



## Administrative Model for Medium-Sized Primary Schools Based on School as a Learning Community under OBEC

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### Abstract

This Research and Development (R&D) study aims to develop an administrative model based on the School as a Learning Community (SLC) concept to enhance the effectiveness of medium-sized primary schools. In the first phase, a systematic literature review and in-depth interviews with five experts were conducted to identify and synthesize foundational components, resulting in six essential administrative elements: vision and leadership, collaborative active learning, learner-centered environment, innovative culture, professional learning and development, and community engagement. In the second phase, the model was systematically developed and refined through further expert interviews and a focus group discussion with 11 panelists to evaluate its appropriateness and feasibility for practical implementation. The research reveals that the finalized administrative model comprises four core pillars: the SLC conceptual framework, SLC-based school administration, a participatory process utilizing Participatory Action Research (PAR), and school effectiveness outcomes. This proposed model serves as a systemic mechanism for school administrators to drive organizational change and sustainably enhance the effectiveness of medium-sized primary schools.

**Keywords:** Administrative Model, Schools as Learning Communities, Medium-Sized Primary School, School Effectiveness, Participatory Action Research

### Introduction

In the 21<sup>st</sup> century, global education systems has been confronted with challenges arising from a global context characterized by volatility, uncertainty, complexity, and ambiguity, or the VUCA world. Accordingly, it is compulsory for schools



to undergo a transition, and thereby shift their roles from organizations, focusing primarily on knowledge transmission to organizations, equipped with the capacity for learning, adaptation, and continuous development (Horstmeyer, 2019; Schleicher, 2018). For this reason, the school administration within such a context is required to prioritize fostering collaboration, collective learning, and the systematic development of learners' learning quality.

With regard to these challenges, there has been a search for school administration concepts and models that can effectively and sustainably respond to the shifting global context. The concept of SLC, developed by Manabu Sato, has gained international recognition as a key framework for school reform. This approach focuses on evolving schools into a “public space for learning”, in which every learner can learn collaboratively through interactive communication, mutual listening, and respect for the dignity of every learner (Sato & Saito, 2018). This concept is grounded in public philosophy, democracy philosophy, and excellence philosophy. These philosophies reflect an educational management approach centered on equity, quality, and the promotion of learners' deep learning without a focus on competitive comparison (García-Carrión & Díez-Palomar, 2015). Accordingly, to develop a school according to the SLC framework, it is obligatory for the school to begin with shifting from classroom learning culture toward collaborative learning. This transformation then extends to the establishment of professional learning communities (PLC) among teachers, as well as the involvement of parents and the community as co-learners. Furthermore, this approach aligns with research indicating that school administration promoting collective learning across all sectors is directly correlated with school effectiveness in terms of academic achievement, professional teacher development, and a learning atmosphere conducive to students (Huffman, 2003; Kantawan, Chusorn, & Agsonsua, 2020).

With the application of the SLC framework, there has been an emphasis on fostering a culture of collective learning among all stakeholders as described above. However, applying this framework within the context of medium-sized primary schools presents various constraints, specifically regarding resources, personnel, and administrative structures. To align school development with the SLC concept, a process that enables authentic stakeholders' participation is essential. In this regard, the integration of SLC with participatory action research (PAR) facilitates school development as a “learning-by-doing” process by means of systematic problem analysis, planning, implementation, and reflection (Kemmis, McTaggart, & Nixon, 2014). Such a process fosters a collaborative learning culture, empowers teachers and administrators, and promotes the development of school-level learning innovations. These elements serve as a vital foundation for enhancing adaptability and resilience in navigating the



complexities of the VUCA world (Chanthago, Dhammapissamai, & Jantaragaron, 2020; Sopin & Sanrattana, 2023).

Despite the widespread adoption of SLC, existing administrative frameworks often lack the specificity required for medium-sized primary schools, particularly in addressing their unique resource constraints and structural needs within the Thai context. Consequently, a systemic gap persists, with limited research offering a context-specific model for these schools. This research, therefore, seeks to develop an SLC-based administrative model for such schools under the Office of the Basic Education Commission (OBEC) to provide a mechanism for driving organizational change and enhancing sustainable school effectiveness.

