities, schedule classes that allow teachers to join in PLC activities, and provide facilities necessary for organising PLCs.

For teachers, they needed to be aware of the importance of PLC activities and to participate in school PLCs regularly. Teachers mentioned that the success of PLC activities can be related to students' learning. Successful implementation of techniques and lessons learned from PLC activities in their classrooms can indicate the success of a PLC.

3.3.4 Challenges and support needed

Challenges

The challenges of organising successful PLCs included 1) the discontinuity of PLCs and 2) collaboration from teachers. Teachers' absence from participating in PLC activities made it more difficult to catch up with earlier PLC topics.

Many teachers could not join school-level PLCs because of their heavy workload. Apart from teaching in the actual classrooms, teachers had responsibilities for other kinds of work. Therefore, another challenge of PLCs is 3) teachers viewed PLC activities as a burden that increased their workload. They also mentioned that they had to complete a detailed document for PLC participation. This extra paperwork increased their tasks and thus led to the unwillingness to organise and participate in PLCs.

'Organising and being the speaker for PLC has different procedures. But in Chiang Mai, we as the PLC members are required to complete detailed paperwork in order to hold intensive lessons. It would be nice if we can do that on the computer or submit the form via electronic files. That would save more time.'
PLC member 2, Chiang Mai

What I mean by successful is that if we use techniques learned from PLC to create lesson plans and teaching materials, our students could learn better. This, for me, is the success of PLC activities.

PLC member 1, Chiang Mai

Support needed

A PLC member mentioned they needed several types of support such as 1) tools and materials that could facilitate PLC activities, 2) funding, as it was rather difficult for teachers to receive funding or reimbursement for participating in or organising PLCs, and 3) having native speaker teachers join the PLCs, so that

'If we have foreign teachers joining our PLC activity, we may be able to get brilliant ideas from them as the owner of the language. They can come to share with us, or help organise the PLC, that would be great.'
PLC member 3, Chiang Mai

It is noticeable that the challenges of PLCs and the support required, including, for example, discontinuity of the activity, heavy workload, lack of funding and lack of native speaker PLC leaders, are relevant to formal PLCs rather than informal ones. On the other hand, there is evidence showing that teachers were satisfied with small-group PLCs where they discussed teaching-practice issues informally at their convenience. This might imply that in the current Thai context, teachers perceive informal PLCs as more productive and effective. Some additional suggestions for formal PLCs are shown below.

Suggestions from the PLC members:

- School directors need to set up class schedules to facilitate PLC activity participation.

- Documents required for organising PLCs need to be simplified and less complicated to reduce the organiser's workload, and may be better completed electronically.

- PLC organisers should invite guest speakers to share teaching techniques that can immediately be applied in the English classroom.

Apart from the suggestions for formal PLC activities, there was a suggestion which addressed a way to bridge the gap between formal and informal PLCs. The teacher suggested that PLC activities should be set up in small groups, and these small groups could then share their ideas with bigger groups of PLC members in a more formal setting. This is a move from an informal PLC, which gets a small group of teachers engaged in the activity, to a more structured and formal one. For example, teachers share experiences they gained from a small PLC with other teachers in a larger or a more formal PLC, such as a department-level PLC, school-level PLC or a PLC at an Educational Service Area Office. We would term this model 'pyramid PLCs', as presented in Figure 3.1.
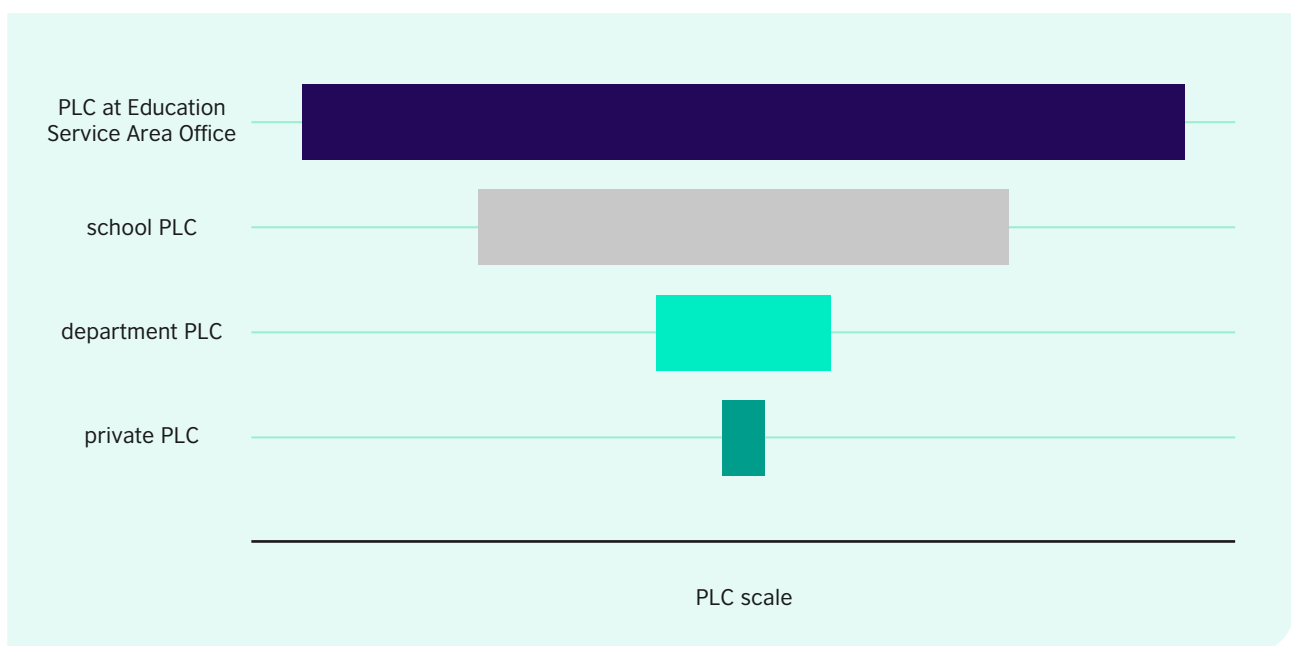
Figure 3.1 The inverted pyramid of PLCs

3.3.5 Case studies of face-to-face and online PLCs

Online PLCs to be discussed in this section are: three Line Group PLCs, three Facebook Group/ Page PLCs and three VDO clips of face-to-face PLCs at school.

Type	Group Name	Members	Objective
Line Group	**WKSC Foreign Languages**	**Six English teachers in one secondary school in Chiang Mai**	To communicate among English teachers in the same school
	TEPE	**TEPE coordinators and around 20 English teachers in Chiang Mai**	To communicate among TEPE coordinators and around 20 English teachers who are associated with the TEPE group
	TMT	**61 TMTs and British Council staff**	To communicate among TMTs and British Council staff
Facebook Group/ Pages	**PLC Bootcamp Thailand**	**2,450 primary and secondary English teachers across Thailand and supervisors**	To share English learning and teaching knowledge in classrooms after the Bootcamp project training
	Bootcamp Thailand for English	**5,288 primary and secondary English teachers across Thailand** who joined and passed the Bootcamp project training, supervisors, TMTs and private organisations relating to education (e.g. the British Council)	To share English learning and teaching knowledge after the Bootcamp project training
	khrū phāsā 'Angkrit chumchon hǎeng kānrīanrū - PLC [English Teacher Professional Learning Community – PLC]	**6,035 primary English teachers across Thailand and their supervisors**	To share English learning and teaching knowledge
VDO clips of face-to-face PLCs at school	**Project discussion**	**Six English teachers in the same school**	To discuss details of English projects for students
	PLC on reading skills	**One principal and four English teachers in the same school**	To discuss the problems and solutions of learning and teaching reading skills
	PLC on academic reading	**21 English teachers in the same area**	To discuss feedback on the teacher training of academic reading

Table 3.2 PLC observations in this project

One case of each type will be explained and discussed in detail below.

Case 1: Line Group: WKSC Foreign Languages

Line Group PLCs tend to have a small or moderate number of group members in comparison to Facebook PLCs. Most of the members know one another quite well. The Line Group which is discussed here in detail is 'WKSC Foreign Languages'. It has six English teachers in the same secondary school in Chiang Mai.

This Line Group was created for the English teachers in the school to communicate among themselves. There is no coordinator for the group. All the members can send messages to inform others of important announcements, ask questions or share content. Members can send messages, read the information or respond to the content at their convenience. Members also post pictures, videos, links or digital files.

There are six main categories of topics and content in this Line Group.

1. Meeting-related topics: These involve meeting information and arrangements. For example, members inform one another of or discuss the date and time, place, topics, materials and documents for the PLC meeting.

2. Learning and teaching materials: Members share learning and teaching materials in the Line Group. The materials can be in the form of digital files or videos. Most of the materials are games, such as Magic Jigsaws.

3. Teaching techniques: Members share them in the form of pictures and digital files. For example, they share pictures of actual lessons/activities for PLC documentation required by their supervisor.

4. Training content: When members attend training workshops, they share what they learned with other members. For example, a teacher who attended the Coupon Kru training shared the training video.

5. Announcements: Members inform or keep one another updated in terms of important announcements in this Line Group. Examples are announcements of applications for professional development workshops and new school policies.

6. Assigning work: Members assign, allocate or discuss work in the Department of English. They can negotiate or ask for volunteers for each type of work. Examples are assigning work on teaching media development and asking for a volunteer to manage or supervise student activities.

Case 2: Facebook Page: PLC Bootcamp Thailand

Facebook PLCs tend to have a large number of members across the country and have been quite active. The Facebook Page 'PLC Bootcamp Thailand' is the example discussed here. Its members include 2,450 primary and secondary English teachers and supervisors across Thailand.

This Facebook Page is a Facebook Public Group. Its objective is to share English learning and teaching knowledge in classrooms after the Bootcamp and Bootcamp Turbo trainings. It has been managed by a page administrator. All members can post messages, videos or pictures. They can also read, 'like' or 'share' the post and give comments in the comment box, based on their own interests. There are a variety of visual aids and materials shared on this page, typically pictures, videos and digital files. It is noticeable that the activities on this page tend to be sharing information rather than seeking collaboration or networking.

The participation in this type of Facebook Page is voluntary. Members join the group because of their own interests. Although content is posted frequently, the communication is mostly one-way, as the members tend to view rather than provide responses. Only some people acknowledge the content by clicking 'Like'. There is no active discussion.

The content posted can be categorised into five main groups as follows.

1. The use of technology in English language learning and teaching: Members share how to use Google Forms to create reading tests or share how to use programs/applications to make videos for learning and teaching English, for example.

2. Sharing learning and teaching materials: There are four main types of materials, including vocabulary, idioms, grammar points and language use. Most are materials the members have created themselves.

3. Teaching techniques: The content tends to be video recordings of actual classroom lessons with the presence of students, or video recordings of a teacher who is teaching with the purpose of sharing exemplary instructional practices. Examples of the techniques shared are pronunciation, how to use the video clips to teach students in classrooms, and the techniques and strategies for taking tests (e.g. the Ordinary National Educational Test (O-NET) or writing tests).

4. Advertising workshops and English learning sources for teachers and students: Examples are Young Entrepreneur Camp for students, free workshops or online courses by the UN, and Facebook pages for English learning and teaching.

5. News or announcements regarding English learning and teaching: Examples are success stories regarding English learning and teaching which appear in the media (e.g. newspapers and TV channels) and news on English learning and teaching policies (e.g. support of a student-centred approach, a launch of certain training projects approved by the government, and Common European Framework of References for Languages (CEFR) reinforcement).

Case 3: Face-to-face PLC at school

Face-to-face PLCs tend to have a small number of members (e.g. teachers in the same school or PLCs after the training of teachers in the same area). One example to be discussed here is a 'Project discussion' PLC conducted by a group of six English teachers in the same secondary school. They discussed the nature and details of English projects that would work well with the students in their school. There is a whiteboard in the room, but they do not use it. No other visual aids were used.

During the PLC meeting, there is no coordinator. Anyone can start the conversation or respond to other people's opinions. The interactions are rich in comparison to other types of PLCs. All the members express their opinions and contribute to the discussion. The members may agree or disagree with others and provide reasons in order to reach a conclusion or final decision. Based on the nature of face-to-face PLCs, there tends to be only one or two main topics, with rich discussion and details. In this observation, there was only one topic, 'the details of English projects for students', which is concerned with the need to have support for students (e.g. guided questions and worksheets to fill in), assessment and evaluation (e.g. no test), products of the project (e.g. poster, portfolio) and forms of feedback.

Each type of PLC has a different purpose; they also have different usefulness and usability. Line Groups are created for the purpose of communicating, Facebook Groups/Pages aim to share information, and face-to-face PLCs tend to discuss certain topics in detail. Even among the same type of PLC, there are also some nuanced differences. A summary of three types of PLCs in terms of their usefulness and usability is presented in Table 3.3.

PLC type	Number of members	Time constraint	Formality/ familiarity among the members	Continuity	Sharing multimedia or materials	Rich discussion/ interaction	Main purpose
Line Group	Small to moderate	No time constraint	Most of them know one another	Depends on each context	Sharing multimedia or materials	Two-way communication, but the discussions are not as rich/deep as face-to-face PLCs	To communicate
Facebook Group/ Pages	Large	No time constraint	Most members do not know each other	Active and continuous	Sharing multimedia or materials	One-way communication (those who post the content vs those who view the content)	To share
Face-to-face PLCs	Small to moderate	Only one or two hours, once a week or once in a while	All members know each other	Depends on each context	No sharing of multimedia or materials (discussion-based)	Rich discussion and interaction among the members	To discuss

Table 3.3 Summary of three types of PLCs in terms of their usefulness and usability

Line Groups

The Line Groups have a small to moderate number of members, and most of them know one another well. This makes the PLC conversation quite informal and relaxed when compared to Facebook Groups/Pages. Another strength of this type of PLC is the ease with which all kinds of multimedia and materials are shared and saved. The members do not have time constraints; they can send messages or view them at their own convenience. There is no need to set an agreed time and place for meetings. The main purpose of the Line Groups is communication among

members. In contrast to Facebook Groups/Pages, recipients of messages tend to respond to them rather than just being silent.

Line Groups may not be suitable for deep or detailed discussion. They can be used for scheduling face-to-face meetings, sharing materials and techniques in multimedia or digital form, informing people of important announcements and assigning/negotiating work. In terms of continuity, this type of PLC tends to be continuous as it is not demanding for its members.

Facebook Groups/Pages

The number of members of Facebook Group/Page PLCs is quite high, including English teachers across the country. The membership of Facebook Group/Page PLCs observed in this project ranged from 2,000–6,000. With the higher number of members, posts are quite frequent and continuous for quite a long time. Without time constraints, members feel it is less demanding. They can view or post the content at their convenience. Similar to Line Groups, it is easy for Facebook Group/Page members to share and save all kinds of multimedia and materials.

However, most of the members play a passive role in this type of PLC. Most of the members do not know each other. They are very careful in terms of expressing their opinions. As a result, there tends to be one-way communication; some members post content, while others only view it with no response. As the main purpose of Facebook Groups/Pages is sharing content with a large number of members who do not know one another, these PLCs may not be as suitable for deep discussions as face-to-face PLCs.

Face-to-face PLCs

Typically, members know one another, and the number of members in face-to-face PLCs tends to be small or moderate. As the main purpose of face-to-face PLCs is to discuss topics regarding English learning and teaching in detail, members are likely to have rich discussions and interactions. Most members express their opinions and contribute to the talks. The results of this type of PLC tend to be substantial and detailed for future development. We can also see that a successful PLC could be mainly talk-based. Multimedia or materials are not really necessary.

As it is can be difficult for all members to have the same availability for face-to-face meetings, this type of PLC is held once in a while, and continuity depends on context (e.g. some schools have an assigned time for PLCs but some do not).

3.4 Other CPD activities

In addition to the above, there were other activities that teachers participated in to develop themselves. To understand the activities and to provide curriculum and course designers with a good model for future teacher development programmes, teachers at Chiang Mai were interviewed in depth. We found both top-down and bottom-up CPD activities. Most of the top-down training and activities received budgets from the district office. The programmes were run with cooperation between the supervisor, school board committees and teachers.

3.4.1 Top-down programmes for teacher development

A top-down programme in this study refers to formal training or activities which are initiated and organised by the MoE or the MoE in collaboration with other private sector organisations. Some examples of top-down programmes are presented below.

