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## **Development of health early childhood development centers according to the standards of the national early childhood development center**

**Rungchatchadaporn Vehachart\***

Faculty of Education, Thaksin University, Muang, Songkhla 90000, Thailand

\*Corresponding author

**Phatsarabet Wetwiriyaakun**

Faculty of Education, Thaksin University, Muang, Songkhla 90000, Thailand

**Abstract**---This research aims 1) to draw lessons learned from implementing under the National Standard for Early Childhood Development (NSECD) passing the standard criteria 2) to develop the NSECD implementing model and 3) to suggest Early Childhood Development (ECD) using qualitative research with teachers and administrators of 9 ECD Centers passing criteria covered 6 working units. The content analysis of data collection administered from June to November 2021 were documentary analysis, group discussion, interview and institutional observation forms. The findings were: 1) ECD Centers administrated the NSECD with 6 components of ECD: 1.1) holistic approach of Early Childhood(EC) management, service and development 1.2) developing and strengthening EC with family 1.3) systematic and mechanic early childhood learning through playing development 1.4) ECD systematic management and procedural practice associated with the NSECD 1.5) work practice revision and reflection with research procedure raising EC quality and disseminate knowledge and 1.6) management focusing on making EC become global good citizen 2) the NSECD implementing model consists of principles, purposes, components, implementation, successful conditions of the NSECD implementing and four-level-suggestions: 2.1) the authoritative working unit level should place ECD as national agenda 2.2) the policy director level should collaborate with concerned working unit to enhance ECD associated with the NSECD 2.3) the policy supporter level should develop and provide expert personnel including sufficient

collaborative workloads with systematic management 2.4) the practice level should create the professional learning community working culture developing experiencing provision and activities associated with the standard criteria of institution management according to efficient indicators.

**Keywords**---standard early childhood, development center.

## Introduction

Constitution of the Kingdom of Thailand, [1] B.E. 2560 (2017) has given importance to early childhood development by mentioning in Act 54 “The State must ensure that children have been taken good care of their physical, mind, discipline, emotional, social, and cognitive development with appropriate age before schooling with the collaborative contribution from local administrative organizations and private sectors. That is the early childhood development center can monitor child care and physical, mind, discipline, emotional, social and cognitive development before schooling under appropriate age without expense which is aligned with [2] B.E. 2542 (A.D. 1999). Education Act and revised addition version No. 2 B.E. 2545 (A.D. 2002) and No. 3 B.E. 2553 (A.D. 2010) has provided early childhood education in early childhood development such as Child Care Center, Child Development Center, Pre Early Child Development of religious institutes, Child Early Stage Support Center for disabled children and children with special needs or other early childhood development center called in other names and according to Section 13 (1), parents or guardians are entitled to the benefits supported by the State for knowledge and competencies in bringing up and providing education for their children or those under their care.

The National Plan of Education (B.E. 2560-2579) in Strategy 3 [3] (Office of Education. Council. 2017) has mentioned that potential development of people of all ages and creation of learning society according to 3.3 target item that every educational school level can arrange activities/learning process according to curriculum with quality and standard with important indicators such as Child Care Center/Pre-primary educational school level have increasingly arranged learning activities with quality and standard; schools/early childhood development center arrange activities related to early childhood educational curriculum and child competences connected with quality standard of Asian early childhood being increased; schools of basic education based on developing learners' characteristics and learning skills in the 21 century have been increased by guidelines of supporting young child development (0-2 years) to receive cares and development under well-rounded appropriate age with quality and continuation; administrative management system tuning of care and development of young children (0-2 Year) and early childhood development (3-5 Years) with quality and standard including curriculum development and handbooks for parental readiness preparation, raising and developing young children with appropriate age level, curriculum of early childhood education and early childhood competence according to Asian

standard and universal standard to develop quality and well-rounded appropriate age of early childhood [4] (Office of Education Council B.E. 2562 (2019) In order to standardize National Child Development Center to be central standard of the

