

The 3P model: Supervision model within school to promote learning management competency

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Received: February 16, 2024

Revised: April 7, 2024

Accepted: May 13, 2024

Abstract: The objectives of the article are to (1) to present a school supervision model to promote teachers' learning management abilities and; (2) to implement a school supervision model to promote teachers' learning management abilities in schools. When the aspect of supervision in schools is very important in management to improve and develop teachers' learning management to create confidence and faith in the profession. Also, morale and encouragement can develop both teachers and students, specifically developing the quality of students in every aspect. Supervision within an educational institution is a system of cooperation between educational institution administrators, teachers and educational personnel in educational institutions to develop the academic work of educational institutions in accordance with educational standards through the planning process, planned operations and observing activities according to laid down procedures and reflection. In order to bring the results together to improve and develop with the Professional Learning Community (PLC), according to the internal school supervision process mentioned above and will be able to promote the ability to manage the learning of teachers.

Keywords: Supervision model within school, Learning management competency, Participatory supervision, PAOR, PLC

Introduction

Education is an important tool for building people, building society, and building the nation. It is the main mechanism for developing quality human resources and the ability to live happily with other people in society in the rapidly changing world of the 21st century, as education played an important role in creating a country's competitive advantage and standing on the world stage, based on the economic system and a dynamic society, and countries around the world are dedicated to the development of education in order to keep up with changes in the economic and social systems of countries, regions and the world, along with maintaining the identity of the country (Ministry of Education, 2017). Many civilized countries realize that the important foundation of national development is educational development for all citizens. This is an important part in the development of a country, because a globalized world society changes rapidly. Economics, services, management, and industry are considered to be very competitive. Therefore, people must speed up their self-improvement and must be inculcated from childhood to have a good attitude towards learning and the ability to seek knowledge; including being able to use knowledge appropriately. One important strategy that many countries used to gain a competitive advantage is educational reform, and believing that human beings are the most important fundamental factor in national development (Laoriandee, 2013).

The Constitution of the Kingdom of Thailand, B.E. 2017, Section 54, Paragraph Four, stipulates that all education must aim at developing learners to be good, disciplined people, proud of their nation, able to specialize according to their aptitudes, and have responsibility for the family, community, society, and nation. Section 258 (3) stipulates that there must be a mechanism and production system to screen and develop teaching professionals and professors so that they have the spirit of being a teacher, have true knowledge, and an ability to receive remuneration appropriate in terms of ability and efficiency in teaching, including

a mechanism to create a system of morality in the personnel management of teaching professionals; and (4) improving teaching and learning at all levels so that students can learn, according to aptitude and improve the structure of relevant agencies to achieve these goals in a consistent manner at both the national and local levels. (Office of the Secretariat of the Education Council, 2017) Education is a basic right of every Thai person and the government must provide it in order to develop Thai people of all ages to flourish in every aspect, such as being an important intellectual capital in developing skills, characteristics, competencies in engaging in a career and living happily with others in society, which leads to the stability and security of the nation, and to progress on a par with other countries on the world stage amidst the rapid changes of the world in the 21st century (Ministry of Education, 2017)

Supervision within educational institutions is very important in management to improve and develop teachers' learning management to create confidence and faith in their profession, having morale and the encouragement to develop the quality of students in every aspect. They must adhere to the principles of participation in work, emphasizing cooperation in operations and using knowledge and ability to work in order to achieve the desired goals. Supervision within an educational institution is a system of cooperation between educational institution administrators, teachers and educational staff developed the academic work of the educational institutions in accordance with educational standards. By providing advice, and assistance to teachers involved in education to improve teaching methods, measurement, and evaluation to be effective according to the objectives and goals of educational management allows teachers and educational staff who received supervision and professional development to develop teaching and learning and raise the academic achievement of students to a higher level. As a result, the educational institution is accepted by those involved (Khamkerd, 2012). The main principle of supervision is that it must be carried out systematically and according to the steps of the supervision process. The process is to plan, follow up, and help the work continuously until the process is completed. There is teamwork, encouragement, exchange and sharing of good experiences and acceptance of individual differences. Guiding and stimulating those receiving supervision to give themselves the opportunity to show their full abilities and use their potential for maximum benefit.