Instructional media competition and academic showcase

Teachers can submit their teaching media and materials for competition or for sharing sessions in a teacher conference. The winner of the competition is awarded a certificate. Winning a competition is considered an achievement and helps teachers develop themselves. If the winner's teaching materials are disseminated effectively and made available to the public, they are useful for a wider group of teachers.

Bootcamp Lesson Distilled

This is an expanded programme from Bootcamp. There were several types of activities guided by the supervisor, such as seminars about teaching management, sharing opinions and discussing the results of applying activities learned at Bootcamp, and designing lessons applied from Bootcamp. The important factor affecting success is the opportunity of sharing, discussing and brainstorming solutions and development. Moreover, this programme was successful because the lessons discussed were practical and applicable in teachers' classrooms as they had already been used in a real context.

However, teachers pointed out that sharing ideas among practitioners is not sufficient; there is a need for experts to join the discussion as well. Teachers also felt that a one-day programme is too short, and a follow-up is needed to make a difference.

Best Practice

This project is a combination of a teaching contest and conference set up by an Educational Service Area Office. First, teachers who joined the contest had to design a lesson plan with activities that were applied from Bootcamp, and then record a video and submit it for the competition. The best recordings were selected to be presented to the public at an academic conference. After their presentations, the participants led a group discussion of the strengths and weaknesses for application to the classroom. Finally, a representative of each group presented the ideas discussed to other groups.

Teachers participating in the project agreed that it seemed to be good for helping to develop teaching, but it took a lot of preparation, which might not be convenient for teachers with heavy workloads.

Focus group

The goal of the programme was to help develop English teachers who did not directly graduate from an English-related major. It was initiated by a supervisor aiming to provide some support to teachers after an initial survey identified problems (e.g. a lack of teachers with an English-related degree). The purpose of the programme was to raise issues, identify possible solutions and share teaching techniques for how to produce interesting teaching materials.

However, because of a lack of English teachers, this programme did not receive much cooperation from schools when it came to allowing teachers to join the programme. The teachers, however, suggested a solution to this challenge. Instead of the training course being set up far away from the school, it should be run near school areas. To enhance a successful training course, a workshop format run by a teaching expert (e.g. lecturers from the faculty of education at Rajabhat University) is needed. Importantly, the course should serve the contexts of the schools

and teachers in the local areas, and there should be a practical system of follow-up.

Other training in collaboration with public and private sectors

Examples are a workshop with speakers from a university in an educational service area, training for networking between primary and secondary school teachers, and workshops organised by publishers.

3.4.2 Bottom-up programmes for teacher development

A bottom-up programme/activity in this study is an activity which is initiated by an individual teacher who then finds more people to join them. Although most CPD activities found in this study were top-down activities, we also found a few bottom-up activities held by individual teachers with collaboration from other teachers in a community.

Training Teachers in the Community

In the Chiang Mai case study, we interviewed a teacher who has often initiated CPD activities for teachers, as well as activities for students, in his community. He looked for the opportunity to work with private parties, such as local and international non-governmental organisations and universities. Once he had a connection with these organisations, he used the connection to initiate collaborative projects. For example, he invited a specialist to give a talk for teachers and a visiting foreigner to hold an English camp for students. He reported that he enjoyed working with other teachers on these collaborative activities and found them successful. The interview conversations reflected his strong leadership skills and interpersonal skills. He is also highly motivated and self-directed in the professional development of himself and his colleagues.

Recommendation 3.5: This bottom-up programme in Chiang Mai is a role model for teacher development in other areas. To increase sustainability of professional development, teachers should receive training in self-directedness, which would help them take more initiative in their teaching and for their own professional development.

3.5 The extent of continuing professional development

This section presents an estimate of the frequency of CPD activities based on the number of activities which teachers joined each year. The occurrence and locations of activities in which teachers participated will also indicate the dispersion of the events.

Post-Bootcamp activities frequently mentioned in the survey

The most frequently mentioned activity, which is acknowledged as a post-Bootcamp activity, is a Lessons Learned Meeting, followed by Bootcamp Turbo. Based on the questionnaire responses, most post-Bootcamp activities were organised by Educational Service Area Offices and OBEC. Other activities, apart from the most mentioned ones, can be categorised into five main types:

1. workshop and training sessions (e.g. train teachers to be new trainers, teacher camp, retrain the trained teachers, training for untrained teachers)

2. discussion sessions (e.g. conferences, seminar about implementation of lesson learned from Bootcamp)

3. class observations and evaluation as part of a supervisory programme under supervisors' responsibility

4. school networks and collaborative work

5. professional learning communities (e.g. PLC Bootcamp Thailand, and other individual PLC sessions).

Extent of CPD activities

Since CPD activities could be organised formally and informally, it is difficult to specify exactly the extent of activities throughout Thailand. This study, therefore, estimates the extent of activities based on the number of activities the teacher participants have reported that they joined each year. These numbers could also imply the frequency of activities as a whole.

Teachers' participation in CPD activities

The questionnaire results show that most teachers (90.4 per cent) participated in one to five activities each year, 6.4 per cent of teachers joined six to ten activities, with the most frequent participation being over 20 times a year. However, some other teachers reported that the opportunity for participation depends on the authorities, especially school directors. In the six regions, teachers participate in CPD activities approximately three or four times a year (see Table 3.4).

Items	Teachers' location	Participation each year (mean)	S.D.
1	Central	3.3	4.0
2	North	3.5	3.3
3	South	3.1	2.3
4	East	3.8	2.6
5	West	3.0	1.7
6	Northeastern	3.4	3.4

Table 3.4 Participation in CPD activities each year

CPD activity providers

Most activities which teachers attended have been organised by Educational Service Area Offices (36 per cent) and the English Language Institute, OBEC (15 per cent). Other institutions which organised CPD activities for teachers are shown in Figure 3.2.
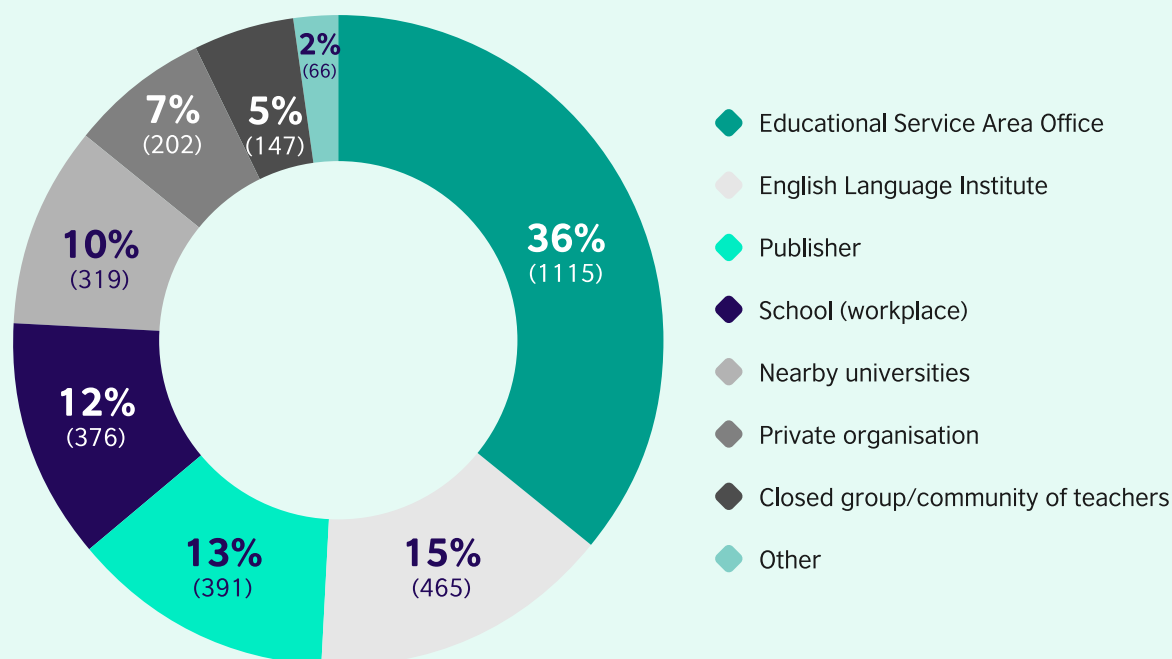
Figure 3.2 The institutions which organised CPD activities for English teachers

Legend:
- Educational Service Area Office
- English Language Institute
- Publisher
- School (workplace)
- Nearby universities
- Private organisation
- Closed group/community of teachers
- Other

Values shown: 36% (1115), 15% (465), 13% (391), 12% (376), 10% (319), 7% (202), 5% (147), 2% (66)

Teachers' participation in CPD activities

Other institutions which provide CPD activities for teachers include:

- schools and school networks (e.g. a group of schools in the same area, supervisors, educational/academic development centres at schools)

- governmental organisations (e.g. local universities, Thai TV station)

- business sectors (e.g. publishers, public companies' corporate social responsibility (CSR) projects and activities)

- private organisations (e.g. associations dedicated to English teachers and teaching).

Figure 3.3 shows the CPD activities teachers voted to be most useful. After Bootcamp, teachers participated in various forms of activities. Most teachers (46.8 per cent) voted for training and workshops, followed by those who voted for PLCs (21 per cent). Some examples of training and workshop sessions teachers had participated in were on course and curriculum, school quality assurance, assessment, and preparation of students for national tests. However, such results need to be interpreted carefully, since it is possible that the teachers rated more frequent activities as most useful.
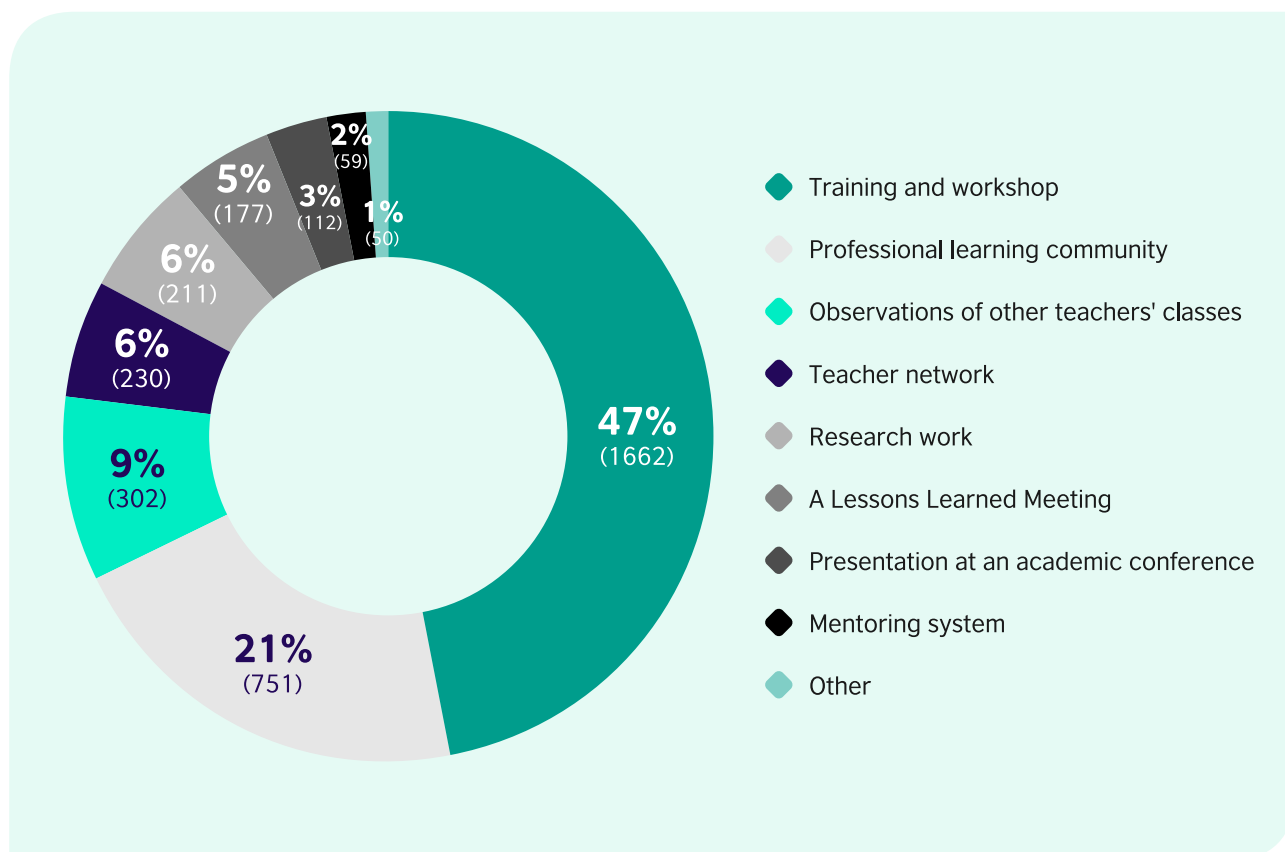
Figure 3.3 **The most useful CPD activities rated by questionnaire respondents**

Teachers also recommended that self-study, for example taking an online course, is one of the most useful ways of improving expertise.

Recommendation 3.6: **While most activities teachers attended are group-based, formal and handled by regional and national institutions, teachers should be provided with online resources and training courses to support individual interests.**

While this chapter provides details of CPD activities, the next chapter will look further into teachers' experiences and perspectives on the overall impact of CPD.

Chapter 4:
The overall impact of continuing professional development projects

This chapter focuses on the impact of CPD activities, organised based on three main groups of beneficiaries: 1) organisations (Section 4.1), 2) teachers (Section 4.2), and 3) learners (Section 4.3). Suggestions and recommendations from teachers for promoting the sustainability of professional development are also presented (Section 4.4). The findings of this chapter are mainly based on the analysis of responses to the open-ended items of the online survey.

4.1 The impact on organisations

Based on the analysis of word frequency, some of the most frequently used words in the survey responses which indicate the impact of CPD activities on organisations are *necessary, help, develop, increase, support, change, more, school, English department, organisation* and *district area*. By detailed analysis of these words, we found that CPD activities have an impact on small-sized communities, such as within a group of teachers in an English department rather than at a school level or an educational service area level. For example, the activities help English teachers be aware of the importance of continuing development that leads to some change in the department.

At a school level, some school authorities do not realise the importance of teacher training or teacher developmental activities. For example, the ideas of PLCs are not substantiated into actions. Rather, many reports are just made up to satisfy the requirements.

'The school directors do not usually give support to the teachers who received trainings to share their knowledge in their schools. They typically invited guest speakers. Also, they do not really promote the importance of internal PLCs. Rather, teachers just get the PLC report done to fulfill the requirements without the actual PLC.' Secondary school teacher, Bangkok

Some teachers argued that the authorities would not support training unless the teachers who have been trained bring some changes to their teaching.

'If experience from an effective training helps teachers teach more proficiently, then the institution (school) will realise the importance of the training and encourage teachers to attend the training and CPD activities.' Primary school teacher, Chiang Mai

The department has changed. Teachers have adapted teaching methods and activities for students. These changes develop students' positive attitudes and they enjoy learning English.

Primary school teacher, Lampang

4.2 The impact on teachers

Knowledge and professional skills

To find out about the impact of CPD activities in terms of knowledge and professional skills, an analysis of the most frequently used words in teachers' responses was conducted. Some frequent words are *design, teach, develop, lesson, skills, integrated, technology, knowledge, teaching, curriculum, activities, techniques, century, professional, development, content* and *evaluation*.

Overall, the teachers expressed their views that different activities are effective in different ways. For example, the class observation and the supervisory session urged them to be well prepared for teaching, the workshop provided them with knowledge and skills, and trainings helped them keep up with the changes in education.

'An internal supervision raises teachers' awareness of their teaching preparation. A workshop provides knowledge as well as an opportunity to practice what has been taught. It promotes self-development which one can contribute to his/her community. A training course helps teachers keep up with the changes in curriculum, policies, and regulations.'
Secondary school teacher, Loei

For the knowledge aspect, some of the most mentioned areas, or the content that the teachers learned from the developmental activities, were:

- knowledge about the language
- communicative language teaching approach
- technology for language classroom
- 21st-century skills
- assessment and testing
- educational policies.

For skills, CPD activities helped teachers to:

- plan and design what to teach, for example focusing on content, activity and materials used in their classrooms
- be able to exchange ideas and share experience with others.

