

QUALIFICATIONS, CHARACTERISTICS AND COMPETENCIES OF THAI SCHOOL LEADERS IN MODERN EDUCATIONAL ERA*

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Abstract: The purposes of this study were to review and propose the desired qualifications, characteristics and competencies (QCC) of Thai School Leaders in the modern era. The research approach used in this study was Mixed Method Research (Explanatory Sequential Design). For qualitative, twenty experts including teachers, school leaders, educational service area directors, educators, human resources professionals and management consultants were interviewed. For the quantitative research, the population were public schools under Office of the Basic Education Commission. The multi-stages random sampling was used for sampling method. There were 76 schools from central and 18 regional educational clusters across Thailand. There were 370 informants in this study including school leader, teacher, chairman of school board or community leader, parents, and the representative from alumni association. The research instrument used in this study was the five level rating scaled questionnaire. The Statistics methods used were descriptive analysis, frequency distribution, percentage, mean and standard deviation. The research finding on qualifications of school leaders consists of four categories. First is the fundamental qualifications for all school leader candidates. Second to Forth categories are specifically for a different type of qualification of school leader's candidates.

Keywords: Qualifications, Characteristics, Competencies, Thai School Leaders, School Principal, Modern Educational Era

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The research finding on characteristics of school leaders consisted of 6 characteristics; and the finding on competencies of school leaders consisted of 13 competencies; Human and interpersonal skills, Leadership, Management skills, Educational quality assurance, Bring policy to implementation, Analysis and decision making, Finance and budgeting management, Human resources planning in education, Managing discipline, disciplinary action and punishment, English literacy, Teamwork and creating a collaborative working atmosphere, Information and Communication Technology, Creative and Innovation

Introduction

In 2014, Thai Government has announced the policy statement on Thai Educational Reform “Arrange for reform in education and learning by attaching importance to both educations within the system and alternative education, to improve the qualifications of Thai people”. Since then, Thai Education has been on process of transformation with the hope to accelerate Thai Economy and Innovation towards Thailand 4.0 as stated by the government in the later year. Under the vision of moving away from middle income trap, Thailand must then do better on preparing graduates in responding to the needs of labor market that are far more focused on innovation, robotics and artificial intelligences (AI) than what Thai’s labor market can response today.

Unfortunately, until today the ambition has not been progressed well as expected. The skills produced today are somehow not relevant to the future needs. Besides, from the external perspective, the international education ranking of Thai education on TIMSS and PISA comparing to the neighbor countries has pinned down the needs for educational reform in many ways. Based on researches and studies, school leader was one of the key factors to drive student achievements. The school leadership of principals and assistant principals played a critical role in creating a huge impact on improving outcomes for schools and students. Thus, understanding the key Qualifications, Characteristics and Competencies (QCC) of ideal school leaders is the initial stage of having the right leader on board. Moreover, understanding the QCC allows policy makers to better design screening and selection methods along with pre-service training for school leader in more proper and effective ways. In Thailand, the school leader’s selection processes and requirements including qualifications and competencies were amended under the National Education Act B.E. 2542 (1999), Amendments (Second National Education Act B.E. 2545 (2002)) and Amendments (Third National Education Act B.E. 2553 (2010)) and Government Teachers and Education Personnel Act B.E. 2547 (2004). The selection is mainly done by a paper and pencil test method to measure knowledge, characteristics and competencies. The qualification is one of the pre-screening criteria which are mainly on education background and work experiences. This paper will discuss the new “Qualifications,

Characteristics and Competencies of Thai School Leaders” required for post-education transformation era. The evolution of using QCC as requirements for selecting school leader was also reviewed and presented as a fundamental knowledge about Thai education. It is important to note that this study was supported and sponsored by the Office of the Education Council (Thailand) as the vision to propose a new way of thinking on how to select and develop Thai school leader.

Objectives

To review and propose desired qualifications, characteristics and competencies (QCC) of Thai School Leaders for selection and development.