Country replacing National Child Care Standard (from Cabinet Resolution of May 3<sup>rd</sup>, 2554) for every work unit and early childhood development center both public and private sectors across the country to use as guidelines in assessing operation and quality raising including using as inside quality control tool to be assessed by office affiliations and outside organization of Office for Accreditation and Quality Assessment (Public Organization) by arranging standardization of National Early Childhood Development Center with the collaboration of work units such as Department of Local Government Promotion, Ministry of Interior; Ministry of Public Health; Ministry of Education; Ministry of Social Development and Human Security, Bangkok, Office for Accreditation and Quality Assessment (Public Organization). Therefore, Standard of National Early Childhood Development Center has been considered as a tool for Quality Assessment of Operational Standard in every section and putting Standard of National Early Childhood Development Center into practice. Office of Education Council has arranged handbooks for Standard of National Early Childhood Development Center and has explained for understanding along with giving operational manual for various departments to use for quality assessment of early childhood development centers. According to survey research and operational following of Standards of National Early Childhood Development Center B.E. 2563 (A.D. 2020) by Faculty of Education, Thaksin University under the support of operational research from Office of Education Council found that although the standard of National Child Care has been operated, there is the limitation in practice of using standard of early childhood development center in each section with different qualities in 3 standards. The survey result and operational following according to Standards of National Early Childhood Development Center B.E. 2563 (A.D. 2020) from data collection of early childhood development centers that have surveyed and followed data classified according to sections and regions with the total of 2,500 centers found that early childhood development centers have used “Standard of National Early Childhood Development Centers” as guidelines in administrative management and operational assessment to raise quality assessment in each early childhood development center with original affiliation offices holding conferences to give suggestions related to guidelines of standardized operation 1 to 2 times per year and early childhood development center can plan, do and check and act according to Standard of National Early Childhood Development Center as having been set. Early Childhood Development Center has also operated according to Standard 1 (Administrative management of Early childhood development center) by being able to operate in health promotion management and learning the most. For Standard 2 (Teachers/child caregivers to take care and arrange learning experiences and playing for early childhood development) was found the most and Standard 3 (Quality of Early Childhood): Early Childhood Development Center can operate according to the set standardization. The operation of National Standard for Early Childhood Development Center of each Early Childhood Development Center affiliation found that there were problems

and obstacles in different operations according to contexts and limitations of each standard [5] (Office of Education Council, B.E. 2563 (2020))

However, certain early childhood development centers can develop and arrange administrative quality education well and best in contexts with limitations. The conceptual suggestions from research study has indicated that there should be good practice for lesson learned of early childhood development center as models for developing for Standards of National Early Childhood Development Center and parallel study with foreign good practices such as Finland, New Zealand, the United State of America, Australia and Japan for universal development of quality of early childhood development center by synthesizing data of good practice from conceptual documents, theories and related research work of early childhood development centers in foreign countries and field study for lesson learned good practice of early childhood development centers to summarize the results of lesson learned and develop outline models of operating National Standard for Early Childhood Development Center of Early Childhood Development Centers including giving suggestions in developing early childhood development center to use guidelines in developing National Standard for Early Childhood Development Center as determination.

### **Objective**

1. To transcribe lesson learned from the operations of National Standard for Early Childhood Development Center of Early Childhood Development Centers criteria passing
2. To develop the operating models of Early Childhood Development Centers according to National Standard for Early Childhood Development Center
3. To make suggestions in developing quality of Early Childhood Development Centers according to National Standard for Early Childhood Development Center

### **Research Methodology**

This research has been allowed from the Committee of Ethics in Human Research, Thaksin University COA No. TSU 2020-013 by conducting research through lesson learned of Early Childhood Development Centers which have passed the criteria of National Standard for Early Childhood Development Center in good and best level with the operating research scopes as follows:

1. Analyze and synthesize conceptual documents, theories and related to research on National Standard for Early Childhood Development Center and operating models of both domestic and foreign Early Childhood Development Centers
2. Transcribe lesson learned according to the operations of 9 National Standard for Early Childhood Development Centers
3. Develop the operating models according to National Standard for Early Childhood Development Centers
4. Make suggestions for developing early childhood development centers with quality according to National Standard for Early Childhood Development Centers

### **Target Groups**

The target groups are 9 Early Childhood Development Centers which have been selected from good practice among early childhood development center models by Board of Directors of the Education Council covered 6 work units with the duration of six months from June to November B.E. 2564 (2021)