'[CPD activities] can be applied to classroom teaching and activities. We share and exchange knowledge in a wider community. We are part of an information-sharing community where we receive interesting and usable information.'
Primary school teacher, Nakhon Pathom

However, some teachers shared their opinion that CPD activities do not make an impact on professional skills. Some key factors affecting the effectiveness of the projects or activities are the discontinuity of projects, a frequent change of policies and a heavy workload for teachers that blocks them from attending developmental activities continuously.

Teaching

For teaching, some of the most frequently used words in the teachers' responses are *teach, develop, manage, techniques, various, activities, new, design, learning, skills, adapted, lesson, knowledge*. Teachers indicated that they gained new knowledge and experience necessary for their profession as well as confidence in teaching from training and workshops. The training provided them with ideas for adapting:

- activities and materials
- teaching techniques, especially active learning, communicative language teaching and technology-integrated teaching.

These techniques could help increase learners' engagement and decrease teachers' talk in the classrooms.

'[CPD activities] improve teaching. Rather than preparing too much content, teachers focus on preparing activities for students. In class, teacher talk less, but focus more on the activities.'
Primary/secondary school teacher, Narathiwat

[The training] enables us to use technology in classroom activities. Such activities increase students' engagement in learning.
Secondary school teacher, Bangkok

Some teachers voiced their concerns that the previous CPD projects were not effective for their teaching practices. The ineffectiveness might be related to the project design, the topics or the implementation of projects. For example, the topics and focuses of some training did not serve teachers' needs.

PLCs are considered really useful for teachers if the activity is established as a culture. Currently, teachers do not reach the potential of PLCs fully because they do not realise their importance. For some teachers, PLCs are regarded as extra workload.

'[Activities organised for teachers are] really useful, especially PLCs. However, the past PLCs were still not very effective because the activities were not part of their common practices. So, the activities were perceived as difficult. Critiques and comments given in PLCs sometime create conflicts between teachers. They are not really open for comments because of their ego. Well, they did learn something from others. It was not a complete failure.'
Primary school teacher, Buriram

Teacher networks

The analysis of frequently used words in the teachers' responses, for example *network, group, PLC, camp, exchange, colleagues, community* and *Line,* shows that CPD activities have a significant impact on networks of teachers. A gathering of teachers for the activities has resulted in creating new networks as well as expanding existing ones.

There are several levels of networks joined by different groups of members, with sizes ranging from small to large, for example:

- Line groups of teachers in English departments at the same schools
- social network groups of teachers who participated in the same Bootcamp cohorts
- PLC groups of trained teachers in the same educational service areas
- groups of TMTs and trained teachers.

We examined how the networks work through an analysis of *teach, exchange, help, PLC, knowledge, techniques, collaborate, experience, new* and *problem*. These networks have been used as a platform for sharing teaching resources and information, for instance resources on teaching techniques, materials, assessment methods, news and updates, and other related information.

However, some teachers argue that many social networks created do not last long. The networks help teachers feel more connected but fail to create useful activities or true collaborations after that.

'It does not (create a network) because we do not usually keep in touch with each other after the training is over.'
Secondary school teacher, Kanchanaburi

Recommendation 4.1: Training should be conducted on how teachers can make use of their existing networks to contribute to the development of teachers in their communities.

4.3 The impact on learners

From a corpus-based analysis of the survey responses, some frequent words which indicate the impact of CPD activities on learners are *help, learners, students, develop, more, learning, better, English, skills, activities, learning procedures, interest, outcome, new, development, various, fun, understand* and *attitudes*. Further analysis of these frequent words revealed the potential impact on learners in two main ways: 1) attitudes and behaviours, and 2) learning outcomes.

Attitudes and behaviours

Learning from the training which teachers adapted and implemented in their classes made students happier, more interested in the lesson, more assertive and more enthusiastic to study. For example, classroom lessons and activities which the teachers brought to class helped increase students' engagement and participation. The teachers encouraged students to use more English in class during the activity time. Overall, teachers thought that the students had better attitudes towards their English class, and this has a positive effect on learning performance and outcomes.

'Teacher professional development improves the learning process and outcomes through fun and enjoyable learning. They have positive attitudes to learning English.'
Secondary school teacher, Songkla

'Teachers have applied knowledge, techniques, approaches as well as the lesson plans which fit well with the students. [What have been applied to class] have the positive impacts on learning skills and attitudes that help develop the learning outcomes.'
Primary school teacher, Sakon Nakhon

However, some teachers commented that CPD activities did not show a clear impact on learners' outcomes.

4.4 Suggestions from teachers for promoting sustainability of CPD activities

Teacher voice is an important input for planning future CPD activities as well as for developing the teaching profession continuously. Some of the most common comments are summarised as follows.

1. Developmental projects should be held and followed up continuously.

The continuity of a project or activities not only refers to the regularity of events (e.g. every six months) but also to the relevance of training topics (e.g. a series of trainings in material design) and levels of training (e.g. topics varying from basic to advanced). The continuity also means that the trained teachers are required to complete some follow-up tasks to the training or workshop they attended. For example, a training programme could be broken into different phases: attending a training session, creating a teaching plan, designing materials, joining an advisory session, doing research and showcasing their work in an exhibition or at a conference. It is also possible for teachers to be evaluated on their progress relative to the training they attended.

Teaching techniques were changed, but I cannot tell whether it improves learning.

Secondary school teacher, Saraburi

'After the training, teachers should be required to do follow-up activities, such as research, and be monitored on their progress. They will not receive a certificate unless they complete all tasks. Later on, they should be provided with an opportunity to present their work. An incentive could also motivate teachers to make positive changes.'
Primary school teacher, Khon Kaen

Recommendation 4.2: Experience from past training sessions suggests that one-off trainings are not very effective. Therefore, teacher training should be organised in the form of a series of training courses.

2. Authorities should involve teachers (or consider teachers' voices) in planning or implementing new projects.

The teachers suggest that they should get involved in the project planning process. They should be able to express their needs, initiate a project or activities and make choices on the activities to attend. Teacher developmental plans and projects should no longer be top-down.

'Teachers should be free to choose the training aspects they desire to improve for themselves, for example Coupon Kru – I like its model which provides choices for teachers. However, the trainings they can join should not be restricted to those organised in the same area where they teach. The training they are interested in might not be organised in their area. The programme does not really meet their needs. Any training designed must be relevant to teachers' needs. Teachers must be free to choose the track for developing themselves. In the past, we rarely have CPD designed by and for teachers. Other stakeholders such as supervisors and school directors also play important roles in teacher development. The changes should no longer be top-down.'
Secondary school teacher, Chumphon

Recommendation 4.3: Governmental sectors should ensure that they are open to teachers' comments and feedback and provide teachers with communication channels.

3. An ultimate goal of teacher development is developing teacher expertise.

On the one hand, the main objective of training and workshop sessions is to develop the teaching profession. On the other hand, attending too many of them to fulfil requirements could have a negative effect on teachers' own development, as stated by one of the teachers.

'Teachers should be able to choose one track for developing themselves. Currently, we are required to develop ourselves in so many aspects. We are responsible for teaching, taking care of students, and doing other administrative work, such as the school's finance. The development courses assigned by MoE take up so much time. We almost have no time left for developing the lessons.'
Secondary school teacher, Nakhon Pathom

Recommendation 4.4: Teachers should be able to choose the training courses which are relevant to them and meet their desired professional development path.

Recommendation 4.5: Beyond a certain level of teaching proficiency, training and development activities should aim to help teachers become experts in a certain facet of teaching.

More importantly, the authorities should encourage teachers to gain and share their expertise with other teachers in the community.

'School executives must track progress and achievement of teachers individually. They should encourage teachers to form a group of those who share the same interests and share their specialised knowledge and expertise with other teachers in a school. They should appraise teachers' performance and achievement, but not intentionally favour some of those who have close personal relationship with them. The training that opens one's mind to global and educational changes is needed. They should also provide financial support for teachers' participation in high quality academic events.'
Secondary school teacher, Bangkok

While this chapter reflects teachers' voices on the impact of CPD activities, the next chapter discusses how teacher support personnel work and collaborate to promote the positive impact of continuing development projects and activities.

Chapter 5:
Project work and collaboration of key personnel

The key personnel who play an important role in CPD activities are supervisors, TMTs, and ERIC and PEER managers. The details of their contributions and collaborations in teacher developmental projects provide important input for policymakers and stakeholders in the decision making and planning of developmental projects, enabling successful CPD project implementation.

This chapter presents CPD projects run by supervisors, TMTs, ERIC managers and PEER managers. The chapter also focuses on the perspectives of these key personnel on effective CPD activities, experience from past activities, challenges and support they require, as well as the collaboration needed to support teachers.

5.1 Supervisors

5.1.1 Responsibilities

A supervisor holds an official full-time position in Thai education, with the role of training and evaluating teaching in a given area (ideally about five to ten schools per person) (Thai Post, 2019). This differs from TMTs and ERIC managers, who are teachers with additional responsibilities.

The main responsibility of the supervisor is supervising teaching. The number of schools under each supervisor differs in certain areas and years. For example, a supervisor in a Primary Educational Service Area Office in Kalasin is responsible for 10 to 18 schools, while one in Sisaket is responsible for 17 to 20 schools. The supervisors create teaching supervision plans, observe teaching practices and monitor teaching and learning. After the Bootcamp project, supervisors monitor teaching practices based on the Bootcamp course through watching video clips of teachers teaching. In certain educational service areas, they supervise and monitor the teaching practices with TMTs.

Apart from supervision, supervisors are also responsible for CPD activities which cover 1) post-Bootcamp activities and 2) other teacher development activities.

For post-Bootcamp activities, supervisors 1) design training courses and 2) facilitate Bootcamp-PLCs. First, the supervisors organise seminars or talks for teachers who attended Bootcamp training. Second, although PLCs are not supervisors' main responsibility, they give advice and organise school-level training workshops on PLCs and facilitate PLCs which relate to Bootcamp content.

Other development activities include teacher training workshops for O-NET and the Programme for International Student Assessment (PISA) (e.g. in Nakhon Phanom), the teachers' practice competition for English departments (e.g. in Kanchanaburi, Samut Prakan) and disseminating useful information for teachers (e.g. about training workshops).

5.1.2 Beliefs about the success of CPD

From supervisors' views, two key factors for the success of CPD are budget and active human resources, especially the relevant authorities (e.g. school directors). It is crucial that the authorities realise the importance of professional development projects and give support to teachers and motivate them to develop themselves continually.

'**School executives are key persons. They must realise the importance of CPD and encourage teachers to keep developing themselves. After the teachers are trained, we rarely see the real change afterwards. As a supervisor, we cannot visit schools very often … and we are outsiders. Those who can help and support teachers are school executives. As a supervisor, we supervise teachers, but we are not as important as the executives. That is the point I would like to make. We see that the executives who take CPD seriously base their action on teacher performance, and support and encourage teachers in many ways. We will, then, see teacher progress, and the changes quite clearly. We also see a clear difference between the schools with supportive executives and the ones without.**'
Supervisor 1, Kanchanaburi

The supervisors named Bootcamp Turbo as an example of a successful project, mainly because this project provides practical teaching techniques, materials and activities for teachers. They added that there needs to be a system for monitoring, tracking and evaluating how well teachers applied what they learned to classrooms, or how effective the programme is.

5.1.3 Challenges and support needed

The main challenge is a lack of supervisors available to supervise a specific subject, that is, English. One supervisor currently takes responsibility for more than one subject, with a heavy administrative workload.

Suggestions from the supervisors:

- It is necessary to recruit and train new supervisors.

- More importantly, it is most appropriate to have supervisors be responsible for a specific subject.

- The MoE should promote more active roles for ERIC and PEER and make them more connected to other teacher-support sectors.

Recommendation 5.1: Clear principled decisions are needed concerning the recruitment of supervisors. The choices are: 1) supervisors for all subjects in a small area or 2) subject-specific supervisors in a large area. Bases for selecting between these two choices in a specific context are needed.

5.1.4 Collaboration

Participating and working in Bootcamp creates connections among the teacher participants. These connections, especially between supervisors and TMTs, contribute to further collaborations. One example is where a supervisor has invited TMTs to visit a school under supervision to observe teaching and give feedback (e.g. in Kanchanaburi, Nakhon Phanom and Samut Prakan). Some supervisors also called for collaborations from teachers who received Bootcamp training, for example to provide cascade training for untrained teachers.

Supervisors work closely with schools, the Educational Service Area Office and the MoE as a key person in communicating with people in these sectors. However, Table 5.1 clearly shows no collaboration between supervisors and ERIC/PEER managers. Examples of the work and collaboration of supervisors with other key personnel, mostly TMTs, in CPD projects are summarised in Table 5.1.

Types of work	Provinces	Work	TMT	ERIC/PEER	Teachers
Post-Bootcamp activities	Kanchanaburi	**Discussion Project, Lessons Learned Meetings** For example, Bootcamp-trained teachers are invited to share their experience after adopting techniques and activities they learned from Bootcamp.	✓	-	✓ (trained teachers)
	Nakhon Phanom	**Lessons Learned Meetings**	✓	-	-
	Samut Prakan	**Creating a supervisory plan** For example, the supervisor created a supervisory plan for assessing whether teachers adopted techniques from Bootcamp Turbo in their teaching. The plan was created with supporting information from TMTs.	✓	-	-
School visits	Kanchanaburi	**School visits and class observations**	✓		

Table 5.1 Work and collaboration of supervisors and other key personnel in CPD projects

5.2 Thai Master Trainers

5.2.1 Responsibilities

Unlike a supervisor, a TMT does not hold a separate official position in the Thai education system but is a teacher who also takes a role as a teacher trainer. TMTs are teachers who received Bootcamp training and were selected to be trainers because of their potential by British Council experts and the MoE. Since TMTs are selected from Bootcamp training, their main responsibilities are associated with Bootcamp: 1) Bootcamp Turbo, 2) Bootcamp PLCs and 3) other training which relates to the Bootcamp content or activities.

For Bootcamp Turbo, which is based on the Bootcamp curriculum, TMTs design the curriculum and training processes before, during and after the training. They give advice on how teachers can bring Bootcamp Turbo content and activities into actual classrooms.

For Bootcamp PLCs, there are both face-to-face and online activities. In some educational service areas, TMTs are invited to be lecturers/trainers in Bootcamp PLC activities. For example, in Nakhon Phanom, the Secondary Educational Service Area Office organised Bootcamp PLCs for teachers of Bootcamp Batches 1–10, with TMTs as trainers/lecturers. In addition, there are informal PLCs conducted via Facebook and Line.

For other training related to Bootcamp content or activities, examples are training for teachers in a certain educational service area (Chiang Mai), the presentation of teaching techniques and teaching processes in each school (Samut Prakan) and being a member of a committee in the 'Show and share' activity and the teacher exhibition (Kanchanaburi).

5.2.2 Belief about the success of CPD

From TMTs' views, there are three key factors contributing to the success of CPD.

- The continuation of CPD is most important. It will help teachers maintain and improve their knowledge and expertise.

- Rewards for achievements could be a strategy for motivating teachers to participate more fully in CPD programmes. One possibility is to organise events for teachers to present their work to other teachers regularly. These events should be organised at the local level. It was noted that many teachers who lack confidence are less likely to participate in national events.

- CPD activities are likely to be successful and effective if they are informal, supportive and encourage connections.

'… must be held continuously. Giving rewards might also be important, for example, in a form of an opportunity for presenting and sharing their work. Typically, there is the Best Practice contest at the national level. However, some teachers may feel like they are not good enough for the event. Attending several academic events at a local level might help increase their confidence.'
Thai Master Trainer, Chiang Mai

When asked about examples of successful projects in the past, one TMT referred to feedback given by teacher trainees, saying that Bootcamp is one of the most effective trainings that they have experienced. Some TMTs stated that Bootcamp project operations could be a good model for organising future CPD projects.

'This project is good. We trained many cohorts and received positive feedback. Some teachers said that Bootcamp was the best training in which they had participated. They appreciated the British Council, teachers, and everyone involved. For teaching techniques, they experienced teaching practices in the training through demonstration and microteaching, received feedback, and shared reflections. It was a full coverage of training activities for an individual. I think, actually, there must be a follow-up project.'
Thai Master Trainer, Samut Prakan

5.2.3 Challenges and support needed

Currently, most TMTs conduct several trainings each month because there are not many TMTs at present. However, being one of a few TMTs causes some negative impacts on their own development as a teacher.

- They have less time for teaching their own students.

- They spend time on non-teaching jobs. That is, training had a negative effect on their career growth since the criteria for gaining higher academic standing for teachers rely mainly on teaching hours.