Conceptual Framework

The analysis and synthesis were conducted based on current and history of Thai school leaders QCC during the past 30 years as well as the information from international literatures. Initially, there were 3 major conceptual frameworks;

1. Qualification of School Leader:

- 1.1. Work Experience: Teaching or school Management or Educational Supervision
- 1.2. School Principal License
- 1.3. Having Teacher’s Qualification
- 1.4. Completed School Leadership Development Program
- 1.5. Experience of working in the same type of school (Primary/ Secondary/ School Size/ Location, Rural or Urban)
- 1.6. Degree in Education (Master/ Doctoral)
- 1.7. Be or used to be a “Government Teacher” with Academic Standing Ranking equal or higher than “Professional Level Teachers”⁴

Professional Level Teachers

Thai Education Teacher Ranking consisted of 1. Practitioner Level (K 1 Teachers) 2. Professional Level Teachers (K 2 Teachers) 3. Senior Professional Level Teachers (K 3 Teachers) 4. Expert Level Teachers (K 4 Teachers) 5. Advisory Level Teachers (K 5 Teachers).

2. *Characteristics of School Leader:* (From Synthesis Table of Thai and International School Leader's Characteristics)
 - 2.1. Love, believe and proud of own prestige and dignity in being school leader.
 - 2.2. Commitment to curriculum management and student-focused learning.
 - 2.3. Believe in quality and democratic culture in the workplace and participatory processes
 - 2.4. Discipline, morality, ethics and professional ethics.
 - 2.5. Personality for being a school leader
 - 2.6. Believe that everyone can learn.
 - 2.7. Love and caring students
 - 2.8. Respect the difference
 - 2.9. Collaboration, Teamwork and Network
 - 2.10. Keep promise and dedicate to education.
 - 2.11. Continuous learning towards the excellence
 - 2.12. Fairness
 - 2.13. Flexibility
 - 2.14. Mentor
 - 2.15. Coach
 - 2.16. Facilitator
 - 2.17. Innovator
 - 2.18. Innovator Builder
3. *Competencies of School Leaders:* Consisted of 8 areas with 53 competencies (From Synthesis Table of Thai and International School Leader's Competencies)
 - 3.1. Leadership (6 competencies)
 - 3.2. People and Interpersonal (4 competencies)
 - 3.3. Organizational Management (11 competencies)
 - 3.4. School Policy Management and Strategy (6 competencies)
 - 3.5. Curriculum and Instruction Management (6 competencies)
 - 3.6. Administrative, Financial and Budgeting Management (4 competencies)
 - 3.7. General Management (7 competencies)
 - 3.8. Human Resource Management (9 competencies)

Research Method

This study was conducted by using mixed method research (Exploratory Sequential Design). There were three stages in this research.

STAGE 1

- 1) Literature review on qualifications, characteristics and competencies (QCC) of School Leaders for both Thai current and historical information as well as international related perspectives
- 2) Interview educational scholars and experts
- 3) Analyze and synthesize the information related to qualifications, characteristics and competencies (QCC) of school leaders

STAGE 2

- 1) Develop questionnaire and interview questions as research instruments to collect information on school leader's QCC
- 2) Collect information on school leader's QCC to identify current and desired states and priority needs of school leader's QCC

STAGE 3

- 1) Develop and propose draft of QCC for Thai school leaders based on the needs
- 2) Review and validate the draft of QCC for Thai school leaders by experts through Focus Group Discussion
- 3) Adjust and finalize the QCC of Thai school leaders

Qualitative Research

Interview: The interview was conducted with the intention to collect more qualitative information on the QCC for future school leaders. There were 20 experts being interviewed who are teachers, school leaders, educational service area directors, educators, Human Resources professionals and management consultants

Focus Group Discussion: There were 18 experts in the focus group who are teachers, school leader, educational service area directors, educators, HR experts and university lecturers. There were comments and debates among the experts during the discussion that have been used for validating and finalizing the QCC.

Data analysis: Statistics methods used: content analysis, frequency distribution (f)

Quantitative Research: Questionnaire was the research tool in this study to collect the information from stakeholders.

Population and Sample: The population of this study was public schools under Office of the Basic Education Commission. The multi-stages random sampling was used for sampling method. The sampling were 76 schools from central and 18

regional educational clusters across Thailand. There were 370 participants in this study including school leader, teacher, chairman of school board or community leader, parents, and the representative from alumni association.

Data analysis: Statistics methods used: descriptive analysis, frequency distribution (f) percentage (%), mean (\bar{x}) standard deviation (S.D.)

