

Model of Management of Thai language, Culture and History in International School

Thiwa Cochrane,
Ph.D Research Scholar
Graduate School, North Bangkok University, Bangkok, Thailand
Email:thiwac@gmail.com

Abstract :

The research aims to 1) study the condition problems and guidelines for managing learning management according to the curriculum language, culture and Thai history at the upper secondary level in international schools. 2) create a management model for language, culture and learning management Thai history at the upper secondary level in international schools and 3) evaluate the quality of the management of language and cultural studies and Thai history at the upper secondary level in international schools. The population used in the research is 14 school administrators, heads of languages, culture and Thai history in 14 international schools and language teachers Thai culture and history at the upper secondary level in 52 international schools, derived from international schools that are teaching and learning at the upper secondary level in international schools from a total of 14 school total population of 80 people.

Keywords— model management Thai language, culture history international school

1. Background and Signification of the Research Problem :

In today's world society Learning foreign languages is important and essential in everyday life. Because it is an important tool in communication, education, seeking knowledge occupation creating an understanding of the culture and vision of the world community and aware of the cultural diversity and angle of the world society Bring friendship and cooperation with various countries Help develop learners to better understand themselves and others Learn and understand the differences in language and culture, tradition, thinking, society, economy, politics, government have a good attitude towards using foreign languages. And use foreign language for communication including access to various knowledge easier and wider with a vision of life learning foreign languages to aim for students to have a good attitude towards foreign languages can use a foreign language communicate in various situations seek knowledge to pursue a career and continue to study at a higher level both have knowledge and understanding of the various stories and cultures of the world community. Able to convey ideas and Thai culture to the world society creatively (Office of the Basic Education Commission Ministry of Education. 2008: 1) The Office of the Private Education Commission sees the importance of managing Thai language learning and culture for international schools and the development of Thai language courses and Thai culture in international schools to be suitable for the situation and potential of students in international schools. Thailand and international schools have to make learning standards and learning materials for Thai language and Thai culture to allow the school to adapt to the context of each school Subsequently, the Ministry of Education has laid down regulations on the determination of standards for international private schools at pre-primary, secondary and secondary levels, which have requirements regarding curriculum that International schools must arrange to learn Thai language and Thai culture for students of all levels. International students are required to study Thai language and Thai culture as a compulsory subject for 1 week / week for all Thai students. Set to study Thai language and Thai culture as 5 compulsory lessons / week, 1-time period is 50 minutes, in order to examine the quality of Thai language learning and Thai culture in international schools.

The Ministry of Education has a policy to instill Thai youths with patriotism, religion and a sustainable monarchy. The usage of Thai language correctly according to academic principles and situations, adhering to appreciation and being able to continue the tradition Thai tradition and good culture with knowledge and understanding in Thai history until able to seamlessly link the knowledge of Thai history to the current situation of Thai society in addition, the Ministry of Education has revised the core curriculum for basic education in 2008, the Office of the Private Education Commission. In order to clearly identify the elements of the course in accordance with the policy Which is a complete core curriculum and international schools apply to suit the context of each school (Office of the Private Education Commission 2015: 2-4).