Recommendation 5.2: The authorities should find effective ways to facilitate TMTs and help them overcome their challenges at work. Some practical recommendations could be to: 1) make the job of TMTs into an official position in Thai education with a clear job description and career path, then recruit more TMTs, or 2) allow teachers to choose either a teaching-track or a training-track position when they apply for a higher academic rank.

In the past, TMTs were supported by the MoE to participate in the TMT foundation training workshop. They wished to attend the international training courses for trainers to develop themselves continuously.

From their points of view on teacher training, announcements of and updates on teacher training courses should be circulated widely. It is important that all teachers receive information quickly so that they can keep up with the updates.

5.2.4 Collaboration

TMTs work closely among themselves and with supervisors and teachers who received Bootcamp training and joined other post-Bootcamp activities. They work in the activities organised at a department level, a school level and an educational service area level. However, we found no formal collaboration between TMTs and ERIC and PEER managers.

As part of their collaborative work with supervisors, TMTs were involved in planning and organising Bootcamp Turbo, Bootcamp PLC and joining other Bootcamp-related activities under supervisors. For TMTs with a close connection with supervisors, they were also invited by supervisors to be a part of other activities which are not particularly related to Bootcamp.

With the trained teachers, TMTs planned and organised cascade training for teachers who had not been trained. TMTs also worked with teachers as facilitators, giving feedback and suggestions for teachers who had problems and difficulties with using techniques and activities from Bootcamp in their classrooms. In most cases, communication between TMTs and teachers took place through social networks, especially Line and Facebook Groups. After the Bootcamp, TMTs still provided help for teachers though Line groups. We created Line groups where we gave advice for teachers informally. We collaborated with the Educational Service Area Of!ce and supervisors. For supervisors, they have contacts of TMTs in the area and invited the TMTs to conduct trainings. For the teachers who did not receive the Bootcamp training, they can participate in the Bootcamp Turbo which is an intensive course. The duration of the course is different for each area, ranging from 1 to 3 days.

Some examples of work and collaborations between TMTs and other key personnel are summarised in Table 5.2.

Types of work	Provinces	Work	TMT	ERIC/ PEER	Teachers
Post-Bootcamp activities	Kanchanaburi	**Bootcamp Turbo**	✓		
	Nakhon Phanom	**Bootcamp Turbo, Bootcamp PLC** For example, TMT worked with supervisor, organising Bootcamp PLC for the teachers who have been trained in cohorts 1–10.	✓		
PLC	Kanchanaburi	**PLC Bootcamp Facebook Group**	✓		✓
	Nakhon Phanom	**Informal PLC** For example, teachers meet up for lunch or dinner and share their experiences and problems in teaching English to their students.			✓
	Samut Prakan	**Informal PLC**	✓		✓
Exhibition	Kanchanaburi	Show and share, exhibition and workshop	✓	✓	
	Chiang Mai	Best Practice	✓		
Training	Chiang Mai	**Training for teachers** in the educational service area	✓		
	Samut Prakan	**Training for teachers** in the educational service area	✓		

Table 5.2 Work and collaborations of TMTs and other key personnel in CPD activities

5.3 ERIC managers and PEER managers

5.3.1 Responsibilities

ERIC and PEER managers are the teachers who oversee CPD activities and projects at English Resource and Instruction Centres (ERIC) and Primary Education English Resource Centers (PEER) which were originally set up in primary and secondary schools throughout Thailand to promote the CPD of English teachers.

Many ERIC and PEER managers said that after Bootcamp training was organised, ERIC and PEER rarely had a role in organising activities for teachers. In some centres, its space was downsized or used for other purposes. Managers as well as their centres did not have an active role. Projects and activities conducted by these centres are those which were organised before the Bootcamp project.

Projects under the supervision of ERIC and PEER managers, mostly before Bootcamp, were as follows:

- Teacher training projects: ERIC and PEER managers plan and design training content and topics to suit the context and the teachers' needs (ERIC manager, Samut Prakan; PEER manager, Nakornpanom). They also invite lecturers from a university in their educational service area to train teachers from schools in their centre network (PEER manager, Chiang Mai).

- Teacher development activities: They organised the Best Practice competition (PEER manager, Chiang Mai).

- Teaching supervision and teaching observation: There is the supervision/observation of teachers' instructional practices for schools in the centre network. This can be counted as PLC hours (e.g. ERIC manager, Kanchanaburi; ERIC manager, Samut Prakan; ERIC manager, Chiang Mai).

- MoE projects: An example is Coupon Kru for which ERIC and PEER centres are coordinators (ERIC, Kanchanaburi).

- Teacher Service Centres for teachers in an educational service area: They provide advice on organising teacher and student development projects (PEER manager, Samut Prakan), help create teaching materials with teachers in their educational service area (PEER manager, Chiang Mai) and disseminate information.

- Post-Bootcamp activities: ERIC and PEER managers are project coordinators, as in an educational service area in Kanchanaburi and Nakhon Phanom, as well as training content designers/planners (with others), as in Samut Prakan.

5.3.2 Belief about the success of CPD

According to ERIC and PEER managers, successful and effective activities or events held in the past were those focused on teaching techniques and methods. Apart from this, they also raised issues about 1) support from school authorities, 2) collaboration of key personnel, and 3) project plans and implementation as important keys to the success of CPD.

A summary of their comments is given below.

- The authorities should recognise the importance of teacher development and give teachers opportunities to attend professional development programmes which would help them improve their expertise. In the past, many projects failed simply because teachers were unable to attend the events.

- Another key factor of success is the collaboration between teachers and key personnel in the educational system. These key personnel are policymakers, teacher trainers, supervisors, educational experts and other professional development providers.

- Project planning and implementation are associated with time and budget. ERIC and PEER managers recommended that an annual development plan and timeline should be developed beforehand, and the administrators should be kept informed of progress. For budgeting regulations, the centres should be able to manage budgetary resources in a more flexible way, depending on their specific needs.

'I think it is a good plan. In the past, I felt that the tasks assigned for ERIC were quite urgent. For example, we received budgets and were assigned tasks on a short notice. We had no time to plan or coordinate with other sectors. The second point is about the budget which was usually assigned for particular activities. Because the budget was restricted to what it was assigned to, it did not serve real needs. For example, we could not use the operating budget for buying computers. A key to success, in my opinion, is teacher collaboration. The activities they wish to initiate was PLCs.'
ERIC manager, Chiang Mai

5.3.3 Challenges and support needed

There are two major challenges faced by ERIC and PEER managers.

- The existence of the centres as well as the managers has not been recognised by OBEC since the Bootcamp project started in 2016. In some areas, the space for the centres was downsized or even replaced with offices for other purposes.

- Many teachers were not granted leave for training or other professional development projects held by ERIC/PEER centres. School principals, teachers and ERIC and PEER should discuss teachers' leave for participation in CPD activities, to come up with the best solution.

ERIC and PEER managers also pointed out other issues related to a large number of teachers in the areas with differing needs and a lack of educational experts and teacher trainers.

They wish to receive support from university lecturers for training and workshops.

5.3.4 Collaboration

As mentioned earlier, ERIC and PEER have become less active since late 2016 when Bootcamp started. Most collaborations reported in this section occurred before the Bootcamp project. In the past, ERIC and PEER had a close connection with supervisors in the educational service areas. They worked together in school PLCs and on teaching observations, as well as planned and organised training and workshops for teachers. For recent work, ERIC and PEER managers have collaborated with TMTs and supervisors in post-Bootcamp activities only in certain areas where they have personal connections, for example Bootcamp Turbo and observations of video clips recorded by trained teachers who used techniques and activities from Bootcamp in their classrooms.

Recommendation 5.3: The findings show little collaboration between ERIC/PEER managers and supervisors and between ERIC/PEER managers and TMTs. To achieve more effective CPD activities, authorities should identify the roles of ERIC and PEER managers more clearly and get them involved with supervisors, TMTs and school directors.

Recommendation 5.4: The MoE needs to create systems to promote more collaboration of teacher support personnel.

Examples of collaborations of ERIC and PEER with other groups of key personnel are presented in Table 5.3.

Table 5.3 Work and collaborations of ERIC/PEER managers and other key personnel in CPD activities

Types of work	Provinces	Work	Sup	TMT	ERIC/PEER	Teachers
Post-Bootcamp activities	Nakhon Phanom	**Bootcamp Turbo**	✓		ERIC	✓
	Nakhon Phanom	**Bootcamp Turbo**	✓	✓	PEER	
	Kanchanaburi	**Training for teachers** who have not been trained in Bootcamp	✓		PEER	
	Samut Prakan	**Bootcamp Turbo**	✓		ERIC	
Teaching observation	Samut Prakan	**Observation, PLC**	✓		ERIC	
	Chiang Mai	**PLC, Consultation session**	✓		ERIC	
PLC	Nakhon Phanom	**PLC**	✓		ERIC	
	Nakhon Phanom	**PLC** (Sharing information, teaching techniques and problems in their classroom)	✓		PEER	
Training	Nakhon Phanom	**Training on O-NET** content and operations for teachers			PEER	
	Kanchanaburi	**Training on O-NET** content and operations for teachers	✓		PEER	
	Samut Prakan	**Teacher training** for schools in the network	✓		PEER	

In the next chapter, we will discuss whether perspectives from MoE authorities align with feedback from the key personnel discussed above, as well as from teachers on their own professional development.

Chapter 6:
Administrative perspectives on continuing professional development projects

To gain insights into the current CPD activities from a top-down perspective, we interviewed three MoE officials who play key roles in policymaking and planning of developmental projects for teachers in Thailand. They also expressed their personal views on professional development and CPD projects, which crucially reflect administrative perspectives for the future development of teachers in Thailand.

1. Dr Kawinkiat Nonthapala, Ph.D. (Deputy Secretary General of the Basic Education Commission) provided an overview of Thai policies which relate to teacher development.

2. Dr Atittaya Punya, Ph.D. (Director of English Language Institute) was one of the key people who handled the Bootcamp project.

3. Mr Weerasak Samaksamarn, Ph.D. (Head of Language Learning and Teaching Unit, Bureau of Academic Affairs and Educational Standards) was responsible for the Bootcamp project in the initial stages.

This chapter begins with a background to OBEC work (Section 6.1), in particular the teacher development aspect, which is the direct responsibility of the English Language Institute (Section 6.2). To achieve the main goal of OBEC and the MoE, it is important to understand how the MoE authorities view teacher professional development (Section 6.3), to learn about their experience of project management, collaboration and challenges (Sections 6.4 and 6.5) and their suggestions for promoting CPD (Section 6.6).

6.1 OBEC work on teacher development

In general, the three MoE officials listed are responsible for policymaking and outlining Thai teacher development plans. However, they handle teacher CPD that differs in scope and areas, such as an overall picture of Thailand's educational development, the development of teachers in all subjects and the development of English teachers in Thailand.

OBEC is responsible for human resources in five areas: 1) teacher recruitment, 2) work allocation/assignment, 3) teacher development, 4) teacher welfare, and 5) retirement/resignation. For teacher development in particular, the system is structured in two main ways. The first is development based on legal specifications. This includes academic title appointments, teacher-level promotions and renewing professional teacher licences. The second structure involves creating learning and teaching development projects based on imperative issues and teacher needs. This chapter focuses on the second structure, the projects for professional development initiated by the MoE. More specifically, the English Language Institute takes responsibility for the projects for English teachers reported in this study.

6.2 English Language Institute, OBEC

The main responsibilities of the English Language Institute include: 1) English language teaching (teacher development), 2) English language testing (teacher quality assessment), and 3) support for teachers (e.g. in the forms of Resource Centers and online platforms for online training and testing). This study focuses mainly on teacher development and support for teachers.

6.2.1 English language teaching (teacher development)

To promote teacher development, the English Language Institute oversees several projects and activities for English teachers. Three projects and activities which the three MoE officials shared their views on are Bootcamp, PLCs and the Coupon Kru Project.

The Bootcamp project

For Bootcamp (2016–18), the executives voiced the opinion that two main elements which promote its long-term effects are 1) teachers and 2) policy. First, teachers are required to bring what they learned from the training into continual use. Second, the policy must be aligned with and encourage the actual use of what was learned in the training. This applies to activities at all levels, including school, educational area and national levels. To promote the long-term impact of Bootcamp, the government can issue both direct and indirect policies.

Some recommendations from the MoE executives on policies are given below.

- Supervising and monitoring system: The supervisory session should follow up on the actual use of Bootcamp activities in classrooms.

- Assessment of students' performance which is affected by the application of Bootcamp activities: For example, assessing students' performance in the speech contest might reflect whether teachers use the Bootcamp activities continually.

- Observation and analysis of students' reactions: This involves observing whether students enjoy learning English for communication.

Professional learning community (PLC)

The three executives believe that the key to PLC success is to make teachers understand the characteristics of PLCs and have PLC knowledge. School principals also play an important role. Alternatively, in a large-sized school, it could be the head of the English department who has the leadership and management skills to encourage a PLC culture in the organisation.

In the MoE officials' views, the main characteristics of PLCs are as follows.

- Information and knowledge are exchanged among teachers with different expertise.

- There are no experts in a PLC, as it would lead to controlling and taking over the floor (e.g. an expert speaks while the other members listen passively).

- Effective PLCs engage teachers in sharing knowledge and working collaboratively to address problems of practice as well as to discuss solutions. This, in turn, leads to learning.

- PLCs should be informal.

- Informal PLCs involve the participation of every member.

- All PLC members can contribute to the community.

- Appropriate technology and centralised platforms are used to exchange knowledge and skills (instead of using an individual/private platform). This will encourage more communication and decrease the number of PLC paper documents.

Coupon Kru (Coupon for Teacher Development Project)

Coupon Kru is another project which the three executives discussed as an example of projects which attempt to shift from a top-down to a more bottom-up approach. Rather than assigning teachers to a training programme organised by the MoE, teachers are provided with a directory of workshops and training courses available for them to choose from, along with 'coupons' to register for the training that is related to their interests. Although there was both positive and negative feedback, which suggests the need for future development, Coupon Kru is considered a successful project as it provided flexibility for teachers in their development. The lesson learned from Coupon Kru is that the MoE needs to be careful when choosing topics/curricula for teachers to choose from and running the projects to meet the aims and standards.

6.2.2 Support for teachers

This section discusses two forms of support for promoting CPD: supporting facilities and supporting authorities. Much of this support has already been implemented, while some is currently being developed for near-future practices.

The supporting facilities

There are two types of facilities built into the development plan in 2020: the Human Capital Excellence Centre (HCEC) and the MoE's digital learning platform.

First, the HCEC was set up to promote the CPD of all teachers and educators in Thailand. The MoE opened the model HCEC in September 2020 at Nawamintharachinuthit Satriwittaya 2 School and plans to open a total of 185 HCECs, which will be located in state primary and secondary schools across Thailand by the end of 2021 (82 centres in Phase I and the other 103 centres in Phase II). These 185 centres will replace the English Resource and Instruction Centres (ERIC) which were originally established for the development of English teachers (Rohitsathian, 2020). Each HCEC will provide training and testing for education personnel, for example in English, Chinese, digital skills and 21st-century skills (Office of the Basic Education Commission, 2020). The centres also provide CEFR-based tests, with the aim of enabling teachers to know their English proficiency level before joining training and development programmes. The HCEC planning and working systems are based on experiences gained from the RETC. The management system features TMTs, HCEC managers and supervisors, who work together.

Second, the MoE's digital learning platform will be a centralised platform for training and testing teachers and students under OBEC. The concept of training is similar to that of the Coupon for Teacher Development Project (Coupon Kru), which offers a directory of training topics for teachers to choose from. The training modules are selected by a committee (which consists of experts and executives) to respond to policy.

The test results of teachers' CEFR level will be considered before they can choose training programmes or modules which match their interests and proficiency. In addition, this system will enable teachers to join PLCs on an e-platform.

Based on the executive interviews, there are also other forms of supporting facilities for promoting CPD, such as:

- communication channels via social networks and websites
- research grants
- online PLCs or other forms of online communities for teachers
- both onsite and online training, pre-training, placement tests and preparation for training.

The existing support for teacher development comprises many channels of communication between OBEC (MoE) authorities and teachers, such as the Facebook page and website of Nataphol Teepsuwan, the current Education Minister (http://www.facebook.com/NatapholBKK, http://www.nataphol.com), and the OBEC TV channel. There is also a research grant distributed by the Educational Innovation Office and OBEC to support teachers' classroom research.