### Research questions

1. What are the key administrative components of the school as a learning community (SLC) approach in enhancing the effectiveness of medium-sized primary schools under the Office of the Basic Education Commission?
2. How can an SLC-based administrative model be systematically developed to enhance the effectiveness of medium-sized primary schools under the office of the Basic Education Commission?

### Objectives

1. To examine the administrative components based on the school as a learning community (SLC) concept that contributes to enhance the effectiveness of medium-sized primary schools under the office of the basic education commission.
2. To construct and develop an administrative model based on the school as a learning community (SLC) concept to enhance the effectiveness of medium-sized primary schools under the office of the basic education commission.

### Concept theory framework

#### The Concept of School as a Learning Community (SLC)

The SLC concept functions as an educational management framework deeply rooted in social constructivism and relational learning. It perceives the school as a social system in which learning emerges through interaction, mutual listening, and the collective construction of meaning among stakeholders at all levels. This concept challenges the technical-rational approach to administration by advocating for a model centered on ethical values, equity, and the dignity of the learner as the core of school reform (Sato, 2019). The SLC framework is comprised of three fundamental principles as follows.



**1. Vision:** As the heart of school administration and instructional management, vision helps facilitate the effective prioritization of tasks and learning activities. The school's vision as a learning community consists of three dimensions: 1) the learner dimension, focusing on developing knowledge and skills; 2) the teacher dimension, focusing on being a space for learning and professional development; and 3) the parent and community dimension, focusing on fostering collaboration to reform and elevate the quality of education.

**2. Philosophy of the Learning Community:** This philosophy consists of three principles that shape educational direction: 1) public philosophy, viewing the school as a public space for collaborative learning; 2) democratic philosophy, emphasizing decentralization, participation, and interactive communication; and 3) philosophy of excellence, aiming to develop individual potential through active learning without competitive comparison.

**3 .The Activity System of the Learning Community:** This serves as the operational tool that transforms SLC concepts into practice at both the classroom and school levels. This system comprises three main components: 1) collaborative learning, promoting communication and mutual learning among students; 2) collegiality and professional learning community, helping teachers learn from practice through classroom observation and collaborative reflection; and 3) parental and community involvement, linking school learning with local social and cultural contexts.

Although SLC serves as a highly potential structural innovation that challenges the technical-rational orthodoxy and neoliberal ideology that emphasize competitive comparison (Sato, 2019) by bridging the gap between policy and practice (Hiatt-Michael, 2001) and dismantling professional isolationism toward shared responsibility (Dufour & Dufour, 2019; Javornik & Mirazchyski, 2023), a critical perspective reveals that implementing SLC often confronts a paradox between the intent of decentralization and the reality of a school system still governed by centralized metrics. Consequently, this idealistic concept risks being reduced to a mere technical burden for teachers and may be constrained by an authoritarian organizational culture that lacks a safe space for collaborative reflection and the transparent sharing of professional vulnerabilities.

### **School Effectiveness**

School Effectiveness is conceptualized as a multi-dimensional construct. In addition, it represents the successful attainment of institutional goals through both outputs and outcomes. This encompasses a comprehensive range of indicators, including student academic achievement, executive management, instructional management, community engagement, and stakeholder satisfaction. As highlighted by prominent scholars such as Hoy and Miskel (2013), Magulod (2017), and Singha and Sikdar (2018),



school does not merely reflect academic metrics but also reflects a school's managerial competence, its commitment to supporting teacher professional growth, and the cultivation of a positive and conducive learning climate.

Although those scholars emphasize school effectiveness through quantitative achievement metrics and input controls (Hoy & Miskel, 2013; Magulod, 2017), the SLC framework conversely contends that authentic effectiveness is not a static statistical metric. Rather, it is a dynamic outcome generated by the integration of social capital and meaningful interactions (Sato, 2019). This critical perspective suggests that fragmented assessments within traditional paradigms often overlook the organization's internal resilience, which is a vital strategic mechanism for maintaining educational quality amidst current crises and systemic volatility (Javornik & Mirazchiyski, 2023).