Research Findings

There are three areas of research findings in this paper; 1) Qualifications of School Leaders 2) Characteristics of School Leader and 3) Competencies of School Leaders

1. *Qualifications for School Leader:* The research finding on qualifications of school leaders consists of four categories. First is the fundamental qualifications of all school leader's candidates. Second – Forth are specific qualifications for a different type of candidate groups.

1.1. *Fundamental Qualification:* Each candidate must have:

- (1) The general qualifications defined under Section 30 of government teacher and education personnel act B.E. 2547;
- (2) The school principal professional license;
- (3) Working Experience in the same type of school (Primary/ Secondary/ School Size/ Location, Rural or Urban)

1.2. *Teacher Qualifications:* Each teacher candidate must have:

- (1) Ten Years Teaching Experience
- (2) Higher degree in educational management or equivalent.

1.3. *School management Qualifications:* Each school management candidate (deputy school director or vice principal) must have:

- (1) Experience as deputy director (vice principal) in school academic management, and another management function for at least 1 year or;
- (2) Experience as deputy director (vice principal) in school academic management function for at least 2 years or,
- (3) Experience as head of department in subject area for at least 3 years in a mid or large-sized school⁵ with a higher degree in Education Management or;
- (4) Experience as head of department in subject area for at least 6 years in a small-sized school with a higher degree in Education Management.

1.4. *Educational management qualifications:* (Educational personnel working in Educational Service Area) Each school management candidate must have:

- (1) Experience as deputy director of educational service area with a higher degree in Education Management or;

(2) Experience as assistant director of educational service area for at least 1 year with a higher degree in Education Management

1.5. *Other related qualifications and experience:*

(1) Experience as group head, unit head in educational supervisor function for at least 2 years with a higher degree in Education Management

2. **Characteristics of School Leader:** The research finding on characteristics of school leaders consisted of 6 characteristics

2.1. Love, believe and proud of own prestige and dignity in being school leader.

2.2. Commitment to curriculum management and student-focused learning.

2.3. Discipline, morality, ethics and professional ethics.

2.4. Personality for being a school leader

2.5. Visionary and long-term goal

2.6. Human Relations, motivation, agile and situation based people management

3. **Competencies of School Leader:** The research finding on competencies of school leaders consisted of 13 competencies

3.1. Human and interpersonal skills

3.2. Leadership

3.3. Management skills

3.4. Educational quality assurance

3.5. Bring policy to implementation

3.6. Analysis and decision making

3.7. Finance and budgeting management

3.8. Human resources planning in education

3.9. Managing discipline, disciplinary action and punishment

3.10. English literacy

3.11. Teamwork and creating a collaborative working atmosphere

3.12. Information Technology and Communication

3.13. Creative and Innovation

Discussion:

There are three main findings from the study; Qualifications for School Leader, Characteristics of School Leader and Competencies of School Leaders, that would build the Thai School Leaders in Modern Educational Era. We will discuss deeper in this section on the rationale of having these three findings. First, the qualifications of school leaders are divided into 5 categories. Second, the characteristics of school leader consists of six characteristics, and lastly, the competencies of school leader compose of thirteen competencies.

1. The Qualification of School leaders: There are five qualification categories for school leaders: fundamental qualification, teacher qualifications, school management qualifications, educational management qualifications, and other related qualifications. These qualifications are important and can be used in school leader's recruitment and selection process.



Fundamental Qualification:

The basic requirements of being school leaders are focusing on *the school principal professional license, the experience of working in the same type of school and the mandatory requirement based on the law: the general qualifications defined under Section 30.*

(1) *The basic requirement of teachers and education personnel were mandated under National Education Act Section 30.* The law identifies the general qualifications of teacher and education personnel that includes: 1) Thai nationality 2) At least 18 years of age 3) Being enshrined in the democratic regime of government with the king as head of the state under the constitution of the kingdom of Thailand 4) Not holding any political position 5) Not being incompetent or not having any mental infirmity or disease as prescribed by the rule of GTEPC (Government Teacher and Educational Personnel Committee) 6) Not being under the order suspending from the office duties or the order discharging from official service temporarily under the Act or other law, or his professional license has been suspended or revoked under the rules as prescribed by the laws establishing such professional organization. 7) Not being deficient in good moral as required for practitioner of teacher and education personnel profession. 8) Not being an administrator or officer of political party. 9) Not being bankrupt 10) Not having been sentenced by final judgment to a term of

imprisonment, except for an offence committed through negligence or pretty offence. 11) Not having been expelled, dismissed or removed from state enterprise, public organization or other state agencies or international organizations. 12) Not having been expelled, dismissed or removed on the grounds of breach of discipline under the Act or other laws 13) Not having conducted a fraudulent act in the admission for official service or for the performance of duties in State agency.