The effect of changing the curriculum to suit the context of international schools and students Which makes international schools with foreign executives still do not have a full understanding of Thai language courses And must be ready to develop Thai language courses, Thai culture and Thai history Therefore it is the duty of the teacher to be responsible for finding the course Teaching methods as well as self-evaluation and evaluation by which the National Long school does not have a follow-up system of Thai language, Thai culture and Thai history as with other English courses therefore, Thai language courses, Thai culture and Thai history It is the duty of teachers to choose content and textbooks. In teaching and learning to students within their own schools and many international schools that have different concepts in teaching and learning such as using the teaching guidelines according to the readiness of the learner, usage of Thai language learning forms of the Department of Academic Affairs and the preparation itself without adapting to the different contexts of the International school (Pattama Nakasan. 2540: 137) and the problems found in international schools is that the administrators of international schools have an understanding of language courses Thailand does not fully support and not enough time to study and there is no standard for evaluation Which makes learning Thai language, Thai culture and Thai history inefficient and not suitable for the context of international schools (Nanthaporn Lertprasertkhong, 2009: 137). By using the Cambridge ICE CSE course, which is an English language course set out as follows (www.cambridgeinternational.org/ Search May 24 2018) and the ICE CSE exam results Thai language according to statistics recorded in Cambridge examinations since 2008-2017 for 10 years. There are more than 90 students at the level D, which is 50 percent, and within 10 years there are 3 years below 90 percent of the results. Bong describes the difficulty of taking the exam which indicates the skill of reading speed and writing analytical stories of Thai students who have to take the exam each year (Cambridge International Examination. 2018.) Accessed on June 7, 2018 <https://www.cambridgeinternational.org/Images/413612-cambridge-igcse-results-statistics-june-2017.pdf>.

Interviews with department heads with experience working in international schools 16 years starting as a teacher and promoted to the head of the Thai language department. Have experienced problems every year within their schools' International schools that use American or English courses Most of them are problems in learning management for students, namely 1, content that students need to learn a lot but at least 2 classes, the level of ability of students with differences in 4 skills and study in the same room 3, teachers The instructor must bring the story that the student is studying in English to adapt to the Thai language. 4, use the book to learn Thai language only as a guide only and 5 teachers must Find the content that is consistent with English lessons and suitable for the context of the school and the students (interviewed 3 people with the position of head of the Thai department in international schools and have more than 15 years of teaching and administration experience June 2018).

From such conditions the researcher has experience in international schools in teaching and administration of language, culture and Thai history at all levels. Therefore, interested in developing the management style of language learning management Thai culture and history at the upper secondary level of international



schools as a guideline for solving problems in learning management, language, culture and history to the administrators and teachers at the upper secondary school level in international schools.

2. Research Objectives:

1. To study the condition Problems and guidelines for managing learning management according to the curriculum language, culture and Thai history at the upper secondary level in international schools.

2. To create a management model for language, culture and learning management Thai history at the upper secondary level in international schools

3. To evaluate the quality of the management of language and cultural studies and Thai history at the upper secondary level in international schools.

3. Scope of Research

Research on management styles of language, culture and Thai history management at the upper secondary level in international schools This time is divided into 3 phases. Each phase will be detailed in the following topics:

Phase 1 to study the condition problems and guidelines for management of learning management according to the curriculum, language, culture and Thai history at the upper secondary level in international schools, divided into 3 parts, namely

1.1 Study documents and research

Population and sample groups were 14 school administrators, heads of languages, culture and Thai history in 14 international schools and language teachers. Thai culture and history at the upper secondary level in 52 international schools, derived from international schools that are teaching and learning at the upper secondary level in international schools from a total of 14 schools, totaling 80 people.

1.2 Study the problems and guidelines for managing learning management according to language courses Thai culture and history at the upper secondary level in international schools by interview.

Informant Group:

Information groups include 14 school administrators, heads of languages, culture and Thai history in 14 international schools and language teachers Thai culture and history at the upper secondary level in 52 international schools, derived from international schools that are teaching and learning at the upper secondary level in international schools from a total of 14 schools, totaling 80 people.

Population used in Research:

The population used in the research is 14 school administrators, heads of languages, culture and Thai history in 14 international schools and language teachers Thai culture and history at the upper secondary level in 52 international schools, derived from international schools that are teaching and learning at the upper secondary level in international schools from a total of 14 schools Total population of 80 people Sample group used in research

The samples used in the research are as follows: 14 school administrators, head of the department of language, culture and Thai history in 14 international schools and teachers of language, culture and Thai history at the high school level, 52 people, derived from international schools that have instruction in Upper secondary school level in international schools from a total of 14 schools, a total of 80 people.