Supporting authorities

Supporting authorities refer to OBEC (MoE) authorities, supervisors, directors of the Educational Service Area Offices and school directors. Supervisors are responsible for supervising teachers and monitoring the support systems for teacher development. They work closely with directors of the Educational Service Area Offices and school directors, who should have administrative and academic knowledge and expertise in various areas, for example curricular, active learning, and digital literacy. Once the HCEC is established, the head of the centre will play an important role in providing support for the development of individual teachers. However, even with a good system, teacher development cannot be achieved without efficient authorities and administrators.

6.3 Views on teacher development

The executives' views on CPD can be divided into two areas: 1) teacher-related aspects and 2) project-related aspects.

6.3.1 Teacher-related aspects

The executives believe that teachers should develop themselves in terms of teaching and other professional skills. They should also be able to train other teachers. Some comments from these key persons on teacher CPD are that:

- teachers should have basic knowledge of their profession in terms of, for example, curriculum, evaluation and assessment
- teachers should be lifelong learners who always seek new knowledge for personal development
- teachers should develop their expertise
- teachers should be able to give advice to or coach other teachers based on their expertise.

Possible ways of encouraging teacher development would be to:

- consider teacher expertise as part of the criteria for academic promotion
- encourage teachers to do research on learning (e.g. in the group of supervisors), raising awareness among educational curriculum designers for the tertiary level.

Recommendation 6.1: To meet the desired quality of teachers, the MoE needs to evaluate and improve the current teacher preparation programmes. Given that PLC membership is obligatory, this activity is most practical to promote teacher improvement. PLCs should aim to promote 1) basic knowledge and sharing experience and teaching practices, 2) the practices of lifelong learning, 3) teachers' special interest groups which support individual teachers' expertise, and 4) teachers' mentoring and coaching skills.

6.3.2 Project-related aspects

The executives shared their views on project characteristics and project management which encourages teacher development.

- CPD projects for different groups of teachers should be different in scope and focus. For example, there should be training for new teachers and monitoring/coaching activities for teachers who have already received training.
- Executives, especially school principals, are required to have academic knowledge in terms of management, curriculum, and evaluation and assessment.
- There should be a continuous supervision and monitoring system.
- Apart from using O-NET scores as an indicator of the success and achievement of schools, teachers and learners, research studies into particular training should be conducted, and research-based reports should be used for training evaluation.
- The management of previous projects involves both top-down orientation (or implementing the policy given by the MoE) and bottom-up orientation (for which teachers propose a teacher development plan based on their interests and needs). For practical reasons, the use of one approach would not work.
- The constraint of the bottom-up approach is that the large number of teachers might come up with numerous training types. It would be difficult to control the quantity and quality of training. Some training topics may also overlap. An example of a compromise between the top-down and bottom-up approaches to organising large-scale training is the Coupon Kru project. The MoE set the overall structure of the course and provided choices for the teachers to choose from, based on their interests. This reduces the number of topics but still allows teachers to choose topics which match their interests.

Recommendation 6.2: **CPD projects would not be successful without effective teacher support personnel who are closer to teachers and know teachers' needs better than the MoE. Therefore, there should be PLCs for key support personnel, for example HCEC managers, supervisors and TMTs, to allow them to collaborate and promote CPD activities according to teachers' needs (especially those of particular groups of teachers, e.g. new teachers, experienced teachers, department heads, school administrators).**

6.4 Collaboration in organising CPD projects

In the past, the MoE, OBEC and government agencies received cooperation from many parties when putting teacher professional development policy into practice.

Forms of collaboration based on the executive interviews included:

- the collaborative work of several departments under the supervision of the MoE

- teachers and the MoE (e.g. via social networks, websites)

- English Language Institute and public sectors (e.g. universities and language centres)

- English Language Institute and private sectors (e.g. national and international public companies in education).

On the one hand, the cooperation was a top-down process, proceeding from the MoE, OBEC, the offices in OBEC, the English Language Institute, Supervisory Unit, Educational Service Area, supervisors, school directors to teachers. However, the coordination is not entirely one-way. Many offices of OBEC (e.g. Teachers and Basic Education Personnel Development Bureau, Bureau of Educational Testing and Bureau of Basic Education Monitoring and Evaluation) worked together to organise a teacher

professional development project. On the other hand, the cooperation can also be a bottom-up process. OBEC has received teachers' suggestions and feedback via various social networks, such as MoE 360 Degree and the website of the English Language Institute.

The English Language Institute, which is directly responsible for the development of English teachers, has cooperated with both public and private sectors. In terms of the public sector, it implements teacher development projects in cooperation with universities and language centres. In terms of the private sector, it cooperates with private agencies, especially in education, technology and communication. Examples of national and international public companies and organisations providing training and testing are the British Council, Cambridge, Pearson, Oxford and LanguageR.

6.5 Challenges of CPD project implementation

The executive interviews revealed some problems and challenges of teacher development projects in terms of management and academic aspects, which can be categorised into five main points.

1. Policy changing

The ongoing changes of cabinet ministers resulted in changes of policy and, in turn, caused discontinuity of the policy. The policy should correspond to both the development needs and interests of teachers.

2. Transforming the policy into practice

When new policy is issued in relation to the previous one, there can be a misunderstanding that the previous one has been cancelled and therefore only the new one is implemented. This results in the discontinuity of the working process. Therefore, those who issue the policy are required to communicate with those who implement it to ensure mutual understanding.

3. Teacher preparation

Teacher education and training are far behind the rapid changes of global contexts. Neither in-service nor pre-service teachers are well prepared. Educational institutions which are responsible for pre-service teacher education should consider revising curricula and subjects which are related to teaching methods in order to match the current teaching objectives and English learning outcomes required by the policy.

4. Teachers' workload

Teachers' workload is a challenge which has been discussed frequently, especially by primary school teachers. In small-sized schools where the number of English teachers is limited according to its size, all of the teachers have been assigned other work on top of their teaching workload. For this reason, the teachers are required to take on multiple roles and cannot focus on or make use of what they have obtained from training. As a result, they end up merely teaching the content provided in textbooks because they do not have time to prepare other extra activities. As school directors are well aware of this problem, they try to solve it by hiring assistant clerical officers to handle administrative work. However, with the financial law, they cannot hire enough people to do the job for small-sized schools. Therefore, primary school teachers are still required to take part in administrative work for their schools.

5. A large number of minor projects

There have been a large number of minor teacher development projects, but they are scattered and not connected. These projects may be considered successful at a local level, but there is no connection or cooperation between them. A strong network of teachers would know what projects are being or have been implemented, and the repetitive development programmes could be removed.

Recommendation 6.3: In light of the challenges of the MoE, we would give recommendations regarding project planning and implementation. Prior to implementing new projects for teachers, factors that the MoE needs to consider are 1) the success and failure of former policies, 2) transition between former and new policies and ways of communicating the policies to the Thai education community, 3) the need to investigate major projects run by state and private institutions as well as minor projects organised by individual institutions.

6.6 Suggestions for promoting CPD

Recommendations from the three MoE executives can be divided into four key aspects: 1) the objectives of teacher development, 2) teacher development planning, 3) project administration, and 4) roles of the MoE, regulated organisations and teachers.

The objectives of teacher development

- Training courses should cater to teachers' different levels of proficiency (basic, intermediate and advanced).

- For academic title promotion, teachers are required to have expertise or specialisation and should be evaluated in terms of their work and experiences.

Teacher development planning

- There is a need for an overview of the connections between various projects. This can help to avoid repetitive projects and create ones that have a greater impact in the field of English teaching.

- Policy and practices need to be connected. Training should meet teachers' needs and use suitable methods. If the policy does not support teachers' needs, it is not possible to continue the training projects.

- Policymakers need to consider and create a policy that includes development continuity, monitoring processes and research to support and evaluate the success of CPD projects.

Project administration

- There is a need to make communication platforms constantly active and able to run by themselves. For example, if an e-community platform has constant postings, sharing and leaving comments, the platform can run automatically.

Roles of the Ministry of Education, regulated organisations and teachers

- The MoE should take the role of a facilitator and intervene less in CPD administration.

- Project implementation should be an integrated top-down and bottom-up approach. The Ministry should support teacher communities and networks and encourage them to work cooperatively and to lead their own projects.

The next chapter provides a summary of key findings of the study. Suggestions and recommendations for promoting CPD drawn from the findings will also be provided.

Chapter 7:
Discussion and recommendations

The previous chapters presented the detailed findings of CPD activities after Bootcamp (Chapter 3), the overall impact of CPD (Chapter 4), the work of teacher support personnel (Chapter 5) and administrative perspectives on CPD practices in Thailand (Chapter 6). This chapter highlights particular concerns about the current teacher CPD and provides recommendations for future development. The six sections in this chapter include a summary of CPD practices after Bootcamp (Section 7.1) and potential directions for CPD in relation to trainer development (Section 7.2), teacher development (Section 7.3), MoE CPD management (Section 7.4), MoE teacher support personnel (Section 7.5) and action (Section 7.6).

7.1 A summary of CPD activities for English teachers

We collected the data for this project 18 months after the completion of the Bootcamp project. This period also overlapped with the Bootcamp Turbo programme, which finished around the end of 2019. The study shows that concepts from Bootcamp were still active in teacher developmental programmes for at least a year after the project. However, we have no strong evidence that Bootcamp's impact on teacher CPD will be sustainable. The Bootcamp concepts were incorporated into CPD activities organised in 2019, such as teaching supervisions, professional learning communities (PLCs) and a Best Practices contest for Bootcamp participants.

There were many CPD activities carried out across Thailand in 2019. The number was far fewer in 2020, which is partly due to Covid-19 pandemic restrictions which have been in place since late March 2020. Over 90 per cent of the teacher respondents reported that they attended one to five CPD activities per year (Chapter 3). These activities included:

- Bootcamp Turbo, PLCs (Bootcamp PLCs and MoE-PLCs)
- training and workshops

- discussion sessions
- the instructional media competition
- the academic showcase
- the Best Practice competition
- collaborative training programmes delivered by public and private partners.

The majority of these activities were organised at national, regional or educational service area levels, with little evidence of any activities being initiated by individual teachers. Among these activities, PLCs seem to be the most promising as they promote long-term impact from Bootcamp or any one-off training because of their flexibility (e.g. in terms of occurrence, topic, types of PLCs, size, formality and location). Therefore, PLCs are one of the potentially effective activities for teachers' career-long development process.

The CPD activities revealed by this study can be classified as three main types: top-down activity (Section 7.1.1), mid-level activity (Section 7.1.2) and bottom-up activity (Section 7.1.3). We will also discuss the CPD activities in this chapter based around these terms.

7.1.1 Top-down activity

Top-down activity refers to formal activities which are initiated and organised by the MoE or by the MoE in collaboration with other governmental or private sectors. Examples of these activities include the Bootcamp and Coupon Kru projects.

Overall, teachers evaluated the large-scale top-down CPD activities based primarily on format, content and, most importantly, the practicality of the activities. Skill-based training and similar programmes are likely to attract teachers' interests and meet their needs.

The activities teachers found most useful are associated with:

- teaching practices and techniques
- English language knowledge and skills
- teaching materials and resources
- classroom management.

7.1.2 Mid-level activity

Mid-level activity refers to activities which are initiated or organised by Educational Service Area Offices (ESAOs), supervisors or TMTs. Some mid-level activities are Bootcamp Turbo (in 2019), MoE-PLCs, the Lessons Learned Meetings at ESAOs, the Best Practice competition, the instructional media competition, and other training and workshops organised by or held in individual areas.

Although Bootcamp Turbo and the MoE-PLCs were initiated and supported by the MoE, each ESAO was authorised to decide how to allocate the budget for English teacher development. The lessons we have learned from these mid-level activities are:

1) strong school networks in the educational service areas are an important factor of a successful CPD

2) the main concern related to budget management is that there was no effective tracking system to monitor whether the budget was spent on the agreed purposes

3) the activities which the teachers felt forced to do (e.g. MoE-PLCs) are unlikely to be successful or effective since we found that some official records of PLCs were fabricated just to fulfil the requirements without actually conducting the PLC events.

7.1.3 Bottom-up activity

Bottom-up activity refers to an activity where individual teachers in an English department or a school initiate an idea for CPD and implement it. Although the majority of CPD activities found in this study were mid-level activities, we found a few cases where teachers conducted collaborative CPD activities in their community.

For example, one teacher we interviewed for the Chiang Mai case study has often worked with his colleagues to initiate and organise activities for other teachers. Because of his strong leadership skills, interpersonal skills and high self-motivation, he has created networks with local and international non-governmental organisations and universities, initiated collaborative projects,

invited specialists to give talks for teachers and discussed teaching practice issues with other teachers, activities which he considered informal PLCs. He enjoyed working on these and found them successful. In other areas, we also found PLCs conducted by small groups of teachers in English departments. Unlike the MoE-PLCs, the individual PLCs were not formally set up. In these PLCs, a few teachers met up and shared their class experience as well as communicated through Line Groups. The teachers considered this activity an informal PLC and found it more practical and productive than the formal one since they were comfortable with having casual conversations with colleagues who knew each other well. The information from these cases suggests that bottom-up activities are satisfactory to teachers and should therefore be promoted. Individual teachers need role models, appropriate training and support from the authorities to develop self-awareness of professional development.

7.2 Potential directions for CPD in relation to trainer development

Most CPD activities, especially mid-level and bottom-up activities, would not be successful without teacher leaders, trainers and other key support personnel as important actors. According to the findings, their key challenges are:

• their official position as a teacher, which makes training-related workload an extra responsibility

• their different training needs

• the lack of self-awareness and self-directedness of professional development

• the lack of leadership skills.

For long-term development, individual teachers should learn to become educational leaders. The MoE, ESAOs and schools should support existing trainers and leaders and develop new ones. Therefore, we have recommendations for training and professional development programmes for teacher trainers and leaders

which can be conducted as top-down and mid-level programmes. In light of teacher interviewees, recommendations for school director and teacher trainer development are given in Sections 7.2.1 and 7.2.2.

7.2.1 School director workshop

Many teachers stated that a school director is a key person who can support or obstruct CPD. Many teachers felt that school directors should be more supportive and should value the importance of teacher development. Therefore, school directors' understanding of CPD is crucial to promote teacher CPD.

Recommendation 7.1: **MoE and ESAOs should provide workshops or discussion sessions for school directors and leaders on their important roles in teacher CPD, for example their roles in increasing teachers' engagement in CPD and supporting teachers' self-initiated activities, especially post-training activities. To maintain and develop the national CPD system, contributions to teacher CPD should be set as one of the significant requirements for a performance evaluation of ESAO directors and school directors.**

7.2.2 Trainer training workshop

The findings suggest that TMTs are influential agents who were involved in all phases of Bootcamp Turbo as well as other subsequent CPD activities. TMTs and supervisors created teacher networks which stimulated collaborations and promoted teachers' self-initiated CPD activities afterwards. For ERIC and PEER managers, although they have had a less active role recently, we believe that their experience as teacher trainers and facilitators should be continually developed. Developing the current trainers' performance and training teachers to be effective leaders will promote mid-level and bottom-up initiatives.

Recommendation 7.2: **Leadership training programmes (e.g. finding sponsorships, teamwork, effective communication skills) should be organised annually at national or regional levels for supervisors, trainers, and ERIC and PEER managers.**

In addition to current trainers and leaders, Thai teachers should also be able to initiate or choose to attend CPD activities according to their needs.

Recommendation 7.3: **Since we found that many teachers are more likely to attend CPD activities only because the school requires them to, Educational Service Area Offices or schools should encourage teachers to be more self-directed with their development. Aligned with the issues raised by Pedder and Opfer (2010), steps which could be followed are to 1) provide training to raise teachers' awareness of self-development planning which meets professional standards, 2) offer a variety of resources online and onsite at the Human Capital Excellence Centre (HCEC), which would help teachers attain their development goals, 3) provide a channel for teachers to request their desired training course and the opportunity to organise projects/activities for other teachers to join. By taking these steps, some teachers would also develop self-direction and leadership skills to become leaders of bottom-up CPD projects afterwards.**

Recommendation 7.4: **Related to the previous recommendation, Educational Service Area Offices should set clear criteria for selecting teachers to enter the training programmes, such as those who have experience in initiating CPD activities.**

The other developmental training programme for trainers worth conducting is on PLC skills. Based on the findings, PLCs occurred most frequently with flexibility in their time, topics, members, formality, locations or platforms. Therefore, it is the most practical activity used for leaders' development processes.