Regarding the Thai context, the effectiveness of medium-sized primary schools under OBEC is driven by integrating internal quality assurance standards (OBEC, 2018). Aligning with the SLC concept, this integration aims to transition from mere technical success to fostering strategic resilience that sustainably responds to systemic volatility in the VUCA world, as follows:

**1. Standards for quality of the learners** refer to comprehensive learning outcomes categorized into two primary dimensions. Firstly, academic achievement focuses on the mastery of core competencies—specifically communication, numeracy, and analytical thinking as well as the ability to innovate and utilize information and communication technology in alignment with the curriculum and professional attitudes. Secondly, desired characteristics are mainly concerned with the holistic development of ethics, morality, and physical and psychosocial well-being, and at the same time foster a sense of local and national pride within a framework of social diversity and inclusivity.

**2. Standards for administrative and management processes** emphasizes the establishment of a systematic quality management system within the educational institution. Defining a clear goals, vision, and mission is also involved, as well as implementing continuous planning, monitoring, and evaluation. Furthermore, it prioritizes the professional development of teachers and personnel to enhance their expertise, the provision of physical and social environments conducive to learning, and the implementation of information technology systems to support both administrative management and instructional delivery.

**3. Standards for student-centered teaching and learning processes** focus on fostering active student engagement through thinking processes and hands-on practice. It also involves the integration of information technology and diverse learning resources. Moreover, teachers are expected to practice positive classroom management, gain an insight into individual student needs, and implement systematic assessment and



evaluation. At the same time, with this standard, the exchange of learning experiences and the provision of constructive feedback is encouraged to ensure the continuous improvement of instructional delivery.

### **Participatory Action Research**

Participatory Action Research (PAR) puts an emphasis on collaborative inquiry between researchers and stakeholders on an equal footing. This performance aims to engage them in a systematic cycle of problem analysis, planning, action, observation, and reflection (Kemmis, McTaggart, & Nixon, 2014). Accordingly, this process empowers teachers and administrators to generate deep insights for professional development and instructional improvement tailored to their specific school contexts. Consequently, PAR serves as a vital mechanism for strengthening the learning community and elevating sustainable educational quality.

The application of PAR aims to enforce school effectiveness by means of contextual problem-solving through the iterative PAOR cycle: planning, action, observation, and reflection (Chatakarn, 2015). This process ranges from an in-depth situational analysis to the synthesis of effective practice models developed collaboratively with practitioners (Chanthago et al., 2020). Such an approach not only fosters professional teacher development and strengthens learning communities (Rooptam & Sanrattana, 2021) but also promotes a shared vision and holistic systems thinking essential for enhancing the sustainable educational improvement. Accordingly, this approach aligns with contemporary frameworks for developing learning schools that prioritize teamwork and school-based innovation (Chansoda, Chusorn, Phukabkaow, Moree, & Khemma, 2017; Semathong, 2023; Sopin & Sanrattana, 2023).

Therefore, adopting PAR in this study will bridge the existing research gap by transitioning from fragmented data collection to creating 'practice-based knowledge' that aligns with the specific needs of medium-sized primary schools (Chanthago et al., 2020). This process addresses the culture of working in silos to establish a robust learning community (Rooptam & Sanrattana, 2021), serving as a crucial factor in cultivating school-based innovations that are resilient and sustainably responsive to current systemic volatility (Semathong, 2023; Sopin & Sanrattana, 2023).

### **Research Methods**

The development of an administrative model based on the SLC concept is conducted as research and development (R&D). Its purpose is to enforce the effectiveness of medium-sized primary schools under the OBEC. This research process is categorized into two distinct phases as follows:



**Phase 1:** A study of administrative components based on the SLC concept to enhance the effectiveness of medium-sized primary schools under the OBEC.