Variables Studied:

1. Learning

1. Course



2. Learning activities
3. Teaching materials
4. Evaluation and evaluation
5. Educational supervision
6. Support of NPO

2. Administrative process

1. Planning (P)
2. Practice to correct and check every step (D)
3. Inspection method ©
4. Improvement (A)

Phase 2: Create and examine the management of learning management for courses in language, culture and Thai history at the lower secondary level in international schools.

In creating a management model for learning management of courses in language, culture and Thai history at the upper secondary level in international schools The researcher will proceed as follows.

1. Drafting the management model for learning management of courses in language, culture and Thai history at the upper secondary level of international schools By applying the study results in step 1 to analyze and synthesize with various theories Which has been studied in Chapter 2 and then used such analytical results to be used as information in the drafting of the management of learning management curriculum for language, culture and Thai history at the upper secondary level in international schools

2. Examine the correctness and appropriateness of the management model of learning management of courses in language, culture and Thai history at the upper secondary level in international schools.

Informant :

Informant are 10 experts who have been selected by purposive sampling by experts from individuals with the following qualifications:

1. Be an expert in teaching and learning, teaching language, culture and Thai history in international schools.
2. Having experience in management Learning management in international schools for at least 5-7 years
3. Become a member of the International School Association of Thailand

Variables Studied :

1. Drafting the management model for learning management of Thai language, culture and history at the upper secondary level in international schools

2. Accuracy and suitability

Phase 3: Evaluation of learning management styles for language and culture courses and Thai history at the upper secondary level, international schools by using the evaluation form

The researcher will evaluate the learning management style management in Thai language, culture and history at the upper secondary level in international schools. Of accuracy and appropriateness
Population used in research

The population used in the research is the same group as the group used in Phase 1, being 14 directors, 14 department heads, and 52 upper secondary school teachers, totaling 80 people of 14 international schools. With the group used in step 1

Sample group used in research

The samples used in the research are as follows: 14 school administrators, head of the Department of

Languages, Culture and Thai History in 14 international schools and language and culture teachers and Thai history at the junior high school level in 52 international schools, totaling a total of 80 people

4. Definition of Terms

Learning management model for Thai language courses, Thai culture and Thai history at the upper secondary level in international schools

1. International schools mean schools that provide education in the system that uses the curriculum of foreign countries in Thailand or a foreign course adapted Or create your own course that uses English and other languages as the main media Has determined the school type from the Ministry of Education classify the course into 4 main categories as follows: American formula Course of the Kingdom of England and Wales IB International Program (International Baccalaureate IB) and other international programs, such as Korea, Canada, France, Japan, Germany, Singapore, Switzerland, Australia, India, etc. All schools mentioned above must have language courses, Thai culture and Thai history. Determined by the Ministry of Education.

2. Language, culture and history courses mean to courses for international School Held for teaching and learning to all students and at all levels Who are Thai students and international students by requiring language learning Thai culture and history is a compulsory one lesson per week for international students. As for Thai students, it is compulsory to study at least 5 lessons per week. The period of time is 1 time, equal to 50 minutes.

3. English courses mean to courses held in the United Kingdom, England for all citizens between the ages of 5-15 years attend a compulsory education. The British education system is similar to education in many countries around the world. Start attending kindergarten, elementary school, secondary level And higher education In order to prepare students to learn, children between the ages of 3-5 years are kindergarten. Children aged between 6-10 years are compulsory education. Is called Primary School and Secondary School. Children between the ages of 11-15 years and students aged 16-18 will study at the College level. During the junior high school level, children 16 years of age must take the school exams called I-G-C-S-E. (International General Certificate of Secondary Education Exam) which is equivalent to Grade 6 of the Thai education system

4. Learning activities means learning management. Which allows the learner to achieve the achievement of the specified objectives, ie when the student is at the level 11 and has Thai nationality Must receive every Thai language exam and pass a very good level

5. Teaching materials mean to things that are individuals, materials, equipment and techniques. Which is an intermediary that allows learners to learn quickly and easily according to the purpose of teaching and learning as tools and intermediaries that are important in the teaching and learning process. The student body is correct and fast, resulting in the students changing their behavior according to the teaching objectives correctly and appropriately. Educators call the teaching name with names such as teaching equipment. Audio Visual Equipment Educational Technology Teaching media, educational media, etc.