(2) *The school principal professional license* was one of the main qualification desired for being school leader. The license is a basic requirement for school leader screening criteria. In many countries, the license was used as a mean to ensure the fulfilment of school leader on school leader's professional standards as the standards were the basic requirements of the school leaders. In Thailand, the license could be obtained by the completion of the requirements drawn by "KHURUSAPHA" or The Teachers Council of Thailand

(3) *The experience of working in the same type of school* that candidate applies. This qualification will ensure that school leader understand the contexts, issues, climates, and ways of working of the specific type of school which impact to the student achievement. Thus, to be more effective in managing school, school leader should have direct experience working in the same kind of school that he/she appointed to.

In Thailand, the school contexts are vary based on region, size, demography, geography and so forth. The different school context requires different type of people and competencies, and that are the key challenges to the school leaders. The leader need to adapt, confront and manage different kind of issues on day to day basis.

According to the law, there are two types of education. Basic Education means that the education provided before the level of higher education and Lifelong Education means education resulting from integration of formal, non-formal and informal education that enable a better quality of life. Moreover, under the basic education, there are various types of schools starting from Early Childhood Education, Early Child Development Center, Center for Children with Special Needs, Religious School, Primary School, Secondary School, Vocational School, and Inclusive Education.

These types of school can still be divided by the size considering the number of students. For example, based on the guideline given by Office of the Basic Education Commission, there are three school-size categories primary education; small (1-120 students), medium (121-280), large (more than 281) and special large.

Thus, in order to manage school effectively, the school leader should understand or have experience in working under the type of school that he/she is being assigned to.

Teacher Qualifications:

The qualification related to teacher's experience is also very important requirement for teachers who apply school leader position. Those qualifications are:

- (1) *Experience as teacher for at least 10 years* did not appear in the initial finding stage but it was adjusted during the interview and focus group sessions. With the rationale that school leader need to have more varieties of experience in managing academic/non-academic tasks, people and team, parents and other stakeholders; therefore, gaining more experience as the teacher in school would benefit the leader in understanding the real needs and issues of teachers and school environment.
- (2) *Higher than Bachelor degree in Educational Management* or equivalent was one of the most preferred qualifications for school leader. The data from both quantitative and qualitative approaches has confirmed the needs of having the higher degree in Education Management. The degree benefits school leader on the use of concept, experience from the class and the network to help the leaders in constructing the right solutions to the problems.

School Management Qualifications:

For the school management candidate group, there are four types of qualification

- (1) *Experience as school deputy director (vice principal) in school academic management, and another management function for at least one year.*
- (2) *Experience as school deputy director (vice principal) in school academic management function for at least two years.*
- (3) *Experience as head of department in subject area (Hua Na Sa Ra) for at least 3 years in mid or large-sized school together with higher degree in Education Management, and*
- (4) *Experience as head of department in subject area (Hua Na Sa Ra) for at least 6 years in small-sized school together with higher degree in Education Management*

Based on the above four qualifications, the (1) and (2) implies that the experience in academic management has been rated as high value in school management. They make an impact to the decision making of school leaders. In Thailand, the scope of school management task, based on the law, are divided into four management areas: academic, human resources, finance and general management⁶ Having the academic management background including curriculum and instructional, learning experience

management and learning evaluation is the most crucial qualification for school leader's selection.

In addition, there are more than 30,000 schools across the nation with different size of the school ranging from Small – Mid – Large defined by the number for the student. The size of school implies the different issues and problems that require different level of management skills. In mid to large sized school, the issues on resources and participation of parents may not be the key. However, in a small sized school where number of students may be less than 100 or in some cases below 20, the problems and issues are normally on the resources and the number of teacher and staffs.