Guidelines for leading and collaborating with teachers to develop learning management helps raise the level of learning achievement, encourages students to learn and achieve the goals they have set. By applying the principles of participatory supervision, teachers develop learning management innovations to solve teaching and learning management problems, and developed students to help raise academic achievement. The role of the supervisor has been adjusted to listen more, speak less, use questions, and reflect thinking based on data. They reduced the answers, did not give any orders, and adhered to the principles of the supervisor, being a fellow learner and following the technique of guided and reflective supervision. Using the participation of all parties involved in developing innovations based on actual data in the work area or classroom, where both the supervisor and the person being supervised analyzed the problem to find guidelines for supervision and problem-solving was carried out as a systematic process.

The principles of professional learning communities (PLC) are an approach used in conjunction with supervision within educational institutions to drive the development of teachers and educational personnel in line with the educational reform policy in the 21st century, which has principles of creating a shared vision, such as together, join forces, join together, have leadership, and be friends. Changing the organizational culture in a good way and have learning and professional development of this concept As a result, teachers and educational personnel need to have teams or working groups with ideas. Problems and

abilities in the context of learners at the same level can solve problems that arise for each individual (Supawanich, 2017). The professional learning community (PLC) is an important tool in managing the learning of teachers and educational personnel. It will help reduce the loneliness in learning management for teachers and educational personnel. It also increases engagement and stimulates enthusiasm for learning to achieve the goals of educational institutions. Teachers and educational staff will understand the teaching methods and techniques for organizing learning to be proficient, then apply the guidelines from the recommendations in the learning community to manage your own learning. As for students who participated in activities with teachers and educational staff. The organizer participates willingly in jointly create an appropriate atmosphere for organizing learning. It can also increase the academic achievement of students and reduce the rate of students repeating grades, which is at the heart of learning management. In summary, PLC focuses on enabling the organization to quickly adapt to changing trends of society. It began from the concept of a learning organization and adapted the application to be consistent with the school context and professional collaborative learning, with the important task of being responsible for learning together among students, which is an important force aimed at student development. Therefore, school development will be achieved by a professional learning community and the implementation of new learning strategies that affect beliefs, values and attitudes within the school. This will be improved with the participation of people in the organization. This article will present the theoretical concepts for developing a supervision model within schools to promote teachers' learning management competencies. This includes the implementation of the supervision model in the school to promote teachers' learning management competency in schools.

Content

1. The concept of a supervision model within educational institutions to promote learning management competencies. The supervision model within educational institutions to promote learning management competency is a participatory school supervision process, using the principles, concepts, and theories of educators to develop it into a systematic school supervision process. Therefore, schools and related agencies can apply the model effectively, consisting of the concept of part-process supervision (PAOR) and professional learning community (PLC) management techniques.

1.1 Participatory supervision: supervision uses a collaborative process, jointly developing and working together until success between the supervisor and the person being supervised in order to develop operations to be successful according to the set objectives, Wehachart (2014) mentioned that participatory supervision is supervision that gives importance to joint problem-solving and to participate in finding ways to improve teaching and learning. According to the democratic method, with appropriateness according to the situation and adhering to the principle of interdependence between supervisors and supervisees by Thammawithikul (2010) proposed guidelines for participatory supervision as follows: the components of participatory supervision include the supervisor, and the supervisee, supervised content and form of supervision. Participatory supervision is a collaborative supervision process in terms of ways to improve teaching and learning by setting up a working group according to policy, work plans and projects in the form of annual action plans, until the evaluation of supervision student/service recipient satisfaction and the quality of educational provision was consistent with Jailall (2014), who studied the

differences in different forms of supervision in order to provide recommendations for developing effective forms of supervision in the United States. It was found that collaborating to develop teaching and learning with diversity created a high efficiency level. Teachers working together is an important factor in successful supervision. The concept of participation can be used in conducting internal supervision that promotes learning management competency using the 3P MODEL. The first P was Participation. Participation means working together. School staff participated in analyzing problems and finding solutions. School educational supervisors acted as facilitating consultants: people who provide assistance and guidance regarding the learning management of teachers. There are clear policies and goals for internal supervision that are in the same direction and throughout the school.