6. Evaluation and evaluation means measuring and evaluating the results in the learning management process. Instructors proceed to develop learners and judge grades in the course. In the assessment can be evaluated Before school or after school to see the development of learners Instructors evaluate learning outcomes according to indicators that are targeted at each unit in various ways such as questioning, observation, homework examination. Expressions in performance practices Expressing various symptoms of students at all times at the event to see if achieving metrics or likely to achieve the indicators and fix the bugs periodically Continuous

7. Educational supervision means is an important tool in developing knowledge, thinking, ability, including



behavior, attitude, values and morals of individual person qualifications within the international school there is supervision of teachers for every term and everyone by using the supervisory level for those under the supervision and writing supervision reports Which can provide teachers with quality development and is a consistent study and self-improvement

8. The support of the Office of the Private Education Commission: OPEC) means The Ministry of Education has the authority and duties under the Private School Act BE 2550 that has the following duties: 1. To promote, support, coordinate and implement compliance with laws relating to private education. 2. To propose a strategic policy. Private education development plan, set the rules and standards for private education Including promoting academic support Quality Assurance Research and development in order to improve the quality of private education. Private education subsidies Work Protection Teacher Benefits Educational Personnel and those involved in private education management. 4. To be a center for supporting information and private education central registration, as well as monitoring and evaluating the results of private education management. 5. To work with or support the work of other agencies that Related or assigned

9. Planning of operations Planning (P) means developing a learning management plan that develops common desirable characteristics. By analyzing learners Course Analysis Teaching Planning Evaluation of courses Plan periodic teaching

10. Doing operation (D) means assessment operation before class Students practice learning activities Learning evaluation measurement Data Collection Create awareness and plan education

11. Checking check (C) means checking Evaluate results from participation in activities and inspections. Student portfolio Observe work performance during class time and study together with students. Examination of the work from the study Offer the job correctly according to the issue.

12. Improvement of Acting (A) means improvement of measuring instruments Improve the development of teaching and learning media, as well as improve and develop teaching and learning activities to be up to standards and maintain standards

Expected benefits :

1. The results of this research to get the management style of language learning management Thai culture and history at the secondary level in international schools to be appropriate and accurate.
2. Results from this research Get the management style of learning management in language, culture and history at the upper secondary level in international schools for students.

5. Conceptual Framework for Research :

The conceptual framework of this research Form of learning management for culture language courses and Thai history at the upper secondary level in international schools The researcher has set the conceptual framework of research based on the concept of National Education Act BE 2542, Section 22 Education Management All learners have the ability to learn, develop themselves. And learners are of the utmost importance in accordance with Section 24 for the educational institution to proceed Content Arrangement and the learning process is instructional media Activities learned from real experiences Practice in thinking to think, act as a love, and continue to learn. (National Education Act, 1999, Revised No. 3, 2010: 8-9) Hough and Duncan, 1970: 144) Learning management that the activities of people with 4 main principles and reasons are curriculum, learning management, measurement and evaluation, learning management

Sirichai said that the quality assessment (2011) consists of assessment experts. There is a belief that assessment is necessary for human activities. A good assessment will help build understanding and



develop better things. The poor assessment will be a counterweight and destroy the progress. The Board therefore proposed 30 criteria to be the norm of assessment activities. Which can be classified into 4 categories as follows (Sirichai Kanayawasee, 2011: 179-180)

International school Concept :

International School Association of Thailand Is an international education center in Thailand and a representative of the member school in the operation of all the matters related to international education by providing services to members and increase the potential member school with promotion and improve the quality of educational standards Student learning as well as morality and ethics in the operation of international education in Thailand Main obligation.