Thus, for those principals who work in mid or large-sized school, working as head of department in subject area will be the qualification that help them to understand the issues and problems more easily. It represents the experience in academic management facing day to day issues and tasks. Besides, the requirement of having the degree in Education Management would yield the candidate on the higher level of confidence when entering to the school leadership position.

The qualification such as experience as head of department in subject area (Hua Na Sa Ra) for at least 3 years in mid or large-sized school together with higher degree in Education Management, and experience as head of department in subject area (Hua Na Sa Ra) for at least 6 years in small-sized school together with higher degree in Education Management implies that the candidate for being a school leader who do not have the direct experience in school management would benefit from being a head of department in subject area. Though the role is not officially a management defined by law, the candidate still can gain the experience in managing people (teachers) and academic outcome at the same time. The school size also implies the level of complexity in solving problems.

Education Management Qualifications:

The education administrator or the educational staff working in educational service area can also apply to the school leader position with the qualifications as follows:

- (1) Experience as Deputy Director of educational service area with higher degree in Education Management*
- (2) Experience as Assistant director of educational service area for at least 1 year with higher degree in Education Management*

Working in educational service area is considered as more complicated and need more management skills in handling multi-issues from various channels. In fact, there is not a normal case that education administrator will transfer to be a school leader. However, the room should be open for those administrators who want to experience

as a front-line management so that the experience will be gained and be more ready for future career advancement.

With the fact that not all individuals in education service area are eligible for taking a school leader position, only some positions can be considered to transfer to the school leader vacancy. The deputy director and assistant director of educational service area are the positions that work closely with the school. Thus, the positions should be targeted positions to be transferred.

Other Relevant Qualifications:

In addition to the educational administrator positions that could be allowed for transferring, the finding of the study also shows that the position such as “educational supervisor” (Suk Sa Ni Ted) school leader position. The qualification therefore, is as follow

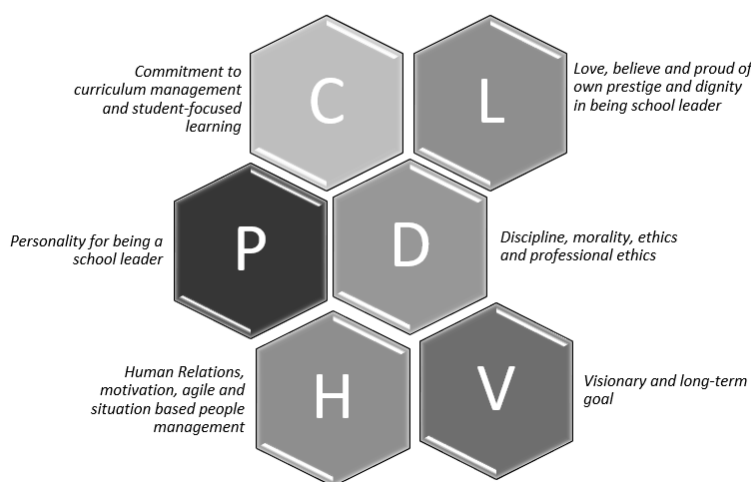
(1) Experience as Educational supervisor (Suk Sa Ni Ted) with management experience such as group director or group head for least 2 years and hold a higher degree in Education Management

Experience as group head, unit head in educational supervisor function for at least 2 years with a higher degree in Education Management

In Thailand, based on the Educational Ministerial Regulation (2017), there are four major responsibilities for educational supervisor function and one of them is to coordinate and apply the educational supervision system to ensure the quality of Thai basic education. Therefore, with the roles and responsibilities together with the management experience, educational supervisor is considered as one of the candidates for applying a school leader position.

2.

Characteristics of School Leader



Characteristics of School Leader: The finding has shown that six characteristics are the most important for Thai School Leader in the modern educational era. *Love, believe and proud of own prestige and dignity in being school leader:* It is believed in Thai culture that being a good teacher, ones need to love in what they do and passionate in nurturing the child to be a good adult person. The school leaders are not different. They act as a head of organization and need to show the same value as part of the team *Commitment to curriculum management and student-focused learning:* There are many studies and researches confirmed that the leadership commitment in academic management is one of the most impact to the student outcome. It starts from establishing the goal to ensuring the quality of teaching and leading teacher development (Robinson, 2011; Harris, Spina, Ehrich, & Smeed, 2013). Thus, the school leader should demonstrate the characteristic to ensure the school personnel committed in the same way.