### **Research Results**

From the Good Practice synthesis of 5 countries and lesson learned of 9 Good Practice of Early Childhood Development Centers, the research results could be summarized as follows:

1. The results of lesson learned from the operations of National Standard for Early Childhood Development Center of Early Childhood Development Centers have found that each early childhood development center has guidelines in developing quality of early childhood development center according to context and challenging operation to differently reach National Standard for Early Childhood Development Center depending on factors and limitations in operating early childhood development center according to 6 components of early childhood development as follows: 1) administrative management and early childhood services with overall early childhood development methods 2) development and strengthen early childhood children with the collaboration with family institutes 3) early childhood systematic development and playing and learning strategies 4) systematic management and operational processes of early childhood development centers according to the legal framework and National Standard for Early Childhood Development Center 5) reviews, reflections of working processes with research procedure to raise the quality of early childhood development and knowledge sharing and 6) administrative management focusing on developing early childhood quality to become good global citizen.
2. The results of developing models according to National Standard for Early Childhood Development Center of Early Childhood Development Centers consist of principles, purposes, components, methodology and conditional success of operation according to National Standard for Early Childhood Development Center are as follows:

### **Principles of Models**

The quality development of National Standard for Early Childhood Development Center needs to depend on administrative management principles of early childhood development center systematically and collaboratively by focusing on well-rounded National Standard for Early Childhood Development Center in safe environment through play-based learning to create good citizenship for creative society in the 21<sup>st</sup> century. There are 6 principle models: 1) collaboration of early childhood development in every sector and offering opportunity for family collaboration 2) provision of database supporting child development 3) allowing

early childhood children engaging in play-based learning independently and developing thoughts and imagination 4) early childhood learning space management according to contexts and cultures 5) tracking, reviewing and reflecting the operation of early childhood development centers 6) determining success in early childhood development for being good citizen

### **Purposes of models**

To be guidelines of early childhood development center according to the operation of National Standard for Early Childhood Development Center

### **Components of models**

Models of the operation of National Standard for Early Childhood Development Center consist of 6 components or under the acronym of CHILDREN 1) Childhood of Holistic: administrative management and services, holistic early childhood development with 4 aspects of appropriate age development 2) Imagination: development and strong built of early childhood with the family bringing up collaboration supporting imagination and creative thinking 3) Learn to Play : systematic development and learning mechanism through play-based learning 4) Direction: systematic administrative management and operating process of early childhood development center according to standard framework of National Early Childhood Development Center 5) Reflection and Evaluation: evaluation, review and reflect operating through research procedure for quality development early childhood center 6) Nation of Citizen: administrative management of early childhood quality leading to global good citizen.

### **Modelling operational methods**

Model of National Standard for Early Childhood Development Center of Early Childhood Development Centers can be used as guidelines in raising quality of early childhood development centers in higher level by focusing on important components of the models operating according to administrative organization with quality using PDCA circle 1) Plan: indicating and analyzing problems are needed for planning quality development of early childhood development centers 2) Do: determining and developing as having planned are steps of the operation according to early childhood development center planning 3) Check: checking and summarizing operation are steps of inspection and summarization of the operation according to quality of early childhood development center planning 4) Act: evaluating and improving operating results are steps of evaluating success of operation to create good standard

### **Conditions of Success**

The operation leading to models of National Standard for Early Childhood Development Center of Early Childhood Development Centers provide successful conditions as follows:

1. The development of early childhood development center needs to use principles of administrative collaboration of teachers, guardians and community in every step of development
2. Provision of adequate budget allocation for developing quality of early childhood development according to fundamental need of quality development of early childhood
3. Having early childhood teachers with direct qualifications of early childhood and expertise in quality development of early childhood including having administrators with academic leadership in quality development of early childhood
4. Adequate allocation of materials, innovation and technology for learning and teaching development for early childhood with quality
5. Using institute quality development of PDCA in raising quality of early childhood development center by using research and developing quality of early childhood development center and collaboration of stakeholders in systematic development

### **Research Discussions**

The operation of early childhood development centers according to National Standard for Early Childhood Development Center should take 6 components of good practice into consideration as follows:

1. Administrative management and services of holistic early childhood development are good practice of the operation of early childhood development centers targeting for success of quality development with 4 aspects of appropriate age such as physical, mind, social and intellectual needs to use principles of collaborative administration and supporting personnel development to become administrators and professional teachers. That is to say that administrators and early childhood teachers need to have knowledge and experiences in early childhood development with holistic developmental characteristics together with providing learning environment through playing by considering standard for safety and health as important aspects and the State should support expense for health, mother and child health and also supporting early childhood learning from birth; offering opportunity every child to develop their potential according to their abilities and receiving learning development according to holistic early childhood development related to practices of Finland which focuses on early childhood learning quality development from birth to 8 years old by providing holistic curriculum and standardized curriculum as guidelines in supporting well-rounded development. Quality development of early childhood development center has quality evaluation focusing on indicators of results and procedure indicators refer to the consideration of holistic learning process according to determined early childhood educational curriculum [6] (Ministry of Education in New Zealand, 2019)
2. Management and service development of early childhood with overall strategy is the good practice for operating early childhood center leading to successful goals of early childhood development with appropriate age

development in 4 aspects such as body, mind, society and intellect under the principles of 4 systematic managements or so called KIDS which consist of 1) Knowledge building used for development 2) Integration for collaborative development of involving personnel in every step 3) Development of early childhood center through data analysis, strength, weakness and obstacles and data comparison with self-task performance with good practice of institutions leading to leaping development 4) and community-based development for developing learners through playing according to active process by activating early childhood children to construct their knowledge using their experiences in development. Management and service of early childhood development with holistic approach need to employ principles of collaborative administration under 6 conditions which are 1) Collaboration of early childhood development in every work unit and giving families opportunities to participate in education management 2) Setting database system to promote child development 3) Providing early childhood children learning through playing independently and developing thinking and building imagination 4) Spatial management for early childhood children's learning according to social context and culture 5) Follow up, review, and reflect task performance of early childhood centers And 6) Focus on success in developing early childhood children to become good citizen with the financial support from the government for health, maternal and child health and learning enhancement for early childhood since birth, giving every child opportunities to develop their potential according to their abilities and receiving learning development according to holistic early childhood curriculum aligning with good practice of Finland which put the emphasis on the learning quality of early childhood children from birth to 8 years old and arrangement of holistic curriculum by operating the standard of curriculum as guidelines in promoting well-rounded learning development. This will be the development of educational quality of early childhood center focusing on the assessment of indicators of results and learning process in holistic approach according to early childhood educational curriculum (Ministry of Education in New Zealand, 2019) However, Systematic management according to standard quality of early childhood center needs focusing on process of child quality development so called holistic approach which consists of 1) Homebased Use is the development of family collaboration with institution in early childhood quality development 2) Organizational management is the development of using collaborative principles among institutions, families and community 3) Leadership is the development to educational administrators to obtain visions and strategic administration for educational development 4) Individualism is the development using child-center and providing individual developing plans 5) Sharing is the reflection of collaborative practice leading to determined standard quality development 6) Team is the collaborative work among teachers, childcarers, families, community, organization and various working units 7) Innovation is the construction of good practice for standard quality development of early childhood center 8) Change agents is the change of behavioral development and decision-making in emergency without

causing dangers to children and 9) Safety on environmental atmosphere base, safety precaution from accident and child effecting in various aspects. Thus, holistic approach of early childhood development of using 9 principles of developments will lead to the quality development of early childhood centers as determined standard.

3. Early childhood Development and Strengthening with the collaboration of family institute are good practice in operating early childhood development center because early childhood development starts from family institutes on the belief that family is the place where best education starts. Value embed, courtesy learning and good culture and traditions all start from home which are associated with practice in Finland where the importance of education by family. Local officers and educators are responsible for providing education for early childhood children for parents and guardians to build understanding in supporting and developing children through playing activities which family can select activities or send their children to day care center with the state support on expense [7] (Voice TV21,2564 (2021) The collaboration of doing activities between family and community and the use of learning community as resources are essential for communicating and building mutual understanding for early childhood quality.
4. Development of early childhood learning systems and mechanism with play-based learning method is good practice of the operation of early childhood development center using providing experiences for holistic learning development according to age duration as important principles by using experience-base in developing and using as natural learning resources through providing meaningful play-based learning related to guidelines of providing experiences of various countries which focus on child learning through playing by allowing children to learn through sensory and doing hand-on activities by themselves ( Office of the Education Council,2562)which are aligned with Finland practice guidelines which give importance for building experiences by using Phenomenon-base teaching at least in one of the projects in academic year to develop necessary early childhood competence in living and having career in the 21st century. [8] (Natthanun Chotiwoiraingkanun, 2017). The mechanism system in driving early childhood development is necessary for providing planning development and appropriate early childhood experiences for contexts and areas including supervision, following -up the operation frequently and continually. The institutes need to provide manuals for surveillance and promoting early childhood of Department of Health to support child development [9] (Public Health, Ministry of Public Health, 2017)