1. Promote the ethical requirements of the association Among member schools
2. Support communication and cooperation among member schools
3. Promote reputation and the honor of the member school to be apparent
4. Support professional development school development and networking for member school.
5. Support policy and the operation of the government sector According to approval and resolution of association.

The International School Association of Thailand was established in 1994. At that time, there were only 5 schools and the main objective is to coordinate with the Ministry of Education There are currently 120 members of the school, but the association is still doing its main function. To coordinate and work with agencies And organizations of the public and private sectors to enhance understanding about international education and the association has a role in the development of international education quality continuously Which not only benefits international schools among members But also contributing to the development of education in Thailand as a whole Quality of international education management Of the school, members of the association Is apparent And accepted by foreign organizations With a mission to evaluate And quality assurance of international education standards such as the Western Association of Schools and Colleges (WASC) (<https://www.acswasc.org/>), the New England Association of Schools and Colleges (<https://www.neasc.org/>), the Council of International Schools (CIS) (<https://www.cois.org/>) and CFBT Education Trust (<https://www.cfbtschoolstrust.com/>), members of the International Schools Association Thailand Is ready to support the needs of families and learners from all over the world Since the course of study with an international school that provides instruction based on the American System Schools that provide education based on English courses International Program International Baccalaureate (IB) (<https://www.ibo.org/>) and other national programs. There are also a variety of extra-curricular activities. To promote students' potential according to their aptitude Both sports All arts and design, technology, etc. have different sizes and school locations Distributed throughout all regions of the country and the achievement of international education management It is evident that students who have graduated from international schools in Thailand are accepted to enter higher education in leading universities around the world, including Thailand. (International Association of Thailand, searched on 10 June 2018 <http://www.isat.or.th/th/about-isat>).

List of international schools using English Courses :

1. Korean International School
 2. Wells International School - Onnut
 3. Traill International School
 4. Harrow International School
 5. Arbis International School
 6. International Pioneer School
 7. Shrewsbury International School, Bangkok
 8. Trinity International School
-

9. St. Andrews International School, Bangkok.

10. French International School Bangkok

11. Bangkok Patana School

12. Bromsgrove International School

13. International Young Ambassadors School

14. The Regent International School, Rama 9

(List of international schools submitted 2016 annual report, searched on 30 July 2018).

Concepts of Thai Language, Culture and History courses for schools in the system International Type.

National Education Act BE 2542 and additional amendments (No. 2) B.E. 2545 have provisions regarding quality assurance within educational institutions and require that all types of schools implement the system and conduct internal quality assurance. In addition, every year, the school's agency is responsible for monitoring the quality of the internal quality assurance of the school. Sometimes in all three years and the Office of the Private Education Commission, which is the agency of the International School, has acted in accordance with the provisions of the said law. Which has determined the evaluation of teaching and learning of Thai language and Thai culture in international schools as determined by the Ministry of Education

The Office of the Private Education Commission see the importance of language teaching and learning. And Thai culture in international schools And have developed language courses And Thai culture in international schools to suit the situation and potential of students in international schools which are already diverse in context The first time in 2008 by the Office of the Private Education Commission in collaboration with the International School Association of Thailand and the International School Has appointed a working group consisting of experts from international schools to create learning standards and language learning materials And Thai culture so that the school can be adapted to suit the context of each school The Ministry of Education has a policy to instill Thai youths with patriotism, religion and a sustainable monarchy. Use Thai language correctly according to academic principles and situations, adhering to appreciation and being able to continue the tradition. Thai tradition and good culture have the knowledge and understanding of Thai history until being able to seamlessly link the knowledge of Thai history to the current situation of Thai society. In addition, the Ministry of Education has revised the Core Education Curriculum in 2008 for such reasons. The Office of the Private Education Commission therefore deems appropriate to develop and improve the language courses. And Thai culture in the new international school once again In order to clearly identify the elements of the course in accordance with government policies and the Ministry of Education Therefore, invited the experts in teaching Thai language and Thai culture in international schools, which were taught by various foreign courses And related persons come together to conduct a meeting between 13-17 July 2015 to develop and improve the curriculum to "Language, Culture and Thai History Courses in International Schools" which is a complete core curriculum and international schools can be applied to suit the context of each school. (Office of the Private Education Commission, 2016: 1-2).