Discipline, morality, ethics and professional ethics: The basic characteristics of school leader in Thailand is to demonstrate the high discipline in complying the law and order from central authorities. Besides, the morality, ethics and professional ethics for school leaders have also been defined and regulated by “KHURUSAPHA” (The Teachers Council of Thailand.). Thus, the school leader need to comply and manage the school personnel accordingly.

Personality for being a school leader: In Thai context, being a school leader requires flexi-personalities. The personalities for managing internal school personnel may be different from those for influencing external stakeholders or higher authorities. The

studies of school leader characteristics in Thailand has shown that the leader's personality was the common characteristics and very important for managing school. (Somonwattana., 2017; Plydang, and Lim-Arun, 2014; Sangmaneechoti, 2007) The good and flexi-personality will allow school leader to understand and get along well with external and internal stakeholders very quickly.

Visionary and long-term goal: There is no question that the school leader must demonstrate the characteristic of being a visionary leader and seeing things that other could not see today especially in aligning with Thailand 4.0 direction. The school leader cannot only wait for the order or given policy from the central unit. The school leader should by him/herself formulate school strategy and action plan to fit the needs of school, student, parents, and community (Kowalski, 2010)

Human Relations, motivation, agile and situation based people management: Based on the literature review, Human Relations, People and Interpersonal Skills are among the top key competencies required for school leader (Narintarangkul-Na-Ayudhaya, Siribanpitak, & Sumettikoon, 2016) This is because of the fact that the leaders need to manage, motivate and influence both internal and external school stakeholders. Thus, the human relations, motivation, agile and situation based people management is one of the key characteristics for wining people heart and delivering the result.

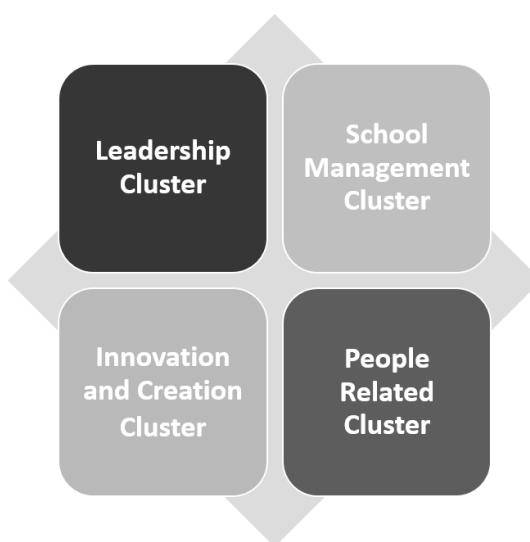
3. Competencies of School Leader: The research finding on competencies of school leaders consisted of 13 competencies. Most of the competencies in the finding seem very common for the future business and school leader. (Narintragkul-Na-Ayudhaya , 2015: KIPP Foundation, 2009; Valesky, 2008; Sherman, 2007; Jokinen, 2005; Hernez-Broome & Hughes, 2004) However, there are some competencies that are more critical and align with Thailand 4.0 directions which are: Creative and Innovation, Information Technology and Communication, Human and Interpersonal skills, and English literacy. Based on the review and analysis, the finding competencies can be grouped into 4 clusters in responding to the 4.0 direction:

Leadership Cluster: leadership; management skills; bringing policy to implementation; analysis and decision making

Moving towards Thailand 4.0, Thai school leaders need to transform themselves towards new type of leadership for instance, being more creative, open-minded and growth mind-set. Their obligation is to build more innovator in the school to generate more innovations to the society. The students should be given the passport to try and fail by the teacher. At the same time, teachers also need to get the same kind of passport from the school leaders. The faster the leader/ teacher/ student tried and failed, the better they learned and improve the way they do things in the future.