1.2 The PAOR process is a research and data collection process. A systematic and flexible analysis and interpretation to respond to the needs that arise in a specific situation, including performing tasks to create a better understanding or solving problems related to the work being done. Konchuerat (2013) mentioned the PAOR process of four steps: (1) P planning, strategy; (2) A implementation (implementing the plan); (3) O observation (with self-assessment); and (4) R reflection. There was critical analysis on both themselves and other colleagues. The results are used to adjust the plan into a new cycle until reaching conclusions that can actually solve the problem or effectively develop the conditions of the studied matter within an accepted ethical framework. Wongwanich (2017) discussed the benefits of the PAOR process result into a systematic work process, developing teaching and learning arrangements, and using research processes to develop teaching and learning, resulting in learners being developed to their fullest potential. As a result, many organizations have adopted the PAOR process as the basis for continuous quality development. The PAOR process can be used in conducting internal supervision that promotes 3P MODEL learning management competencies. As for the second P, PAOR is operational planning (P) by jointly determining issues in internal supervision that are consistent with internal supervision goals, plan operations and define roles and responsibilities for internal supervision. Operation (A) Carry out the creation of manuals and internal supervision forms, provide clarification and regarding the use of the manual and internal supervision to all parties involved. Observation (O) Conduct internal supervision by observing learning arrangements, record the findings to be comprehensive according to the internal supervision form, and record important observations that affect learning management and observation behavior. The students' emotions as reflected by teachers' detailed learning arrangements. and reflection (R) by reflecting on the observation results to the supervisor to find strengths and areas that should improve teachers' learning management competencies.

1.3 Professional Learning Community (PLC) is about building relationships among groups of people to develop knowledge ability, according to the potential of that person by allowing groups of people to reflect the change and build confidence or confidence in that person Later, schools in many countries adopted the Professional Learning Community (PLC) as a guideline for developing teachers to have a variety of learning processes leading to learning management. Phuaram (2017) claimed that the idea that professional learning community focused on student learning rather than teacher teaching professional learning communities' results in effective professional development. Team members need to jointly define the appropriate new role for teachers. Everyone needs to raise awareness. and provide a new perspective to the public and the teaching profession and to emphasize and appreciate the need to develop teachers to be more professional.

Uamphrom (2017) stated that the reason why organizations need to have learning. This is due to the quality level of work performance and the need to constantly improve their work. It must rely on learning as an extremely important base from which the concept of a professional learning community was consistent with Dan (2017), and the impact of creating a professional learning community on the classroom performance of science teachers. There is good communication and cooperation. It is a good network of cooperation and exchange of knowledge. This allows teachers to receive good guidance in performing tasks and enabling students to receive effective teaching and learning results. It can be applied to a professional learning community and used in conducting supervision within educational institutions that promote competencies in learning management using the 3P MODEL. As for the third P, the PLC is the supervisor and the recipient of supervision. Executives and those involved propose guidelines, participate in expressing opinions in determining operating procedures to correct or develop learning management competencies that have been reflected by internal supervision. Coordination assistance is provided to ensure continuous operations to motivate teachers to work to their fullest potential and achieve maximum development.