The systematic administrative management and operating process of early childhood development center according to standard framework of National Early Childhood Development Center are good practice of the operation of early childhood development center focusing on systematic administration for quality development of early childhood development center considered as good practice of the operation of early childhood development center. It was found that PDCA circle was put into practice of developing and providing the operation of early

childhood development center which can raise the quality of early childhood development center to higher standard. [10] (Office of the Education Council, B.E. 2563 (2020) In this research, the presentation of using PDCA circle to develop quality of early childhood development center are as follows: 1) indication and problem analysis of early childhood development center 2) planning development using principles development of collaboration and evaluating procedural development step by step 3) inspection and summarization of operation by using reflection of job development for evaluating to improve working results of early childhood development center and create good practice in knowledge management along with next planning improvement associated with guidelines of development of early childhood center in using PDCA to develop early childhood development center resulting in determined standard, but the importance of operational development under good practice still needs to take action. Therefore, the development of quality institutes under the process of good practice should give importance to the collaboration of everyone in the institutes for enhancing students with quality learning and educational equality with nobody being left behind. Moreover, teachers and administrators are able to change under the cultural development of professional learning community. [ 11] ( Siriphan Suwanmankha,2562).

Review, reflection on operating results with research procedures to develop quality of early childhood development center and knowledge sharing are good practice for the operation of early childhood development center focusing on evaluating to improve quality of early childhood development center by using participatory research through creating good practice by using concepts of career developmental community to help driving development and solve problems in each indicator. Therefore, the reflection of important components in improving and developing and solving learners' problems so that teachers can take it to improve their teaching, adjust their attitude and roles toward learners. [ 12] (Murphy and Timmins, 2009).

Administrative management focusing on quality development of early childhood development center to become good global citizen is a good practice of the operation of early childhood development center giving important target to build learners to be good global citizen by giving importance in developing teachers and caregivers in providing experiences through play-based learning to well-rounded develop early childhood children in providing holistic characteristics with the family collaboration in every step. Some important factors of administrative management of early childhood development center might stem from 4 aspects as follows: 1) Leadership factors of teachers and institute administrators 2) Organizational structure factors 3) Organizational Atmosphere and 4) organizational culture [ 13] (Wasana Thongtaweeyingyos, 2560). These 4 factors are related to the supportive conditions of efficient administrative management of quality institute development in 2 conditions: conditions of institute infrastructure and conditions of relationship and ability of personnel in collaborating quality institute development. [14] (Hord, S.M., 2007)

## Research Conclusion

1. Early childhood development centers has operated according to National Standard for Early Childhood Development Center which has 6 components of early childhood development center : 1) administration and service early childhood children with holistic approach 2) early childhood Development and Strengthening with the collaboration of family institute 3) development of system and mechanism of early childhood through play-based learning 4) systematic management and operational processes of early childhood development centers according to National Standard for Early Childhood Development Center 5 ) reviews, reflections of working processes with research procedure to raise the quality of early childhood development and knowledge sharing and 6) administrative management focusing on developing early childhood quality to become good global citizen.
2. The results of operational development according to National Standard for Early Childhood Development Center consists of principles, purposes, components, operation and conditional success as shown in figure 1