Therefore, the new school leadership style will help encouraging people to try new thing and not being afraid of failure

School Management Cluster: finance and budgeting; human resources planning in education; managing discipline, disciplinary action and punishment; education quality assurance



Based on the law, there are four major areas in school management; finance and budgeting management, human resources management, academic management, and general management. The school leader should be able to demonstrate such competencies when performing the leader's role. Therefore, the four competencies of school management have been included in this cluster

The roles of school leader in managing people also involve managing and ensuring school staffs following the rules and regulations. Thus, in the case of violation or disobedience, the school leader should be able to manage and monitor employee's discipline. They should make a good judgement for employee disciplinary action and/or punishment. Lastly, the leader must take full accountability on the quality of school educational outcome. (Education Act B.E. 2542 (1999), Leithwood, K., Harris, A., & Hopkins, D. (2008); UNESCO, 2016)

Innovation and Creation Cluster: consists of information technology and communication/ creative and innovation/ English literacy:

In the digital disruptive world, technology plays a very key role in human life, the school leader should be familiar with technology and use it to stimulate teachers and students to come up with the new ideas. In classroom, leader should allow teacher to use various kinds of technology and social media channels to get the students to ask question and search for the answer by themselves. (Castaño Muñoz, J., Redecker, C., Vuorikari, R., & Punie, Y. (2013)

In order to be more productive in school management, school leaders should be master in exploring information from various reliable and trusted sources from the internet. Therefore, English language becomes the mean for school leader, teacher and student to produce the end (innovation/ product/ idea). Being proficient in English allows the leader, teacher and student to get into the big and free knowledge database such as Google, Google Scholar, YouTube, Teacher Channel and other database appeared online. This become the new model of HR development called “Online-On-the-Job-Training”

People Related Cluster: Human and interpersonal skills/ teamwork and creating a collaborative working atmosphere

The last competency but very critical and powerful skills for leader is “Human and Interpersonal Skills”. As a school leader, there are numbers of stakeholders who involve in day-to-day school operations. The leader need to be specialize in handling both external and internal stakeholders. Getting school staff to do their best job at work and managing people outside the schools such as community, parents, authorities and media to support the school would be a key challenge of using apply this competency. The study of school leader’s competencies has also confirmed that people skills/ interpersonal skills and teamwork are ones of the most important competencies of school leaders in Thailand (Narintarangkul Na Ayudhaya, 2016) Based on number of studies related to Thai school leader’s competencies in Thailand, and the competency framework for Thai Civil Servant (Office of the Civil Service Commission, 2010), Teamwork and working in the collaborative atmosphere were named in the top competencies that enable people (Teachers and Staffs) in the school to work seamlessly to achieve the school goal (Sudrak, P, 2010; Bunchalerm, C, 2009; Ngamkanok, S, 2007).

Being a school leader, the role tends to be more focused on people interaction task than working on teaching and other technical tasks. The school leader need to ensure that people in the school work well enough to deliver the result and achieve the school outcome. Not only does the school leader influence the internal school staffs to work more effectively, but also the leader need to manage upward and build a good relationship with community and local leader. Hence, it is obviously that teamwork and human and interpersonal skills are the key competencies for success.

Recommendations:

Moving towards Thailand 4.0, Thai education need to be revamped. The recommendations based on the findings are on policy and research implication.

Policy Implication: The findings on QCC for Thai school leaders in modern era shows the baseline of how the next generation of Thai school leaders should look like. However, knowing it is not enough, the process of how to use it or executing it, is obviously the key. Bringing QCC to be part of the school principal's selection and preparation process will be our ambition.

Thus, the policy makers in Thai education including the Office of the Basic Education Commission (OBEC) and The Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC) should use the finding information to adjust and change the required qualification, characteristics and competencies (QCC) for school leader selection processes

The OBEC, OTEPC and National Institute for Development of Teachers, Faculty Staff and Educational Personnel (NIDTEP) should design and implement the development road map and individual development plan based on the competencies required for new school leader in new education era.

Research Implication: The next study and research should be focusing on the school leader selection and preparation process or model. It is because from this study, the new QCC has emerged. The next step is to develop the way of how to implement them as part of the new selection and career management process

Another research area that could be conducted as a result of this study, is to find out what kind of development programs and development roadmap should look like. This is because the program and roadmap should support and align with the new QCC

Lastly, the study should be focusing on the correlation between these 3 components; Qualifications, Characteristics and Competencies

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