2. Supervision model within the school that promotes learning management competency. From the application of principles, concepts, and theories of educators to develop a supervisory process within the school that promotes learning management competencies, as follows:

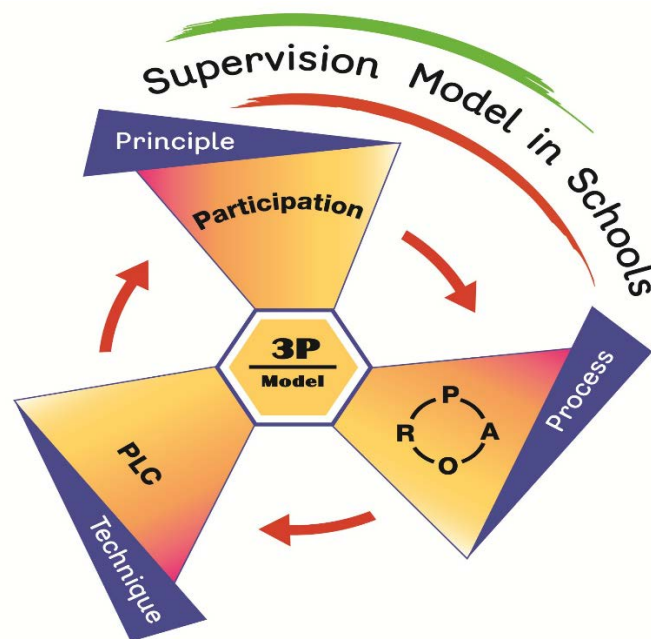


Figure 1. Supervision model within educational institutions that promotes competency in learning management, 3P Model

Supervision model within an educational institution that promotes competency in learning management. The 3P Model is a systematic internal supervision process and consisted of five elements.

2.1 Principles and reasons

Supervision is based on objectives as the main principle in solving problems, developing systematic learning and working arrangements, and by creating good interactions between the supervisor and the person being supervised.

2.2 Supervision objectives

To promote the learning management competencies of teachers and when everyone involved participates in thinking, doing, deciding and taking responsibility and to develop the quality of students.

2.3 Supervision using a participatory process, divided into three steps:

2.3.1 Supervision using participatory principles (Participation) is a collaborative process of stakeholders that is focused on creating quality products. There is a clear policy and goal for internal supervision in the same direction throughout the school, with the following elements:

2.3.1.1 All staff in the school understand and are willing to participate in activities.

2.3.1.2 Use a participatory process between staff in schools and professionals and to study school supervisors in analyzing problems and finding solutions.

2.3.1.3 School educational supervisors act as facilitating consultants. Those who provide assistance, guidance, and feedback in order to build good relationships and confidence in working together.

2.3.1.4 Focus on changing knowledge and ability to write learning plans that emphasize thinking, putting learning management plans into practice in the classroom, and including good attitudes towards teaching to develop student thinking.

2.3.1.5 Teacher development must be carried out continuously and except for the duration of various activities of a reasonable format to give teachers the opportunity to review knowledge, further research and practice on your own.

2.3.2 Carry out internal supervision using the PAOR process as follows:

2.3.2.1 Operational planning (P) by jointly determining internal supervision issues that are consistent with the internal supervision goals set and to plan operations and define roles and responsibilities for internal supervision.

2.3.2.2 Operations (A) Carry out the creation of manuals and internal supervision forms, provide clarification and understanding, regarding the use of the manual and internal supervision to all parties involved.

2.3.2.3 Observation (O) Carry out internal supervision by observing learning management. Record the findings to be comprehensive, according to the internal supervision form. Record important observations that affect learning management and observe behavior. The emotions of the students are reflected in the detailed learning arrangements of teachers.

2.3.2.4 Reflection (R) by reflecting the observation results to the supervisee to identify the strengths and areas in which the learning management competencies teachers should be developed.

2.3.3 Use professional learning community (PLC) management techniques by supervisors and supervised persons. Executives and those involved proposed guidelines, participated in expressing opinions in determining operating procedures to correct or develop the learning management competencies of teachers reflected by internal supervision. Coordination assistance is provided to ensure continuous operations and motivating teachers to work to their fullest potential and achieve maximum development of the following elements:

2.3.3.1 Shared vision is to jointly plan the direction of operations and setting goals for performance and to join inspection operational missions.