In this phase, an extensive review of concepts, theories, documents, and related literature concerning the current state and challenges of school effectiveness and administration is performed, specifically focusing on the context of medium-sized primary schools under the OBEC. In addition, data were gathered from academic texts, research reports, articles, theses, and electronic databases both nationally and internationally. The collected information was processed through content analysis and synthesized using content analysis tables to categorize key themes. This synthesis aims to extract the core components of school administration based on the SLC concept, administrative processes under PAR principles, and the multi-dimensional effectiveness of primary schools. Subsequently, in-depth interviews were conducted with five experts, selected through purposive sampling. These experts possess at least five years of experience in primary school administration. They had also demonstrated empirical success in leading SLC pilot schools, and conducted a proven track record in promoting PLC. The research instrument was a semi-structured interview guide, validated by a panel of three academic advisors to ensure content validity. Data were analyzed using systematic content analysis, beginning with open coding to identify initial concepts, followed by categorization and thematic synthesis. To ensure the trustworthiness of the findings, investigator triangulation and peer debriefing were employed, alongside members checking to verify the accuracy of the transcribed data and interpretations. Furthermore, data from both the literature synthesis and in-depth interviews were integrated to establish the administrative components of the SLC framework that facilitate the effectiveness enhancement in medium-sized primary schools.

**Phase 2:** Construction and development of the administrative model based on the SLC concept with the aim to enforce the effectiveness of medium-sized primary schools, round 1 and 2.

In this phase, the findings from the initial phase served as the foundation for designing the draft model. The appropriateness and feasibility of this draft were evaluated through in-depth structured interviews with the original panel of five experts. Data was analyzed using a systematic content analysis, maintaining consistency with the coding and thematic synthesis procedures employed in Phase I. To ensure the trustworthiness of the findings, data triangulation and member checking were utilized to verify that the refined model accurately reflected the experts' insights. The resulting refinements led to the development of the first version of the model and a corresponding implementation manual. Subsequently, a focus group discussion was conducted to further validate the model's suitability. Feedback from this session was



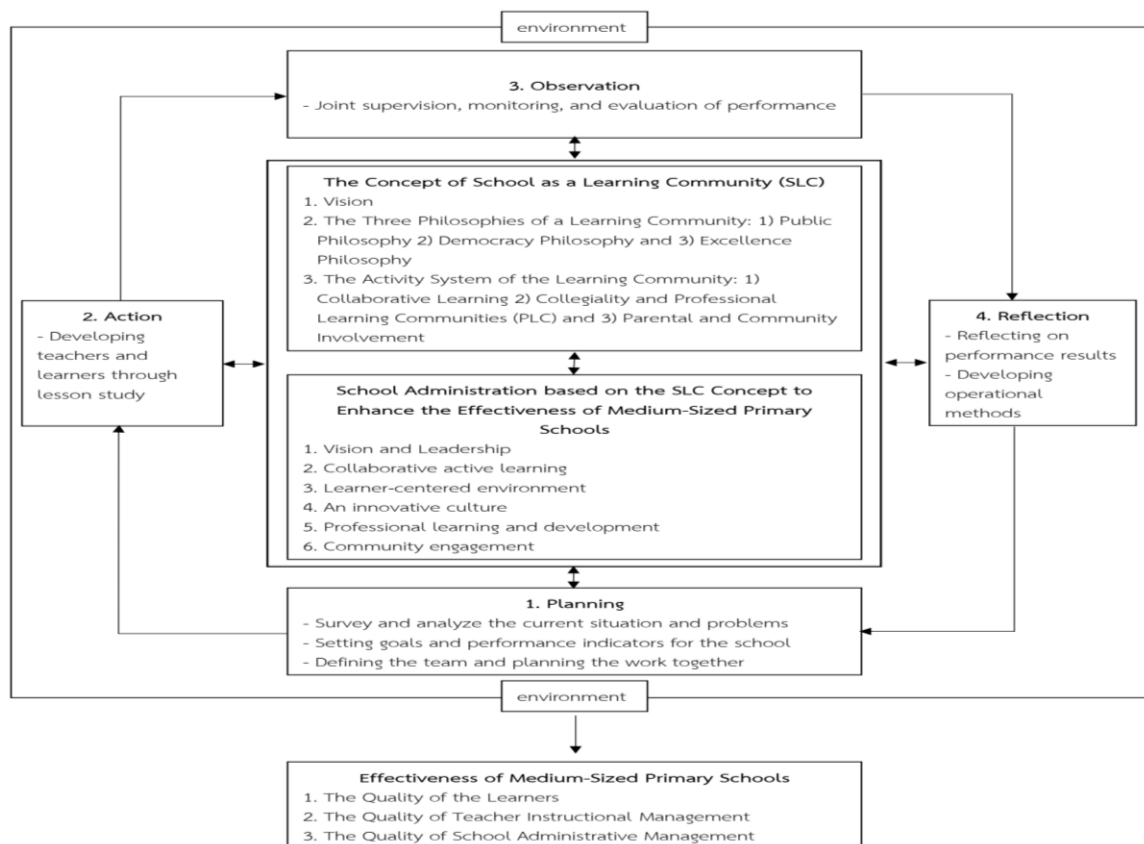
then synthesized to finalize the second version of the model and enhance the manual, ensuring its practical and academic completeness.