Core courses in language, culture and Thai history in international schools To develop all students to achieve full communication skills in Thai language according to their potential for Thai national students, which is a major force in the future of the nation To be a good Thai Good and happy And still maintain the Thai tradition in accordance with the traditions, traditions and culture of goodness, adhering to the rule of democracy with the King as Head of State Have knowledge and skills in using Thai language correctly according to academic principles and situations Able to integrate the knowledge and experience gained from studying the course in this course for further study and daily life both in Thai society and the world society for foreign students Aim to develop students to have knowledge Understanding and respecting Thai culture which is the host culture Can use Thai language to communicate properly in Thai society and living in

Thailand with quality and happiness.

Principles :

Core courses in language, culture and Thai history in international schools There are important principles as follows.

1. It is a curriculum to create a complete Thai citizenship with a goal and standard of learning as a goal in the development of Thai youth in schools to become Thai with knowledge, skills and attitudes showing the wisdom of the ancestors. Language, culture, tradition and aesthetics
2. It is an educational program that cultivates Thai youth to love and respect the Thai monarchy that has contributed to the Thai nation for a long time. Nationalism and religion that he respected
3. It is a curriculum to cultivate Thai youth to love, respect and adhere to Burapha King and people who have influence on various changes. In the past and the history of the Thai nation Have understanding and pride in Thai wisdom.
4. It is an educational program that encourages foreign youth to have a correct understanding and have a positive attitude about Thai culture. Thai history Thai monarchy and able to communicate appropriately in Thai according to the language and culture of each person in Thailand
5. It is a curriculum that has a flexible structure and management to define both the subject matter of learning. Learning unit and time arrangement for teaching and use a variety of learning management methods Focus on integration focus on learners This is as appropriate for the philosophy and context of each school.
6. It is an educational program that focuses on learning by analytical thinking. Creative thinking, innovation Integrate Knowledge and use information technology for communication (ICT) in learning.

Objective :

Core courses in language, culture and Thai history in international schools Aim to develop students in international schools as follows

1. Thai students

To allow Thai students to become Thai Use Thai correctly Respect and adhere to the rule of democracy with the King as the head of knowledge, awareness and heritage. Thai tradition and culture Having responsibility and awareness of Thai citizenship, analyzing and understanding the situation of Thai history, therefore determining the objectives for the learners as follows:

- 1.1 Being Thai with virtue, ethics and desirable values Have pride and practice in accordance with Thai customs, traditions and culture and have an attitude to continue in the future
- 1.2 Having knowledge, ability and skills in communicating and using Thai language correctly according to academic principles and situations.
- 1.3 Have patriotism, religion, monarchy Have a sense of duty as a Thai citizen and the world Adhering to the rule of democracy with the King as Head of State
- 1.4 There is a conscience to preserve Thai culture and wisdom. Have a public mind that will benefit and create good things in Thai society and the world society
- 1.5 Have discipline and practice according to the principles of Buddhism. Or religion / ethics that he respected and adhering to the sufficiency economy philosophy in life.

2. Foreign students

To allow foreign students to have a better understanding and respect for Thai culture Behave according to Thai culture and communicate properly in Thai.



The structure of syllabus :

Thai language, culture and history courses for international schools are divided into 2 sub-subjects.