Recommendation 7.5: **Since there is evidence that many teachers do not have a clear understanding of what PLCs are and how they work, the MoE needs to provide clear guidance on this issue. An online platform is preferable over training courses in this case since a large number of teachers should be involved. Therefore, websites and guidance for effective PLCs should be provided through the MoE's digital learning platform.**

We found that teachers often do not engage in PLCs because they are worried about criticism. Trainers who facilitate PLCs need skills training to overcome this issue.

Recommendation 7.6: PLC leaders should learn and use group management skills along with feedback-giving skills, such as appreciative advising, which focuses on strengths instead of weaknesses (see Tian & Louw, 2020).

Many teachers feel threatened in PLCs. They do not share because they can be criticised. On the other hand, they do not criticise others because they are worried that they make others lose face. Therefore, appreciative advising based on a strengths-based approach for PLCs may be a useful way of encouraging teachers to participate in effective PLCs.

7.3 Potential directions for CPD in relation to teacher development

Based on the interviews with teachers and MoE officials, teachers' self-awareness of CPD and initiatives of professional development were found essential to the success of CPD. The interviews show that most CPD activities which teachers had experienced were top-down initiatives from the MoE, Educational Service Area Offices or schools, with participation in the activities being required (Chapter 3). Therefore, many teachers perceived the activities as time-wasting.

According to MoE officials' perspectives (Chapter 6), they have tried to find a balance between top-down and bottom-up activities and, therefore, they support and facilitate schools' or teachers' self-initiated projects and activities. The MoE has allocated money and transferred decision making to their regional and local offices (e.g. Educational Service Area Offices) for teacher development management to enhance decentralisation, although it is still not very effective. These practices show that the MoE encourages and supports individual offices, schools and teachers to be more independent. Clear evidence of this plan is the Coupon Kru project, which allowed individual schools and teachers to make training choices based

on needs and interests. The project concepts and practices were satisfactory, although the management and quality control needed to be improved. Another piece of evidence showing that teachers tend to be satisfied with their own initiatives was from the Chiang Mai case study where a teacher and his colleagues successfully organised CPD activities in collaboration with local and international private organisations. Based on this evidence, we could say that teachers should be encouraged to be more independent and more self-directed in their professional development, while teachers' self-initiated activities should also be promoted. Therefore, at two levels, we provide recommendations below for CPD activities which will promote teachers' self-directedness on their development.

7.3.1 Mid-level programmes for teacher development

Based on the findings, the majority of post-CPD activities have been organised and supervised by Educational Service Area Offices and school clusters. Teachers reported that the recent activities they had attended equipped them with knowledge on language rules and use, the communicative teaching approach, technology for language classrooms, 21st-century skills, assessment and testing, changes and development in education, and educational policies.

Recommendation 7.7: Since we found that most training courses teachers receive are knowledge-based, Educational Service Area Offices should also pay more attention to skill-improvement aspects.

One of the suggestions from teachers for promoting the sustainability of CPD is to develop teachers' expertise, which is also considered the ultimate goal of effective CPD.

Recommendation 7.8: To develop teachers' expertise, Educational Service Area Offices should organise a regional event/conference to provide teachers with an opportunity to display their work and to share their experience and expertise gained from participating in training.

7.3.2 Bottom-up activities for teacher development

PLCs would work best as a bottom-up activity to improve knowledge and skills through a collaborative environment. They can also be used as a follow-up session for training courses and workshops. However, the findings show that teachers viewed PLCs as the most problematic activity. Support should be given to bottom-up PLC activities as follows.

Recommendation 7.9: Since face-to-face PLCs were found to be more interactive and the discussions more thoughtful, face-to-face PLCs or synchronous online PLCs through videoconferencing platforms are preferable over PLCs through asynchronous messaging in Line or Facebook Groups. Asynchronous online PLCs could be used as a platform for further discussions. To facilitate teachers, effective equipment and internet connections should be provided for them at schools or at the HCEC to allow them to use videoconferencing effectively.

Recommendation 7.10: The findings show that teachers preferred PLCs with experts or PLC leaders than PLCs by teachers alone. At an initial stage of creating and developing a PLC culture, there should be hands-on training for teachers in PLC skills, in which they participate in actual PLCs with guidance and support from facilitators such as supervisors and TMTs. Later on, teachers should be encouraged to initiate informal PLCs.

Teachers will also need ongoing support after the PLC training and other training courses and workshops. This ongoing support should be available on the MoE's digital platform and at HCEC.

Recommendation 7.11: Through the digital learning platform and HCEC systems, there should be PLC and CPD counsellors who give ongoing support to teachers. The counsellors should be available for teachers to contact and discuss PLC practices and other post-training practices through an online platform or in person. Counselling hours should be set up and posted on the digital platform and HCEC websites.

7.4 Potential directions for CPD in relation to CPD management

The previous sections provided recommendations for trainer and teacher development programmes. In this section, the focus is shifted from CPD activities to CPD management, for which the MoE is responsible.

The interviews with MoE executives revealed their concerns for CPD management, their possible solutions to problems in education and their future development plans. Some of the problems indicated by teachers also topped the list of the executives' concerns (Chapter 6). Some new projects launched by the MoE aim to solve these problems to some extent. For example, while teachers noted an unmanageable workload, an MoE official explained that the employment of school administrators should help reduce some administrative work for teachers. However, this problem is still unsolved in many small-sized schools because, by law, the school size limits the number of academic and administrative staff at the school. Another example of action by the MoE is the recent launch of a digital platform which consists of training courses and testing modules (Chapter 6). This should address teachers' suggestions of online training courses as alternatives to face-to-face training. It is likely that these projects will meet teachers' needs and will lead to positive changes if the implementation is successful.

Recommendation 7.12: Given that the MoE will provide teachers with face-to-face as well as online training courses, they should consider whether each CPD issue needs training or whether it can be done online through the digital platform. To make the choice between face-to-face and online training courses, the number of teachers and a specific CPD issue to deliver are key issues. If there are a large number of teachers involved and the focus is on the basic topics, such as how PLCs work, using the online platform may be preferable because there are many people to be trained and the focus is more on knowledge transfer. If the training is more about skill development for a small number of teachers, face-to-face training is more practical and effective.

Although the findings imply that MoE executives and teachers share some common concerns, it seems in reality that the two parties do not have a full understanding of each other's perspectives. This may be because communication has gone through several major phases for a particular project implementation and has involved many people. Incomplete messages transferred through several pathways might cause misunderstandings which will have an effect on the satisfaction and motivation of teachers and other practitioners. Effective communication in the education system is, therefore, very important.

7.4.1 Communication

Some important factors which negatively affect teachers' professional development are the discontinuity of projects, frequent changes of policies and a heavy workload. On the policy changes, communication between the authorities and practitioners through several phases was unclear or incomplete, and this might have caused misunderstandings. Policymakers should find effective ways to communicate with practitioners (e.g. head of educational service areas, supervisors, school directors and especially teachers) and get them involved in implementing CPD projects and activities.

Recommendation 7.13: Given the shifting nature of media in current society, the MoE needs to be aware of the situation and try multiple media methods as their channels of communication. Therefore, they should continue to search for social media channels to engage teachers and the public in their policy.

The MoE should investigate whether modes and channels of communication they currently use are effective. Then, the most appropriate and effective methods of communication between the MoE and stakeholders should be promoted and used to facilitate a more successful implementation of policies.

Recommendation 7.14: The MoE should set up a system which evaluates the effectiveness of their communications. They should experiment with using different channels and methods and evaluate the effectiveness of each of them to be able to identify directions for effective communications in the future.

7.4.2 PLCs

MoE officials believe that PLCs should become part of the culture of in-service and pre-service teachers. The activity can be an effective support system for teachers' long-term development.

Recommendation 7.15: Given that teachers perceive paperwork for formal PLCs as an unnecessary burden that stops them from engaging in PLCs, any related administrative requirements for PLCs should be streamlined into easy-to-complete online forms. Moreover, an observation and evaluation of PLCs, when necessary, could be conducted through an online platform to save time and travel costs required for conducting an onsite observation and evaluation.

Recommendation 7.16: To facilitate teachers' PLCs, the MoE's online platform should have PLC-support features which aim to reduce paperwork. These features could be videoconferencing tools to enable synchronous online PLCs, tools that keep participation records, and fillable and printable PLC reflection forms, which can radically reduce the required paperwork.

Since PLC participation is one of the requirements for career promotion, records from the system should be eligible for use in teachers' applications for job promotion. This recommendation also applies to other CPD programmes and activities.

Recommendation 7.17: PLC skills training should be integrated into an orientation session of new teachers as well as a pre-service teacher training programme.

7.4.3 Key personnel

Currently, supervisors and TMTs are the most active teacher-support personnel (Chapter 5). These personnel have stronger relationships with teachers than ERIC and PEER managers, who have not played active roles in the past two years.

TMTs, as new members of the teacher support system, played an important role in stimulating activities following the Bootcamp project, as well as other informal activities. It is noticeable that connections between 1) TMTs and supervisors and 2) TMTs and teachers after Bootcamp are the key factors which created collaboration in the follow-up activities.

Collaborations of these key stakeholders are essential for implementing CPD projects successfully. Stakeholders should be provided with directions of how a whole CPD system works and should fully understand the roles and responsibilities of their partners in the system.

Recommendation 7.18: The MoE should deliver an overview of the whole teacher support system, including existing and new support systems launched recently (HCEC and the digital learning platform), as well as the roles and responsibilities of stakeholders such as supervisors, TMTs, ERIC and PEER managers and HCEC support staff. This overview needs to be prerequisite knowledge for new supervisors, trainers and key teacher support personnel.

7.4.4 Monitoring systems

The number of CPD activities organised for teachers each year is satisfactory. For some teachers, however, there were too many activities, and they tended to lose focus of their development. Moreover, the findings suggest that the MoE should improve monitoring and evaluation systems.

Recommendation 7.19: Given that the MoE has problems with quality control, it could explore whether a machine learning or artificial intelligence system could be used to monitor administrative forms submitted, to check and screen for which documents should be focused on.

The MoE should keep accurate records of top-down projects and investigate other mid-level and bottom-up CPD projects and activities in terms of types, topics and number of CPD activities organised in Thailand in recent years. The records are important input for future plans and implementations. For example, similar training and activities can be combined and organised as collaborative programmes.

Recommendation 7.20: Because a large amount of data has been produced from training, PLCs and other CPD activities, the MoE should use effective data visualisation systems to collate data into graphical output. For example, teachers fill in the online form and submit it to a system which automatically identifies and analyses the data and then produces automated summaries for monitoring purposes.

7.5 Potential directions for CPD in relation to staff issues

Supervisors, TMTs, and ERIC and PEER managers are key actors in a successful CPD system. It is crucial to pay attention to their work, challenges and problems they have experienced and to provide support if necessary. The following recommendations were made based on the main concerns of these key personnel.

Recommendation 7.21: Currently, nearly all training relies on MoE staff members, such as supervisors and TMTs, to run the training courses. Given the excessive training workload of most supervisors and TMTs at present (see Chapter 5), the MoE could explore whether external organisations, such as teacher associations, publishers and local and international universities, could provide support for teacher CPD. These organisations could be asked to provide extra support for training and development, rather than simply relying on MoE staff.

7.5.1 Supervisors

Supervisors monitor and give feedback that contributes to the development of teachers. Problems faced by some supervisors are concerned with the time and distance between supervisors' offices and supervision sites. Each supervisor provides supervisory services at many schools, some of which are very far away. To keep their workload manageable, supervisors rarely supervise teachers at remote schools because of the long distance between districts. This hinders the supervisor from having close relationships with teachers and spending adequate time to supervise thoroughly in order to have a real impact on teaching and learning.

Recommendation 7.22: Since distances between supervisory units and schools needing supervisions is an obstacle to having regular supervisions, supervisory sessions can be conducted online and integrated with the onsite visits. In some areas where onsite sessions are not practicable, equipment and internet connections should be provided for supervisors and teachers, to enable effective videoconferencing supervisions.

7.5.2 TMTs

As suggested earlier, concepts and lessons learned from Bootcamp (and any training course) should be integrated into subsequent projects to promote long-term impact. TMTs take the most active role in running Bootcamp-related activities and cascading Bootcamp-based trainings to achieve this purpose. TMTs also take part in collaborative projects and mid-level and bottom-up sharing activities through several teacher social networks.

However, there are challenges faced by TMTs, mainly with their career development. First, there is no official trainer position in the Thai education system nor any long-term career path open to them. Second, current criteria for career promotion mostly rely on teaching, but do not take training workload into account. Since TMTs spend several hours on non-teaching jobs and therefore have less time for teaching, these responsibilities become obstacles in their career path.

Recommendation 7.23: Excessive training workload has affected TMTs' teaching at school and promotions on their career path. The MoE should develop a clear career path for TMTs and then recruit more TMTs to reduce the workload of the current team. Regarding a TMT's career development, the MoE should consider 1) revising criteria for teacher academic promotion which include training workload, or 2) setting up an official position and clear directions for development as a teacher trainer in the education system.

7.5.3 ERIC/PEER

ERIC and PEER managers reported that there was no budget allocated for ERIC and PEER recently. They felt that they have been neglected since the Bootcamp programme was implemented. They have fewer opportunities to play active roles as teacher training personnel.

Although this is partly due to the current change from ERIC/PEER to HCEC, the findings clearly show that ERIC and PEER managers were not informed about the change. The MoE should keep ERIC and PEER managers informed about this change of ERIC/PEER to HCEC and provide clear directions for their professional development in the teacher support system.

7.6 Potential directions for action

The recommendations in this report have been organised according to the specific issues that addressed the five objectives. In this section, to provide these recommendations aiming at specific stakeholders more explicitly, we consolidated and rearranged them according to the main stakeholders and target systems, including the MoE, the Educational Service Area Office (ESAO), Human Capital Excellence Centre (HCEC), the MoE's digital learning platform and training providers. Furthermore, this section has summarised findings and evidence in the report leading to each of the recommendations and potential directions for action that could lead to long-term benefits.

The Ministry of Education

Findings	Recommendations
The budget allocated for Bootcamp Turbo training was spent for other purposes not relevant to English teacher development.	The MoE should monitor ESAO budgets and expenditures for English teacher development projects (Recommendation 3.3).
Supervisors are overworked and many of them supervise multiple subjects.	Clear principled decisions are needed concerning the recruitment of supervisors. The choices are 1) supervisors for all subjects in a small area or 2) subject-specific supervisors in a large area. Bases for selecting between these two choices in a specific context are needed (Recommendation 5.1).
Excessive training workload had negative effects on TMTs' teaching at school, their promotions and their professional development as a teacher.	The MoE should facilitate and help TMTs overcome their challenges at work. Some practical recommendations could be to: 1) make the job of TMTs into an official position in Thai education, with a clear job description and career path, then recruit more TMTs, or 2) allow teachers to choose either a teaching-track or a training-track position when they apply for a higher academic rank (Recommendation 5.2).
There is little collaboration between ERIC/PEER managers and supervisors and between ERIC/PEER managers and TMTs.	The MoE should clarify the roles of ERIC and PEER managers and get them involved with supervisors, TMTs and school directors (Recommendation 5.3). The MoE needs to create systems to promote more collaboration of teacher support personnel (Recommendation 5.4).
Given that PLCs are obligatory, this activity is most practical to promote teacher improvement.	PLCs should aim to promote 1) basic knowledge and sharing of experience and teaching practices, 2) practices of lifelong learning, 3) teachers' special interest groups which support individual teachers' expertise, and 4) teachers' mentoring and coaching skills (Recommendation 6.1).
There have been a large number of CPD projects, but they are scattered and not connected.	Prior to implementing new projects for teachers, factors that the MoE needs to consider are 1) success and failure of former policies, 2) transition between former and new policies and ways of communicating the policies to the Thai education community, 3) the need to investigate major projects run by state and private institutions as well as minor projects organised by individual institutions (Recommendation 6.3).
Most previous CPD activities came from top-down initiatives, while the MoE intended to balance top-down, mid-level and bottom-up activities.	The MoE should provide a channel for teachers to request their desired training course and the opportunity to organise projects/activities for other teachers to join. By taking these steps, some teachers would also develop self-direction and leadership skills to become leaders of bottom-up CPD projects afterwards (Recommendation 7.3).
The MoE and practitioners communicated through several phases. Their communication was sometimes unclear or incomplete, and this might have caused misunderstandings.	The MoE needs to be aware of the shifting nature of media in current society and try multiple media methods as their channels of communication with teachers and the public (Recommendation 7.13). The MoE should experiment with using different channels and methods and set up a system which evaluates the effectiveness of each of them to be able to identify directions for effective communications in the future (Recommendation 7.14).