## Results

1. The administrative components based on the SLC concept, which facilitate the effectiveness enhancement in medium-sized primary schools under the OBEC, consist of six core elements as follows: (1) vision and leadership, (2) collaborative active learning, (3) learner-centered environment, (4) innovative culture, (5) professional learning and development, and (6) community engagement.

2. Regarding the development of the administrative model based on the SLC concept to enhance the effectiveness of medium-sized primary schools under the OBEC, the results indicate a consensus among experts. In other words, the specialists collectively agreed that the model is both appropriate and feasible for practical implementation. Furthermore, the model's structure is found to be comprehensive, exhibiting high levels of conceptual and procedural integrity.

The administrative model based on the SLC concept to enhance the effectiveness of medium-sized primary schools under the OBEC is shown in Figure 1.



**Figure 1:** The Administrative Model based on the SLC Concept for Medium-Sized Primary Schools Under the Office of the Basic Education Commission



As illustrated in Figure 1, the administrative model based on the SLC concept for medium-sized primary schools under the OBEC consists of four core components as follows.

1. The SLC concept, which serves as the theoretical foundation, comprises three essential pillars as described below.

1.1 Vision: The vision defines the strategic direction of the SLC, aiming to promote equitable learning opportunities for all students and elevate educational quality. The school serves as a foundation for preparing learners to become citizens in a democratic society. At the same time, it aims to simultaneously foster teacher professional expertise, and create a collaborative space for the school, parents, and the community. Consequently, the vision acts as a pivotal driver in school administration to achieve goals related to educational quality and multi-stakeholder engagement.

1.2 The three philosophies of a learning community: (1) philosophy of publicness: concerning on this philosophy, the school is transformed into a public space for shared dialogue and collective learning; (2) philosophy of democracy: with this focus, the engagement of all stakeholders is emphasized through active listening and interactive communication within school management; and (3) philosophy of excellence: with regard to this philosophy, the development of a learning system continuously promotes student potential with the concern to handle complex learning situations effectively, without emphasizing interpersonal competition.

1.3 The activity system of a learning community: This system puts an emphasis on interactive communication on the basis of the foundation of mutual listening. It comprises three key elements as follows: (1) collaborative active learning; with the enhancement of student engagement through authentic learning situations; (2) collegiality and professional learning communities (PLC), designed for the exchange of pedagogical insights and the continuous improvement of instructional quality; and (3) learning participation of parents and local community members, with the encouragement of learning management and the synergy between the school, the community, and the school board with the purpose of fostering the unified educational development.

2. The administrative components based on the SLC concept to enhance the effectiveness of medium-sized primary schools consist of six key elements:

2.1 Vision and Leadership: This refers to the role of school administrators in establishing a shared direction and common goals. With regard to this aspect, leaders are required to be able to influence and promote active engagement from all stakeholders in enhancing student quality, instructional practices, and overall school management. This can be achieved through communication processes that foster collaboration.