2.3.3.2 Join forces and work to the best of your abilities according to the guidelines set together and participate in evaluating the performance of fellow teachers.

2.3.3.3 Leadership: To recommend good behavior to fellow teachers, to convince fellow teachers to join professional learning communities (PLCs) to help coordinate operations to ensure continuity, and to motivate people to work to the best of their abilities. It is accepted by fellow teachers to ensure continuous work, willing to perform the assigned tasks and to support the work of fellow teachers, according to the needs of each person and convince fellow teachers to voluntarily continue operations.

2.3.3.4 Be a good friend, and have a close friendship with fellow teachers at school. There are guidelines for working in order to be a happy community, feel free to share your opinions on work and give advice to fellow teachers, and encourage fellow teachers to use their own abilities. To participate in suggesting the shortcomings of fellow teachers in order to improve the quality of their work and join in creating a good atmosphere in which to participate. The professional learning community (PLC) helps build confidence in the work of fellow teachers and see more common benefits, such as self-interest.

2.3.3.5 Changing organizational culture by teamwork according to the context of the educational institution that was jointly determined and changed educational institutions into a society that help and support each other and to receive support from fellow teachers in operating professional learning communities, working systematically so that educational institutions can continuously operate towards shared goals. Everyone should have equal rights, freedoms and no social inequality, as well as proud to be a part of the professional learning community in the educational institution and receive assistance in performing tasks from other teachers.

2.3.3.6 Professional learning and development by exchanging knowledge according to their abilities, and use your abilities to develop educational institutions to be effective. Always develop yourself to be beneficial to your work in the professional learning community (PLC), be patient in terms of problem-solving and effectively working together.

3. Applying the supervision model in the educational institution that promotes the 3P Model learning management competency in the school that can be carried out according to the following steps:

3.1 Stakeholders jointly set clear policies and goals for internal supervision in the same direction throughout the school.

3.2 Jointly determine issues in internal supervision that are consistent with the internal supervision goals that have been set and plan operations and define roles and responsibilities for internal supervision.

3.3 Create a manual and internal supervision form and to provide clarification and understanding regarding the use of the manual and internal supervision to all parties involved.

3.4 Carry out internal supervision by observing learning management and record the findings to be comprehensive according to the internal supervision form. Record important observations that affect learning management and observing behavior and the emotions of the students, as reflected by the detailed learning arrangements of teachers.

3.5 Bring the results of the observation to reflect the supervisor in order to find strengths and areas where the learning management competencies of teachers should be developed.

3.6 Use professional learning community (PLC) management techniques to develop higher quality learning management and can be further developed to enhance the potential of the students with maximum efficiency

The operation of items 3.2-3.5 will be in the form of a spiral staircase, repeating the cycle and using the technique in Section 3.6, inserted periodically as appropriate to the

content taught. Problems will arise from learning management until the results are obtained and an effective approach or practice model is shown to solve the problem or develop the thing studied.

Conclusion

Supervision models in educational institutions that promote competency in learning management. The 3P Model is a process of supervision in educational institutions that emphasizes participation. Systematic operations and the continuous development of work begins with building good relationships between supervisors and those receiving supervision, in terms of respect and a clear understanding of the development of teaching. There is coordination and cooperation in organizing systematic work methods by collaborating with all parties. It used the process of creating a professional learning community to create a shared understanding of work so that work can proceed smoothly. In order to achieve the work according to objectives and goals, design and plan strategies for joint operations for effective supervision, allowing teachers to manage learning to its fullest potential. As a result, teachers gained a knowledge and understanding of learning management and teaching supervision that met the objectives of learning management and teaching supervision. Teachers can organize learning for students to practice using media or learning resources. Students can practice thinking to solve real problems. In addition, supervising teachers can work together to design learning. It will help in understanding the objectives of joint supervision. The results of supervision are reflected in order to improve and develop collaborative learning arrangements. This makes learning management able to develop students to have the ability to think and solve problems very well.

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