Teachers perceive PLC paperwork as an unnecessary burden that stops them from engaging in PLCs.	Related administrative requirements for PLCs should be streamlined into easy-to-complete online forms. If necessary, observations and assessments of PLCs should be conducted online to save time spent onsite and travel expenses (Recommendation 7.15).
Connections between 1) TMTs and supervisors and 2) TMTs and teachers after Bootcamp led to collaborative activities. Their collaborations are essential for implementing CPD projects successfully.	The MoE should deliver an overview of the entire teacher support system, including existing and new support systems launched recently (HCEC and the digital platform), as well as the roles and responsibilities of stakeholders such as supervisors, TMTs, ERIC and PEER managers and HCEC support staff. This overview needs to be prerequisite knowledge for new supervisors, trainers and key teacher support personnel (Recommendation 7.18).
The MoE has problems with quality control.	The MoE should explore whether a machine learning or artificial intelligence system could be used to monitor administrative forms submitted, to check and screen for which documents should be focused on (Recommendation 7.19). Because a large amount of data has been produced from training, PLCs and other CPD activities, the MoE should use effective data visualisation systems to collate data into graphical output. Then, the automated summaries can be used for monitoring purposes (Recommendation 7.20).
The training workload of most supervisors and TMTs is excessive at present because nearly all training courses rely on these people (Chapter 5).	The MoE should explore whether external organisations, such as teacher associations, publishers and local and international universities, could provide support for teacher CPD rather than simply relying on MoE staff (Recommendation 7.21).

Based on these findings and recommendations, there are some digital resources and support systems which the MoE could develop or improve to enhance the quality of their administrative work.

- Budget-tracking system used to monitor and keep track of the budget allocated to each regional and local office to ensure effective use of the budget and resources for teacher development.

- AI applications for quality control used to keep records of training, PLC and CPD activities and to generate data visualisation, graphical data and summary reports for the MoE to evaluate success and failure of the projects.

- A database of CPD activities which allows MoE administrators, local offices of the MoE (e.g. ESAO, supervisory units), individual teachers, and public and private organisations to add and update activities for teacher development as a means of keeping records and promoting activities.

- Online communication platforms which engage teachers (e.g. to request training, to propose bottom-up activities, to promote and join PLCs), public and private organisations (e.g. to call for collaborations) and the general public (e.g. to increase policy awareness) in CPD.

The Educational Service Area Office (ESAO)

Findings	Recommendations
The training lasts only two days. There should be additional time for observing teachers' actual classroom practice.	There should be a teaching monitoring system by supervisors. Supervisors should attend this training or observe TMTs in order to monitor teachers'/trainees' future instructional practices more effectively (Recommendation 3.2).
At some schools with only one or two English teachers, the English teachers do not have their own PLC activities.	School size and type affect the kinds of PLCs which the teachers experience. Teachers at small-sized schools should be provided with opportunities to join PLCs for English teachers (Recommendation 3.4).
Many social networks created after any training do not last long. The teachers feel more connected but fail to create useful activities or true collaborations after that.	Training should be conducted in how teachers can make use of their existing networks to contribute to the development of teachers in their communities (Recommendation 4.1).
A school director is a key person who can support or obstruct CPD. Many teachers felt that school directors should be more supportive and should understand and value the importance of teacher development.	The MoE or ESAO should provide workshops or discussion sessions for school directors and leaders on their important roles in teacher CPD, for example their roles in increasing teachers' engagement in CPD and supporting teachers' self-initiated activities, especially post-training activities (Recommendation 7.1). CPD work of ESAO and school directors should be part of their performance evaluation.
Most training courses were knowledge-based. Teachers showed preference for skill-based courses.	ESAO should pay more attention to skill-improvement aspects (Recommendation 7.7).
Teachers suggested that developing teachers' expertise is one goal of effective CPD.	ESAO should organise a regional event/conference to provide teachers with an opportunity to display their work and to share their experience and expertise gained from participating in training (Recommendation 7.8).
Teachers preferred PLCs with experts or PLC leaders than PLCs by teachers alone.	At an initial stage, there should be hands-on training for teachers in PLC skills, in which they participate in actual PLCs with guidance and support from facilitators such as supervisors and TMTs. Later on, teachers should be encouraged to initiate informal PLCs (Recommendation 7.10).
The MoE provides teachers with face-to-face as well as online training courses.	The MoE should consider whether each CPD issue needs training or whether it can be done online through the digital learning platform. To make the choice between face-to-face training and online platform, the number of teachers and a specific CPD issue to deliver are key issues. If there are a large number of teachers involved and the focus is on the basic topics, such as how PLCs work, using the online platform may be preferable because there are many people to be trained and the focus is more on knowledge transfer. If the training is more about skill development for a small number of teachers, face-to-face training is more practical and effective (Recommendation 7.12).

Although the ESAO follows MoE policies, it is a centre for academic and administrative services which could decide on and manage CPD independently. Suggestions for future actions are as follows.

- Encourage a school PLC for all subject teachers and organise an ESAO PLC for teachers of specific subjects, such as a PLC at ESAO for English teachers.

- Provide PLC skills training for new teachers.

- Encourage and support existing teacher networks to initiate CPD projects led by experienced teachers.

- Provide training courses for school directors and leaders, for example on leadership skill improvement.

- Encourage supervisors to observe training courses for teachers. Through this, supervisors will be able to evaluate whether teachers apply what they have been trained in and facilitate teachers on those aspects in supervisory sessions.

- Organise training at the ESAO level, focusing on expertise development.

- Make the choice between face-to-face and online training based on the number of teachers and a specific CPD issue to deliver. For example, face-to-face training is effective for skill development training for a small group of teachers, while online training is practical for knowledge transfer training for a large number of teachers.

Human Capital Excellence Centre (HCEC)

Findings	Recommendations
Some TMT and trained teachers co-trained a new batch of teacher trainees in the Bootcamp Turbo training and they were satisfied with the collaborations.	TMTs should keep the trained teachers involved in future training sessions as co-trainers. These sessions might be held at HCEC. This collaboration will 1) enhance the training skills of TMTs and trained teachers, 2) increase the number of potential trainers, and 3) create a strong community of teachers (Recommendation 3.1).
ERIC and PEER had fewer opportunities to play active roles as teacher training personnel since the Bootcamp programme was implemented and they felt that they have been neglected.	HCEC should involve the former ERIC and PEER managers with supervisors, TMTs and school directors in CPD (Recommendation 5.3).
Most training courses found in this study were knowledge-based. However, teachers showed preference for skill-based courses.	HCEC should pay more attention to skill-based training (Recommendation 7.7).
Teachers viewed PLCs as the most problematic activity. Many of them were not interested in participating in PLCs and were not able to get together due to busy schedules at work.	To facilitate teachers, effective equipment and internet connections should be provided for them at schools or at the HCEC to allow them to use videoconferencing tools for PLCs (Recommendation 7.9).
Teachers preferred PLCs with experts or PLC leaders than PLCs by teachers alone. Rather than having experts join many individual PLCs, offering counselling service through the digital platform and at HCEC seems more practical.	Through the digital learning platform and HCEC, there should be PLC and CPD counsellors who give ongoing support to teachers. The counsellors should be available for teachers to contact and discuss PLC practices and other post-training practices through an online platform or in person. Counselling hours should be set up and posted on the digital platform and HCEC websites (Recommendation 7.11).

As a centre for teacher excellence, HCEC should provide facilities and offer activities and services which support teacher development, including:

- a common room for key teacher support personnel (e.g. supervisors, TMTs, school directors) and for teachers ,where they meet and form a small community
- a training room offering skills improvement activities
- resources concerning teacher development goals
- a computer room offering online resources, videoconferencing platforms for online PLCs and online supervisions
- a counselling desk for teachers on initiating PLCs and other CPD activities.

MoE's digital learning platform

Findings	Recommendations
Teachers have requested online resources and training courses for self-study.	Online resources and training courses should be provided on the digital learning platform to support individual teachers' interests (Recommendation 3.6). The digital platform should provide training courses which address teachers' concerns and meet their desired professional development path (Recommendation 4.4). A variety of resources should be offered online (e.g. the digital platform) and onsite (at HCEC) which would help teachers attain their development goals (Recommendation 7.3).
Face-to-face PLCs were found to be interactive and discussions were thoughtful. Where face-to-face PLCs are not practical, teachers should do online PLCs through videoconferencing platforms.	The digital learning platform should support videoconferencing platforms for PLCs (Recommendation 7.9).
Teachers preferred PLCs with experts or PLC leaders more than PLCs by teachers alone. Rather than having experts join many individual PLCs, offering online resources and counselling services through the digital platform and at HCEC seems practical.	Websites with guidance for effective PLCs should be provided on the digital platform (Recommendation 7.5). There should be PLC and CPD counsellors who give ongoing support to teachers (Recommendation 7.11).
Given that the MoE will provide teachers with face-to-face as well as online training courses, they should consider whether each CPD issue needs training or whether it can be done online through the MoE's digital learning platform.	To make the choice between face-to-face training and online learning resources, the key issues are the number of teachers and a specific CPD issue to deliver. If there are a large number of teachers involved and the focus is on the basic topics, such as how PLCs work, using the online platform may be preferable because there are many people to be trained and the focus is more on knowledge transfer. (Recommendation 7.12)
Many teachers were not able to get together due to busy schedules at work. They also perceive the PLC paperwork as an unnecessary burden that stops them from engaging in PLCs.	The MoE's digital learning platform should provide videoconferencing tools to enable synchronous online PLCs, tools that keep participation records and online reflection forms (Recommendation 7.16).
Each supervisor provides supervisory services at many schools, some of which are very far away. Because of the long distance between districts, teachers in some remote schools do not receive supervisory sessions.	Supervisory sessions can be conducted online (Recommendation 7.22).
Most previous CPD activities came from top-down initiatives. The MoE should ensure that they provide a channel for teachers to communicate with them.	The digital learning platform should contain a communication channel for teachers where they can communicate with the MoE and give comments and feedback on CPD projects and activities (Recommendation 4.3).

With the growth in importance of online learning and support, the MoE's digital learning platform can provide services that facilitate effective teacher development, including:

- websites and online guides for effective PLCs

- online resources concerning teacher development goals

- videoconferencing support (for large-scale training, PLCs and supervisory sessions)

- access to counsellors to give support to PLCs.

- online administration tools, such as PLC participation records and PLC reflection forms.

Training providers (the British Council, universities, other public and private organisations)

Findings	Recommendations
We interviewed some teachers who are active and enthusiastic in initiating developmental activities in their schools, despite not having a budget or any financial support from the government. In running these bottom-up activities, these teachers also created a strong collaborative community of teachers. This could be a role model for teacher-initiated activities that might lead to sustainable development.	To increase the sustainability of professional development, teachers should receive training on self-directedness, which would help them take more initiative for their teaching and their own professional development (Recommendation 3.5). Self-assessment skills are also essential for teachers to understand their development needs and stay on track to fulfil their potential.
Many social networks created after certain training courses do not last long. The networks help teachers feel more connected but fail to create useful activities or true collaborations after that.	Training should be conducted on how teachers can make use of their existing networks to contribute to the development of teachers in their communities (Recommendation 4.1).
Experience from past training sessions suggests that many one-off trainings were not very effective, especially when the training aimed to develop teachers' expertise.	Teacher training should also be organised in the form of a series of training courses (Recommendation 4.2). Beyond a certain level of teaching proficiency, training and development activities should aim to help teachers become experts in a certain facet of teaching (Recommendation 4.5).
Many teachers stated that a school director is a key person who can support or obstruct CPD. Many teachers felt that school directors should be more supportive and should value the importance of teacher development. Therefore, school directors as well as leaders should have a clear understanding and awareness of CPD.	School directors and leaders should receive workshops and training that discuss their important roles in teacher CPD, for example their roles in increasing teachers' engagement in CPD and supporting teachers' self-initiated activities, especially post-training activities (Recommendation 7.1). Leadership training programmes (e.g. finding sponsorships, teamwork, effective communication skills) should be organised annually at national or regional levels for supervisors, trainers and ERIC and PEER managers (Recommendation 7.2).

Teachers preferred PLCs with experts or PLC leaders more than PLCs by teachers alone. One possible reason for not taking the lead themselves is that many teachers are not comfortable with giving and receiving feedback and criticism.

PLC leaders should learn and use group management skills along with feedback-giving skills, such as appreciative advising, which focuses on strengths instead of weaknesses (see Tian & Louw, 2020) (Recommendation 7.6).

At an initial stage of creating and developing a PLC culture, there should be hands-on training for teachers in PLC skills, in which they participate in actual PLCs with guidance and support from facilitators such as supervisors and TMTs. Later on, teachers should be encouraged to initiate informal PLCs (Recommendation 7.10).

Most training courses found in this study were knowledge-based. The trained teachers found the Bootcamp and Bootcamp Turbo training impressive. Consequently, many of them requested to receive more skill-based training courses.

CPD activity providers should also pay more attention to skill-improvement workshops and training (Recommendation 7.7).

In future, educators might aim to design CPD programmes that help teachers develop their expertise and take more responsibility for their development. These could include:

- a series of workshops or training which aims to develop teachers' expertise

- a series of workshops or training to develop teachers' self-directedness

- one-off trainings followed by regular follow-up activities, for example PLCs with ongoing support

- hands-on training in PLC skills, such as giving feedback and dealing with criticism

- leadership training programmes for teachers, especially for key personnel in the teacher support system, including school directors, supervisors, TMTs, HCEC and school administrators. The training programmes should include a series of training to develop essential skills for leaders, such as coaching, facilitation, feedback-giving, and being able to motivate others.

With the rich evidence of the follow-up activities after Bootcamp and other CPD activities organised throughout Thailand, the collaboration among teacher-support personnel, as well as the perspectives of policy respondents with recommendations relative to CPD given in this report, the project team believes that the recommendations given above would contribute to long-term teacher development which will make a positive change in Thai education.

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Appendices

Appendix A: Interview questions for supervisors

Categories of questions:

1. General responsibilities

   • Main responsibilities/duties as a supervisor

   • Training, PLC, projects and CPD for which you are responsible

2. Bootcamp training

   • Have you visited any of the Bootcamps for English teachers?

   • Have you worked with or supported teachers in follow-up activities after the Bootcamp training? If so, how? If not, why?

3. Details of PLC/CPD

   • How do these projects operate?

   • Frequency of events

   • Location and size

4. Roles in PLCs/CPD

   • Main roles in the PLC/CPD activities

   • How do you support teachers?

5. Successes

   • What do you think is the most important factor of successful CPD?

   • Personal experience of successful CPD

6. Collaboration

   • Who do you work with to promote CPD? (TMTs, ERIC/PEER managers or trainers, trained and untrained teachers) How?

   • After Bootcamp, who do you work with the most to promote CDP? Why do you think so?

7. Plans for future CPD

   • Do you have plans for future CPD?

   • In what ways can PLCs/CPD be successful?

8. Challenges and support needed

   • Support received to develop yourself as a supervisor

   • What kind of support have you received to promote CPD?

   • In what ways do you need help to develop yourself as a trainer/leader in CPD?

   • What challenges and constraints do you face in training and CPD activities?

9. Suggestions to promote CPD

   • How do you think the government could help you with supporting and promoting PLCs and CPD?

   • Recommendations or comments for promoting CPD

Appendix B: Interview questions for Thai Master Trainers (TMTs)

Categories of questions:

1. General responsibilities
   - Main responsibilities/duties as a TMT
   - Training, PLC, projects and CPD for which you are responsible

2. Details of training, PLC, CPD
   - How do these projects operate?
   - Frequency of events
   - Location and size

3. Roles in PLCs/CPD
   - Main roles in the PLC/CPD activities
   - How do you support teachers?

4. Successes
   - What do you think is the most important factor of successful CPD?
   - Personal experience of successful CPD

5. Collaboration
   - Who do you work with to promote CPD? How? (How do you work with ERIC/PEER trainers/supervisors/trained or untrained teachers to promote CPD?)
   - After Bootcamp, who do you work with the most to promote CPD? Why do you think so?

   - Who do you contact or work with if you want to create any activities after Bootcamp training?