1. Language, Thai culture and Thai history for foreign students, consisting of the content and standards for students' competency level.

1) Thai language learning group for daily communication

2) Thai culture group and student culture.

3) Social Studies and Thai History Which studies about Thai society Thai geography and Thai history.

Standards for Thai Competen cy	
L 1 .1	Students engage in conversations, obtain and provide information, express feelings and exchange opinions in Thai appropriately .
L 1 .2	Students demonstrate an understanding of the relationship between Thai language and culture, and use Thai appropriately for different occasions both within and beyond the school setting .

Standards for Thai Culture Competency	
C 1.1	Students demonstrate an understanding of the similarities and differences between the Thai culture and the studentscultures and apply themselves appropriately with the Thai cultural practices .
C 1.2	Students use English or the school primary language to communicate their knowledge and understanding of Thai culture, Thai society, Thai literature, Thai traditional practices in different regions, and participate in Thai cultural activities appropriately .

6.Research methodology :

This research the researcher has taken steps to ensure that the research is able to achieve the objectives of the management of learning management in Thai language, culture and history at the upper secondary level in international schools. Which the researcher has defined various details of the research in this research divided into 3 phases, each phase has details according to the following topics

Phase 1: study documents about management guidelines and problems in managing the learning management of courses in language, culture and Thai history at the upper secondary level in international schools The researcher is divided into 3 parts:

Part 1: Study of documents related to the management of language learning courses Thai culture and history at the upper secondary level in international schools Population and sample groups are related documents.

Part 2: Study of problems and guidelines for management of learning, language, culture and history courses at the secondary level in international schools by interview.

Part 3: Study of problems and guidelines for management of learning, language, culture and history courses at the secondary level in international schools by using a questionnaire.

Population used in research :

The population used in the research is 14 school administrators, heads of the Department of Languages, Culture and Thai History in 14 international schools and teachers of language, culture and Thai history at the upper secondary school level in 52 international schools, totaling 80 people. Teaching and learning at the high school level in international schools from all 14 schools of the school. International with high school level teaching in international schools Acquired by using the tables of Krejcie and Morgan, (1970).

Sample group used in research :

The samples used in the research are as follows: 14 school administrators, head of Thai language department, Thai culture and Thai history in 14 international schools and teachers of language, culture and Thai history, 52 people, a total of 80 students of international schools that are taught at the level Secondary education in international schools Acquired by using the table of Krejcie and Morgan, 1970).

Creating research tools :

The tools used in the research in Step 1 are the analytical form of the document. About the management style of learning management in Thai language, culture and history at the upper secondary level in international schools namely questionnaires, opinions about the management of learning management, language, culture and Thai history at the upper secondary school level in international schools, namely 1. Curriculum 2. Learning activities 3. Teaching materials 4. Evaluation and evaluation 5. Educational supervision 6. Support of educational administration in 4 areas: 1. Planning, = P 2. Practice and correct and check every step of Doing = D 3. Examination of methods The Check the duration and evaluate the performance of Checking = C 4. Improvement success, defects and improvements acting = A according to the level of the opinions of Likert scaling in the form of a table which is a question that allows the respondents to choose answers based on their opinions The questionnaire has a 5-level rating scale.