Moreover, it is necessary for instructional leaders and administrators to support teachers in engaging in collaborative learning and professional development, and as a result of achieving cultivate potential pedagogical expertise. Ultimately, this encouragement can lead to the organizational transformation and the achievement of school objectives.

2.2 Collaborative active learning: This component emphasizes the role of school administrators in fostering and supporting the teachers to design learner-centered active learning. This can be achieved through collaborative learning processes in heterogeneous small groups, prioritizing hands-on practice; role differentiation; and constructive and interactive communication. Furthermore, students are empowered to participate in designing their learning experiences and evaluating both their performance and group behaviors. In addition, this includes self-reflection and continuous improvement of their own learning. As a consequence, such processes significantly enhance the effectiveness of instructional management and promote holistic student development.

2.3 Learner-centered environment: The collaborative role of school administrators and teachers is encouraged to design this learning environment that functions as a psychologically safe space and effectively facilitates authentic learning. Based on this concept, an emphasis is placed on transforming the school into a comprehensive learning resource and arranging classroom environments that support active learning. Concurrently, fostering an atmosphere of mutual trust and friendship are encouraged through positive interactions, respectful communication, and mutual listening. Within this environment, both teachers and learners actively participate in and share responsibility for the learning process, ranging from preparation and activity implementation. Finally, it is suggested to provide feedback and mentoring/coaching to ensure continuous learning development.

2.4 An innovative culture: This involves the collaborative role of school administrators and teachers in analyzing students' problems and needs, defining learning goals, and designing instructional strategies. Moreover, this process relies on lesson observation and reflective practice to facilitate the continuous refinement of lesson plans. In addition, educators can elevate the quality of teaching by utilizing classroom action research as a foundation for developing instructional models and methods. In this way, the establishment of best practices or pedagogical innovations can be achieved. Ultimately, this systematic approach fosters a sustainable culture of innovation within the educational institution.

2.5 Professional learning and development: This represents the collaborative role of school administrators and teachers in exchanging knowledge, skills, and experiences through PLCs. This involves forming collaborative learning teams, engaging in



collaborative lesson planning, and maintaining continuous knowledge exchange through aesthetic dialogue, coaching, and mentoring. Such processes facilitate reflective practice regarding instructional performances, enabling teachers to refine their teaching strategies and cultivate professional expertise. Ultimately, this leads to the emergence of best practices, which are subsequently shared and disseminated through academic exchange platforms.

2.6 Community engagement: This represents the role of school administrators in coordinating collaboration with the school board, parents, and the community. To succeed in this, all stakeholders are empowered to participate in problem analysis, setting organizational directions and goals, and strategic decision-making. Furthermore, the community is supported by contributing resources, learning assets, and local wisdom to enrich the educational experience. In addition, the school needs to foster a collaborative ecosystem by means of opening spaces for parents and community members to engage in the learning process, monitor student progress, and evaluate institutional performance. Accordingly, this involvement significantly enhances student quality, instructional management, and the overall efficiency of school administration.

3. The administrative process, adapted from the PAR framework, consists of four key stages as follows.

3.1 Planning is the step of creating a vision of success and defining indicators of school effectiveness, including student quality, teachers' learning management, and school administration. This stage also involves collaborative planning between administrators and teachers by means of community participation.

3.2 Action is the step involving bringing the collaboratively agreed-upon work plan to the classroom. In this stage, the teachers are also expected to exchange best practices with fellow teachers and continuously improve them. This conduct aims to enhance the effectiveness of the school in terms of student learning, teacher instruction, and school administration.

3.3 Observation is a step for supervision, monitoring, analyzing results, and jointly summarizing the implementation. This performance is carried out concurrently with the implementation phase.

3.4 Reflection is a step in the process of exchanging knowledge in a critical manner among teachers, fellow teachers, heads of subject groups, school administrators, and experts (if any). The purpose of this is to use the results of reflection to improve operations in the next round.