6. Plans for future CPD
   - Do you have plans for future CPD?
   - In what ways can PLCs/CPD be successful?

7. Challenges and support needed
   - Support received to develop yourself as a TMT
   - What kind of support have you received to promote CPD?
   - In what ways do you need help to develop yourself as a trainer/leader in CPD?
   - What challenges and constraints do you face in training and CPD activities?

8. Suggestions to promote CPD
   - How do you think the government could help you with supporting and promoting PLCs and CPD?
   - Recommendations or comments for promoting CPD

Appendix C: Interview questions for ERIC and PEER managers

Categories of questions:

1. General responsibilities
   - Main responsibilities/duties as an ERIC/PEER manager
   - Training, PLC, projects and CPD for which you are responsible

2. Details of training, PLC, CPD
   - How do these projects operate?
   - Frequency of events
   - Location and size

3. Roles in PLCs/CPD
   - Main roles in the PLC/CPD activities
   - How do you support teachers?

4. Successes
   - What do you think is the most important factor of successful CPD?
   - Personal experience of successful CPD

5. Collaboration
   - Who do you work with to promote CPD? How? (How do you work with supervisors/trainers/TMTs/trained and untrained teachers to promote CPD?)
   - After Bootcamp, who do you work with the most to promote CPD? Why do you think so?

6. Plans for future CPD
   - Do you have plans for future CPD?
   - In what ways can PLCs/CPD be successful?

7. Challenges and support needed
   - Support received to develop yourself as a manager
   - What kind of support have you received to promote CPD?
   - In what ways do you need help to develop yourself?
   - What challenges and constraints do you face in training and CPD activities?

8. Suggestions to promote CPD
   - How do you think the government could help you with supporting and promoting PLCs and CPD?
   - Recommendations or comments for promoting CPD

Appendix D: Interview questions for teachers who received Bootcamp training (trained teachers)

Categories of questions:

1. Experience of Bootcamp training and its impact

- Experience of Bootcamp training

- What do you implement in your context?

- Do you share your experience with colleagues? How?

2. PLCs/CPD and personal development

- Do you keep developing your teaching and professional skills? How?

- Follow-up training after the Bootcamp you participated in. What and where was it?

- Are there PLCs in your schools? Are these PLCs built on the Bootcamp training?

- Roles in the PLC

3. Details of training, PLCs, CPD

- How do these projects operate?

- Frequency of events

- Location and size

4. Key personnel

- Who initiates and runs the activities?

- Did you initiate any activities to share your knowledge with other teachers who did not join the training?

- Who do you contact or work with if you want to create activities?

- Who are members?

- Roles of key personnel

5. Challenges and support

- Support received to develop yourself as a teacher

- What kind of training or support would you like to attend in the future?

- What makes the PLCs/CPD successful?

- Resources provided, resources needed

- Support provided, support needed

- What challenges and constraints do you face in training and CPD activities?

Appendix E: Interview questions for untrained teachers

Categories of questions:

1. Background to Bootcamp

- Do you know of Bootcamp?
- For what reasons did you not participate in the Bootcamp training?

2. PLCs, CPD and personal development

- How do you keep developing your teaching and professional skills?
- Have you participated in activities for professional development? Could you describe the activities?
- Are there PLCs in your schools?
- Are these PLCs built on the Bootcamp training?
- Do trained teachers share their experience from Bootcamp with you?
- What role do you play in the PLCs?

3. Details of PLC

- How do these projects operate?
- Frequency of events
- Location and size
- How are the activities beneficial to you?
- What have you learned?

4. Key personnel

- Who initiates and runs the activities?
- Who are members?
- Roles of key personnel

5. Training needs

- Is there training to support your teaching?
- Do you think you have received sufficient training?
- What additional training would you like to receive?
- What aspects should future training focus on?
- Who should initiate future training?

6. Challenges and constraints

- What challenges and constraints do you face in your teaching?
- What challenges and constraints do you face in training and CPD activities?
- Resources provided, resources needed
- Support provided, support needed

Appendix F: The questionnaire

Evaluation of continuing professional development following the RETC

This questionnaire is part of the 'Evaluation of continuing professional development following the RETC' research project conducted by School of Liberal Arts, King Mongkut's University of Technology Thonburi (KMUTT), in partnership with British Council, Thailand. The purpose of the questionnaire is to survey activities which are implemented for teacher development. We collect information from teachers of English in primary and secondary schools across Thailand. The findings will provide useful information for planning and implementation of teacher development programmes and will help improve the quality of English teachers in Thailand.

Definitions of terms used in this study

1. Continuing professional development (CPD) refers to the ways in which teachers develop their professional knowledge, skills and expertise continually through different forms of activities throughout their careers.

2. Post-Bootcamp CPDs refer to CPD projects or activities which relate to Bootcamp, such as activities that share the same purpose as Bootcamp, those which use Bootcamp core content, those which evaluate any aspects of Bootcamp training, etc.

3. Other CPDs refer to CPD projects or activities for teachers which do not relate to Bootcamp.

About the questionnaire

There are four parts to this questionnaire:

Part I: Basic information (11 items)

Part II: CPD activities which relate to Bootcamp (4 items)

Part III: Other CPD activities (11 items)

Part IV: Support for promoting CPD (2 items)

Consent and researcher guarantee

It takes about 10–15 minutes to complete the questionnaire. Completion and return of the questionnaire is taken as consent to participate in the study. The participation is voluntary. Data collected under the purposes of this study will be used primarily for this research. Confidentiality will be respected and no information that discloses the identity of the participant will be published without consent.

If you have any questions about this study, please contact: punjaporn.poj@mail.kmutt.ac.th or Punjaporn Pojanapunya 02-470-8794

Part I: Basic information

1. Gender:

2. Age:

3. Education: bachelor's, master's, doctorate

4. Major:

5. Years of teaching experience:

6. Grade level you teach: primary/secondary/both

7. Subjects you teach: English/mathematics/science/Thai/social science/others (you can choose more than one)

8. School size:

   For primary: small (1–120), middle (121–600), large (601–1,500), extra-large (≥1,501)

   For secondary: small (1–499), middle (500–1,499), large (1,500–2,499), extra-large (≥2,500)

9. Province:

10. Position (select one or more): Teacher, Thai Master Trainer, Supervisor, Head of department, ERIC manager, PEER manager, School Director, other (please specify)

11. Training experience: Bootcamp, Bootcamp Turbo, None of these

Part II: Post-Bootcamp CPD activities

(CPD projects or activities which relate to Bootcamp, such as activities that share the same purpose as Bootcamp, those which use Bootcamp core content, those which evaluate any aspects of Bootcamp training, etc.)

1. Do you know any projects or activities which relate to Bootcamp?
   o Yes (go to question 2)
   o No (go to Part 3)

2. What are those CPD projects or activities? Please give the name of the activities and the organiser.

3. Which of the activities specified in item 2 is most useful for your professional development? Please describe (choose one activity only).

4. How does the activity help with your self-development as a teacher?

Part III: Other CPD activities

(CPD projects or activities for teachers which do not relate to Bootcamp)

1. In what ways do you develop yourself as a teacher (e.g. through collaborative work, teaching reflection, training and teacher association)

2. How many times a year do you participate in CPD activities?

3. Who were the key organisers of most of the CPD activities you participated in? (You can choose more than one.)
   o OBEC
   o Educational Service Area Office
   o Universities in your area
   o Your school
   o Private teacher community
   o Private sectors
   o Other (please specify)

4. From 2019 to the present (June 2020), what kinds of CPD activities have you attended? (You can choose more than one.)
   o Training and workshop
   o Presentation at an academic conference
   o Teacher network
   o Professional learning community
   o Peer observation
   o Lessons Learned Meeting
   o Research
   o Mentoring system
   o Other (please specify)

5. What are the three most effective activities for professional development?

6. Do they improve your knowledge and professional skills? If yes, how? (For example, curriculum and course design, content, learning evaluation, technology in education, 21st-century skills, education policies)

7. Do they improve your teaching practice? If yes, how?

8. Do they improve students' learning outcomes? If yes, how?

9. Do they help create professional networks? If yes, how? And what are they?

10. Do they help raise organisational awareness of teacher training and support needed? If yes, please describe. (Organisations could be department level, school level, Educational Service Area Office level)

11. Do they contribute to organisational change? If yes, please describe.

Part IV: Support for promoting CPD

1. How can sustainable professional development be promoted?

2. Recommendations or comments for promoting CPD

Thank you for taking the time to complete this questionnaire

Appendix G: Interview questions for PLC members

Categories of questions:

1. General information

- How did you become a part of this PLC?
- Reasons for participating in the PLC
- Teachers' (members') main roles in PLC activities (planner, manager, followers, etc.)
- Any aspects from the Bootcamp training discussed in the PLC
- Necessity of the PLC
- Apart from the PLC, are there any other projects/activities that you join in order to develop yourself as a teacher? (e.g. research, collaborative lesson planning, reflection groups, peer observation, mentoring system, personal learning networks)

2. Details of PLC

- How does the PLC help you with teaching/professional development?
- Preparation before participating in the PLC
- Materials used in the PLC
- What do you implement in your teaching? How?
- What do you like/dislike about the PLC?

3. Successes

- Most important factor contributing to success in PLC activities
- Who do think are key persons to make PLCs successful? Why do you think so?
- Do you think this PLC is successful? And which part is not?
- Characteristics of an effective PLC

4. Challenges and support needed

- Support received in PLC activities
- Challenges and constraints you have faced in participating in PLC activities
- In what ways do you need help and support?

5. Plans for future PLC

- Will you join other PLC activities in the future? Why/why not?
- When is your next PLC? What is it about?
- How do you keep developing your teaching and professional skills?

6. Suggestions to promote PLCs

- Ideal framework for PLC activities. How should the activities be operated?
- How do you think the government could help you with supporting and promoting PLCs?
- Recommendations or comments on PLCs
- Preferred activities for professional development

Appendix H: The PLC observation form

Location:

Date and time of observation:

Researcher:

General information:

Number of PLC members:

Members (supervisors, teachers, a school director, etc.):

Describe the following issues:

1. Topic and content
2. Objectives
3. How does the PLC operate?
4. Types of PLC activities (subject matter knowledge, materials design, assessment literacy, collaboration, networking, reflection, etc.)
5. Visual aids and materials used in PLC
6. Procedures/stages
7. Participation and interaction in PLC

Comment and reflect on the following issues:

1. Strengths and successes
2. Challenges
3. Support needed
4. Additional comments

Appendix I: Interview questions for Bootcamp Turbo Trainers

Categories of questions:

1. General responsibilities
   - How did you become a trainer?
   - Main responsibilities/duties as a trainer
   - Other training for which you are responsible

2. Details of training
   - Who has initiated teacher training activities?
   - Objectives of the training
   - How does this training operate?
   - Frequency of events

3. Successes
   - Most important factor contributing to successful training
   - Characteristics of effective training
   - Personal experience of successful training

4. Collaboration
   - Who do you work with to organise the training? How?
   - Teachers' (trainees') main roles in training activities (planner, manager, followers, etc.)

5. Challenges and support needed
   - Support received to develop yourself as a trainer
   - In what ways do you need help to develop yourself as a trainer?
   - Challenges and constraints you have faced in training

6. Plans for future trainings
   - Do you have plans for future training?
   - When is your next training? What is it about?

7. Suggestions
   - Ideal framework for teacher training activities. How should the activities be operated?
   - How do you think the government could support training for teachers?
   - Recommendations or comments for teacher professional development

Appendix J: Interview questions for Bootcamp Turbo trainees

Categories of questions:

1. General information

- How did you become part of the training?
- Reasons for participating in this training
- Teachers' (trainees') main roles in training activities (planner, manager, followers, etc.)
- Necessity of training
- How do you keep developing your teaching and professional skills?

2. Experience of the training and its impact

- How does training help you with teaching/ professional development?
- What do you implement in your teaching?
- Experience of past training
- Frequency of training you have participated in

3. Details of the training

- What do you expect from the training?
- Materials used in the training
- What do you implement in your teaching? How?
- What do you like/dislike about the training?

4. Challenges and support

- Support received to develop yourself as a teacher
- Resources provided, resources needed
- Support provided, support needed
- Challenges and constraints you have faced in teaching
- Challenges and constraints you have faced in the training
- What kind of training would you like to attend in the future?

5. Suggestions

- Preferred activities for professional development
- Ideal framework for teacher training activities. How should the activities be operated?
- Recommendations and comments on teacher training

Appendix K: The Bootcamp Turbo observation form

Location:

Date and time of observation:

Researcher:

General information:

Number of members:

Trainer(s):

Members (supervisors, teachers, a school director, etc.):

Describe the following issues:

1. Topic and content

2. Objectives

3. How does the PLC operate?

4. Types of PLC activities (subject matter knowledge, materials design, assessment literacy, collaboration, networking, reflection, etc.)

5. Visual aids and materials used in PLC

6. Procedures/stages

7. Participation and interaction in PLC

Comment and reflect on the following issues:

1. Strengths and successes

2. Challenges

3. Support needed

4. Additional comments

Appendix L: Interview questions for members of other CPD activities

Categories of questions:

1. General information

- How did you become a part of this CPD activity? Reasons for participating in this activity
- Teachers' (trainees') main roles in training activities (planner, manager, followers, etc.)
- Necessity of CPD
- Apart from this activity, are there any other projects/activities that you join in order to develop yourself as a teacher? (e.g. research, collaborative lesson planning, reflection groups, peer observation, mentoring system, personal learning networks)

2. Details of CPD

- How does this activity help you with teaching/professional development?
- Preparation before participating in this activity
- Materials used in this activity
- What do you implement in your teaching? How?
- What do you like/dislike about this activity?

3. Successes

- Characteristics of effective CPD
- Most important factor contributing to success in professional development
- Who do you think are key persons to make CPD activities successful? Why do you think so?
- Do you think this CPD activity is successful? And which part is not?

4. Challenges and support needed

- Support received in CPD activities
- Challenges and constraints you have faced in professional development
- In what ways do you need help and support?

5. Plans for future CPD activity

- How do you keep developing your teaching and professional skills?
- Will you join other CPD activities in the future? Why/why not?
- When is your next CPD activity? What is it about?

6. Suggestions to promote CPD

- Ideal framework for CPD activities. How should the activities be operated?
- How do you think the government could help you with professional development?
- Preferred activities for professional development

Appendix M: Interview questions for executives of the Ministry of Education

Categories of questions:

1. Background and general responsibilities

- Your current responsibilities in relation to teacher development
- CPD activities for which you are responsible
- Responsibilities in the Bootcamp training (optional)
- How to promote long-term effects of the Bootcamp project (optional)

2. Details of past CPD activities

- Can you tell us about past CPD activities? (Subject matter knowledge, materials design, assessment literacy, collaboration, networking, reflection, etc.)
- (link to Bootcamp as one type of CPD) How is the Bootcamp project situated among the CPD activities they are doing? Just one among many types of CPD? Differences or similarities when compared with other CPD? (optional)
- (link to PLCs as one type of CPD) What are the expected characteristics or nature of PLCs? (e.g. their main purpose, types of PLC, types of people who join (e.g. teachers of the same subject in one school?))
- How was each CPD project initiated? The framework of CPD activities
- Who made decisions about CPD topics and content? (e.g. OBEC, Education Service Area Office, schools, teachers)
- Frequency of CPD activities

3. Beliefs about CPD

- How should teachers keep developing their teaching and professional skills?
- Key factors related to teachers' development and change

- The necessity of CPD activities (e.g. their main purpose, types of CPD, types of people who do it (e.g. teachers of the same subject in one school?))
- Components/characteristics of effective/ expected CPD
- Goals for professional development
- Ideal framework for CPD activities. How should the activities be operated?
- What factors do you think the government/ policy makers should be aware of when implementing any new CPD projects? (optional, if the past CPD projects mostly relied on top-down methods)
- Teachers' main roles in CPD activities (planner, manager, followers, etc.)

4. Support systems for continuing teacher development

- Support systems given to teachers for CPD (e.g. supervisory sectors, Human Resource Development Centre (HRDC), etc.)
- Platform to help teachers manage their CPD
- Types of support given for specific CPD activities

5. Collaboration

- Previously, how have CPD projects been put into practice?
- Effective ways/workflows for implementing new policies on teacher development
- Platforms for CPD management and collaboration among people who are responsible for CPD projects

6. Challenges

- Challenges and constraints you have faced in implementing CPD activities

7. Suggestions to promote CPD

- How can sustainable professional development be promoted?
- Other recommendations or comments on CPD