7. Conclusion

Management theory concepts

Human society is a society that has formed as a group, among them, is a community of various sizes, ranging from villages, sub-districts, cities and countries. In order to be able to perform various activities successfully for survival, peace and progress in those communities Therefore causes "Social institutions" and "administration" established social institutions, whether they are families, temples, schools and other organizations, both public and private sectors. Therefore, must facilitate or service for the benefit of the members and the prosperity of the society. Simon (Simon, 1958: 3) gives the meaning that "administration" means various activities in which two or more individuals collaborate to achieve one or more common objectives (Blanchard and Johnson) (Blanchard and Johnson, 2001), meaning "administration" Means the process of working with individuals and groups of people, along with administrative factors Including tools, budgets and technology to lead the organization to success according to its goals (Frederick W. Taylor, Frederick W. Taylor). All administrative tasks need to be done with the rules. Which is determined from careful study analysis In order to have the best way to produce more productivity for the benefit of all parties involved (Frederick W. Taylor refers to Sompong Kasemsin: 27) Paiboon Changphan (2532:17) Provides administrative means that means a system that consists of processes for bringing administrative resources, both material and people, to achieve effective objectives (Boonthan Dokthaisong (1994: 1) implies that management is the most effective management of existing resources to meet the needs of individuals, organizations or countries or management for everyone's profits. In the Drucker Organization, 1980: 6, said that administration is the art of working to achieve goals, together with others, to work by relying on others to do within The organization image said Human resources will be the main resource of organizations that come together to work in the organization. Which these people will use resources in other materials, machinery, equipment, raw materials, capital, as well as various information to produce products or services, distribute and respond to the satisfaction of society.

Conclusion the administration is an activity of 2 or more people. There is a collaboration to do one of the activities. By using various techniques and methods to achieve common objectives. Academic Administration Group There are procedures and procedures for academic administration as follows:



**1. Planning (Planning) 2. Organizing 3. Staffing 4. Directing 5. Co-ordination
6. Reporting and 7. Budgeting.**

Academic Administration Group has planned the work in the medium-term action plan (3 years) and the action plan, project, work and annual activities and also determines the roles That fulfills the intent The National Education Act is as follows.

1. Academic administration.

1.1 School curriculum development.

1) Preparing the school curriculum to be in harmony with the problems

The needs of learners, parents, communities and society in accordance with the core curriculum framework of basic education

2) Manage school curriculum

3) Supervision for the development of curriculum implementation in educational institutions

4) Follow, evaluate and improve school curriculum and report the results to education area acknowledged.

International School Management System :

The International School Administration said in (Yusadee Trongtokan 1997: 27-28) that work is related to the provision of teaching and learning activities in schools in order to create maximum development for students in all aspects. In terms of intelligence, physical, mental and social, academic administration, such as organizing various activities, are as follows: 1. Supervision of teaching and teaching equipment. 3. Classroom 4. Teaching teachers 5. Improving teaching and learning 6. Training for regular teachers 7. Academic work dissemination 8. Educational measurement 9. Research and research 10. School standard assessment Management of all kinds of activities in educational institutions or schools regarding the development of teaching and learning to be effective and most effective. Because the duty of every educational institution is to provide academic knowledge to students There are administrators or principals as academic leaders working with teachers, giving advice and coordinating for everyone to work together effectively Happy, satisfied, with unity, image and living conditions, as well as helping to spread to the home as appropriate with different management styles that are suitable for each school.

References :

- (1).Chantranee Sanguannam. (2008) Theory and Practice in Educational Administration. Print 2nd time, Bangkok. Book Ploy Company Limited.
- (2).Foreign language learning Group. (2008). Basic education core curriculum. Academic Office and Educational Standards. Office of the Basic Education Commission, Ministry of Education.
- (3). International School. (2561 a). International School Association of Thailand (ISAT). Search on 10 June 2018 from <http://isat.or.th/en/about-isat>.
- (4). Office of the Private Education Commission. (2015). Announcement of the Office of the Board of Directors Promote private education. Announcement of the Office of the Private Education Commission. Subject: International private schools with quality assurance systems in educational institutions. Fiscal Year 2015. (2015 pdf). Retrieved on 25 October 2017. From <https://sites.google.com>.
- (5).Pattama Nakason. (1997). Development of Thai language and culture curriculum at kindergarten level for Thai children in an international school. Thesis, Chulalongkorn University. Department of Primary Education. Bangkok: Chulalongkorn University.
- (6).Santi Bunphirom. (2009). Principles of Educational Management. 1st edition. Bangkok. Thai Romklao Company Limited.