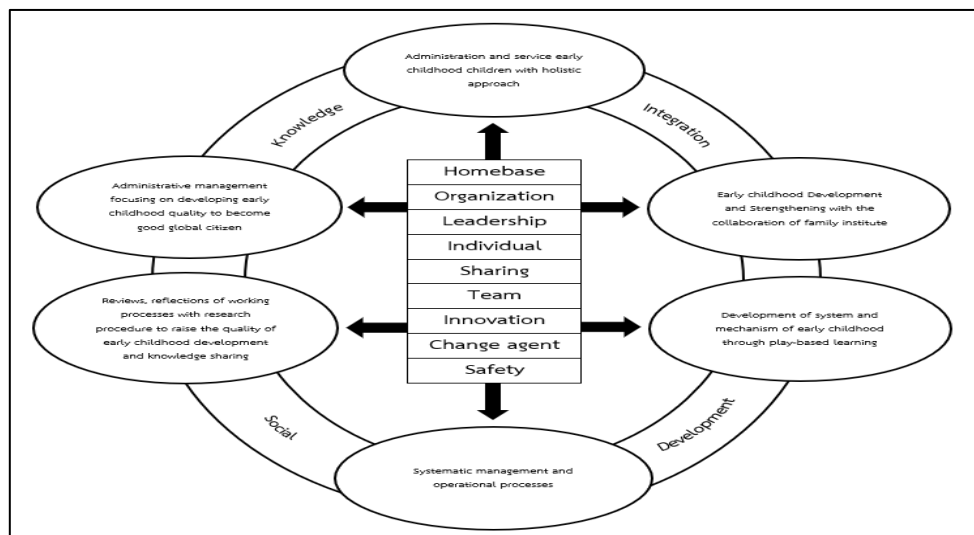


Figure 1 Model of Early Childhood National Development Center of Early Childhood Development Centers

## Suggestions of using research results

### Suggestions for policy makers

- Encourage offices which have power should place policy for administrative management of early childhood development centers as national issue and present to related sectors to brainstorm for thoughts and collaborate with people cooperation in giving opinions so that administrative management of early childhood development centers can become secure and sustainable associated with local need along with learners', parents', and community's

need in different contexts including the collaboration from stakeholders. This can be important factors to strengthen administrative management with quality and efficiency.

- Establish an organization as National Early Childhood Development Center where child protection law and Act related to early childhood educational management should be done concretely supporting the operation of normal children education and special need children.
- Provide handbooks for quality development of early childhood development centers according to standardized of state early childhood development as guidelines for esarly childhood development centers to operate according to National Standard for Early Childhood Development Center
- Educate guardians and support guardians' collaboration in education are the important component and connecting the collaboration of related offices

### **Suggestions for Policymakers**

- set clear and appropriate policy according to contexts and differences of early childhood development centers
- collaborate with offices which can concretely support the development of early childhood development centers aligned with mission of those offices and operate systems of tracking the operation of universal standard for early childhood development center
- support child health and safe management and management with probable emergency with efficiency
- support early childhood development centers in terms of individual early childhood child development to promote early childhood transition to get ready for next learning step and support early childhood development center to provide learning experiences and playing to holistically develop early childhood children.

### **Suggestions for Policy supporters**

- support building network of early childhood development among local, country, or international early childhood development centers for seminar stages of exchanging of early childhood development
- arrange conference for teachers/caregivers, guardians and officers every sector related to quality development of early childhood collaborating with the assistance of outside organization to receive correct practices and develop personnel to have readiness in leadership skill, communication, administrative management and planning to administrate with quality.
- The connection of guardians in collaboration with early childhood development centers and health centers to offer seminar on child health. The arrangement of natural environmental space should be taken into important consideration. The systems of safety and health services should be clearly operated.

### **Suggestions for workers in early childhood development centers**

- a. determine early childhood development centers to be operated by teachers, child caregivers and personnel related to every sector operating in quality development of early childhood development to receive annual health check concretely.
- b. Unit of working command should increasingly support budget related to personnel; develop early childhood teachers in terms of academic and professional leading to early childhood development and early childhood development center in systematic manner; providing exchanging learning process. The proportion of teacher development is associated with the identity of outstanding learner development.
- c. Every teacher should be supported to have a culture of professional learning community to efficiently develop the arrangement of experiences and activities by supporting children to learn from direct experiences and collaborative working with other people, encourage children to think, analyze, solve problems, communicate with others, dare to think, dare to do, and dare to show off.

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**The Research Ethics Committee of Thaksin University**

222 Moo 2, Papayom District, Phatthalung Tel.081-540-7304

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