4. School effectiveness comprises three aspects as described below.

4.1 *The quality of the Learners* is measured by means of assessment methods adapted from the internal quality assurance guidelines of the OBEC. It can be classified



into two aspects as follows. 1) Academic achievement: This aspect comprises abilities in reading, writing, communication, calculation, analytical and critical thinking, discussion and problem-solving, innovation creation, the use of information and communication technology, academic achievement in accordance with the school curriculum, and the possession of basic knowledge, skills, and positive attitudes towards careers. 2) Desirable characteristics of students: This aspect comprises good characteristics and values as defined by the school as follows: pride in their local community and Thai identity, acceptance of diversity and differences, and complete physical and psychosocial well-being.

4.2 *The quality of teacher instructional management*: This aspect refers to the teacher's ability to organize the learning process in a student-centered manner through diverse learning styles, coaching and mentoring, providing inspiration, utilizing information technology and learning resources, and positive classroom management. To succeed in this, it is essential for teachers to systematically monitor and evaluate the quality of learning management in a real-world setting. Finally, there should also be collaborative learning between teachers and students, along with providing feedback to students for improvement and development of learning management.

4.3 *The quality of school administrative management*: This aspect refers to the management capabilities of school administrators. This includes systematic planning for school quality development, and setting goals, vision, and mission. To achieve this, it is also necessary for the school to be equipped with an encouragement of allocating appropriate resources, student support, internal supervision, and academic development, as well as professional development of teachers and staff. The school should also create a conducive and safe learning environment. Furthermore, establishing information technology systems, implementing plans, and continuously monitoring, evaluating, and improving work are required to be encouraged.

## Conclusions and Discussion

1. The research findings reveal that the administrative components based on the SLC concept, designed to enhance the effectiveness of medium-sized primary schools, consist of six systematically interconnected elements that prioritize school development as a learning community over traditional models driven merely by technical control (Hiatt-Michael, 2001). Within this framework, visionary leadership serves as the foundational pillar for directing and establishing shared goals conducive to collective accountability among all stakeholders which is found to be consistent with participatory management and collective accountability among all stakeholders (Sato, 2019). At the same time, synergistic collaborative active learning and a learner-centered



environment help elevate instructional quality through interactive dialogue, reflective thinking and authentic learning experiences, all of which are taken into consideration as the heart of SLC approach (DuFour & DuFour, 2019). In addition, the cultivation of an innovative culture and collaborative professional development reflect the school's identity as a professional community that champions praxis and continuous reflection. Accordingly, this aspect is found to be consistent with collaborative learning and sustainable development (Rooptam & Sanrattana, 2021; Sackney, Walker, & Mitchell, 2005). Concurrently, community engagement acts as a vital mechanism, synergizing efforts between the school, parents, and the community to enrich educational quality in the aspect of resources, learning resources, and learning development. This concept is coherent with the findings of the research that regard partnership between the school and the community as a crucial mechanism for long-term school effectiveness (Javornik & Mirazchiyski, 2023). Collectively, these six components function as an integrated organizational learning system that fosters adaptability, learning capabilities and continuous improvement. These elements, as a result, serve as essential prerequisites for achieving institutional excellence within a complex and rapidly changing educational landscape. These findings highlight the model's strength in transcending conventional participatory management toward fostering collective responsibility (Sato, 2019). Unlike previous studies that often separate student learning from teacher professional development, the proposed mode integrates active learning with an innovation culture and reflective practice. This synergy effectively addresses the fragmented nature of traditional teacher training that frequently fails to impact actual classrooms (DuFour & DuFour, 2012). Furthermore, repositioning the community from a resource provider to a collaborative mechanism serves as a strategic factor in overcoming resource constraints inherent in medium-sized schools (Javornik & Mizirachiyski, 2023). Collectively, these six components function not in isolation, but as an integrated mechanism for organizational resilience, a prerequisite for school effectiveness within the complexities of a VUCA world.

2. The development of the administrative model based on the school as a learning community (SLC) approach to enhance the effectiveness of medium-sized primary schools comprises four dynamically integrated components: 1) the SLC concept, 2) SLC-based administration, 3) an administrative process adapted from Participatory Action Research (PAR), and 4) school effectiveness. A key strength of this model is its transcendence of the limitations inherent in the Technical–Rational Approach, which typically prioritizes rigid structures and quantitative indicators. Instead, this model shifts toward administration driven by core values, trust, and collective responsibility among all stakeholders. This transition reflects a paradigm shift from hierarchical command-and-



control to viewing the school as a public space for collaborative learning. Such an approach aligns with the frameworks of Manabu Sato (2019) and Hiatt-Michael (2001), who posit that positive social interaction serves as the fundamental cornerstone of educational quality.

Furthermore, the integration of Participatory Action Research (PAR) as a core mechanism serves not merely as a procedural tool but as a cultural driver that embeds reflection and action learning into the staff's standard professional practice (DuFour & DuFour, 2012). This dynamic system fosters high flexibility, particularly within the context of medium-sized primary schools facing resource constraints and pressures from centralized policies. Consequently, the four components do not function in isolation; instead, they operate as an Organizational Learning System, with the SLC concept providing the value-based framework that directs internal strengthening. This process is facilitated through systematic reflection, which acts as a feedback loop for sustainability. Such findings align with Javornik and Mirazchiyski (2023), who highlight that school sustainability in a VUCA world depends not solely on external resource allocation but significantly on the capacity to build internal strength. However, while this model serves as a potent practical mechanism for driving organizational change, its empirical completeness remains a critical area for further study through actual field implementation in future research.

In sum, the overall discussion underscores a critical insight: while the core administrative structure aligns with the SLC framework (Sato, 2019), this study reveals nuanced differences in the practical activities driven by PAR. Specifically, the implementation required adaptation to the unique context and cultural conditions of medium-sized primary schools under OBEC. This includes designing more flexible PLC cycles to accommodate teachers' diverse workloads and leveraging the PAR process to establish a psychologically safe professional space. Minimizing the influence of vertical power structures and the culture of deference (*kreng-jai*) ultimately enabled teachers to engage in collaborative classroom observations and authentic, highly effective reflections.

## Recommendations

### 1. Recommendations for Implementation

#### *Policy Implementation*

The strategic policies should be established by educational authorities with the aim at transitioning schools into SLC. To succeed in this, there should be an enhancement of shifting away from top-down mandates toward a participatory approach involving all stakeholders. This transition requires a reformed supervision and evaluation



system that prioritizes reflective practice and authentic learning outcomes over rigid quantitative indicators. Furthermore, professional development for school administrators is recommended to be revitalized to enhance competencies in participatory leadership and cultural transformation. Ultimately, this conduct can foster a robust organizational learning culture and ensure sustainable school effectiveness in the 21<sup>st</sup> century landscape.

#### *School-Level Implementation*

School administrators should implement the SLC-based administrative model by fostering a shared vision and a collaborative learning culture that engages all stakeholders at every stage. Concurrently, teachers are required to be empowered to adopt collaborative active learning strategies and continuous reflection through professional learning communities (PLCs) to enhance teaching pedagogical expertise. Furthermore, schools should create an inclusive environment that invites parents and the community to participate in strategic planning and contribute local resources. As a result, this encouragement can generate a synergy that sustains both student learning quality and overall school effectiveness.

## **2. Recommendations for Future Research**

Future research should focus on the empirical implementation of the SLC-based administrative model developed within the specific context of medium-sized primary schools. To achieve such studies, it is essential for the researcher to validate the model's effectiveness through tangible outcomes, specifically regarding quality concerning on student learning, teacher instructional excellence, and administrative performance. In addition, longitudinal studies should be conducted to identify enabling factors and potential barriers to its implementation. Ultimately, such investigations will provide critical evidence to confirm the model's appropriateness, feasibility, and scalability for broader policy adoption and widespread practical application.

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