APPENDICES

Appendix A

Lists of specialists and honorable personnel who participated, investigated and verified the model

List of Honorable Personnel

1.	Prof. Dr.Chanita Raksapolmuang	Siam University's Assistant Rector, and the former Rector of Chulalongkorn University's Faculty of Education
2.	Asst.Prof.Dr. Kiatsuda Srisuk	Dean of Chiang Mai University's Faculty of Education
3.	Dr.Saowanit Chaimusik	Assistant of Learning Research Institute
4.	Asso.Prof.Dr.Pittayaporn Manajuti	Teacher of Primary Education, Faculty of Education , Chiang Mai Rajabhat University
5.	Dr.Sirinan Sriwerasakul	Director of The Prince Royal's College, President of Chiang Mai Office of the Private Education Commission.
6.	Dr.Auayporn Wangtrakul	Director of Dara Wittayalai College
7.	Dr.Jeerapan Pimpan	President of Thai Association Of Private Schools
8.	Dr.Parichart Preeyachote	Director of Preeyachote School, President of Nakhonsawan Association Of Private Schools
9.	Dr.Jettana Muangmool	Director of Lamphun Primary Educational Service Area, District 1st

List of Specialist

1. Asso.Prof.Dr.Tai Siangchee   Former Teacher of Chiang Mai University
R&D Department

2. Asso.Prof.Dr. Kiatsuda Srisuk   Dean of Chiang Mai University's Faculty
of Education

3. Asso.Prof.Dr. Ratchukarn Thongtaworn Teacher of Primary Education under
Chiang Mai University

4. Dr.Auaychai Sritrakul   Deputy Director of Chiang Mai
Educational Service Area Department

5.Dr.Surapee Wongpaiboon   Chief of policy making and planning of
Primary Educaton,The Prince Royal's
College

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List of managing directors and teachers

Who attended the workshop of creating learning organization model

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1. Mrs. Niyada Kornkowit   Director of Kowit Thamrong School
2. Mr.Pongthada Supasaen   Director of Rattana Auewittaya School
3. Mrs.Sumalee Sugunta   Director of Sumalee Kindergarten
4. Mrs.Pranorm Mekkhajorn   Director of Mekkhajorn School
5. Dr.Tawan Suekrasae   Director of Thepbadin Wittaya School
6. Mrs.Saipin Supasaen   Director of Auewittaya School
7. Dr.Gunruethai Nahuaysai   Director of Baan-Khun-Mae School
8. Mrs.Praiwan Saengkeaw   Director of Pingkharat School
9. Mrs.Pornpimol Pisutthipanpong   Director of Pimandek School
10. Mrs.Petchara Panpitpat   Primary Education's Assistant Director, Sacred Heart College
11. Dr.Surapee Wongpaiboon   Chief of policy making and planning of Primary Educaton,The Prince Royal's College
12. Mrs.Jiraya Charoenchai   Chief of Panya School's Kindergarden
13. Mrs.Intira Chaoprayoon   Chief of Education, Intira Ban Dek Kindergarten
14. Mrs.Pimpan Thongngam   Chief of Administration, Weeraya Kindergarten
15. Mrs.Wassana Charoensanti   Chief of Education, Pan Nee Kindergarten
16. Mrs.Ratree Konlek   Chief of Education, Waraneekul School
17. Mrs.Urai Konkleaw   Chief of Education, Duang Keaw Kindergarten
18. Mrs.Tassanee Kongjak   Chief of Education, Pai Keaw Kindergarten
19. Mrs.Pacharakamol Srimuen   Chief of Education, Pimmala Kindergarten
20. Dr.Torrapat Intarajak   Chief of Education, Temsiri Wittaya Kindergarten

List of specialist

Who investigated A Model of Learning Organization for Early Childhood Private Schools, Chiang Mai Provinceand its instruction, and measured user's satisfaction

1. Asso.Prof.Dr.Tai Siangchee   Former Teacher of Chiang Mai University
   R&D Department

2. Asso.Prof.Dr.Kiatsuda Srisuk   Dean of Chiang Mai University's Faculty
   of Education

3. Asso.Prof.Dr.Ratchukarn Thongthaworn   Teacher of Primary Education under
   Chiang Mai University

4. Asso.Prof.Dr.Sukanda Tapaneeyangkul   Former Teacher of Educational
   Administration, Chiang Mai University

5. Dr.Surapee Wongpaiboon   Chief of policy making and planning of
   Primary Educaton,The Prince Royal's
   College

List of specialist

Who verified A Model of Learning Organization for Early Childhood Private Schools, Chiang Mai Province and its instruction in the Step3

1. Prof.Dr.Chanita Rakpolmuang
Siam University's Assistant Rector, and the former Rector of Chulalongkorn University's   Faculty of Education

2. Asst.Prof.Dr.Natat Assapaporn
Academic and Experimental Teaching Associate Dean, Chiang Mai University

3. Dr.Sripai Ta-In
Director of Mayuree Kindergarten

4. Dr.Gunruethai Nahuaysai
Director of Baan Khun Mae School

5. Dr.Jettana Muangmoon
Director of Lamphun Primary Educational Service Area, District 1st

6. Mrs.Prapinsiri Intathira
Specialist Supervisor under Chiang Mai Primary Educational Service Area, District 1st

7. Mrs.Pornpimol Wisutthipan
Director of Pimandek School

8. Dr.Chalee Phakdee
Teacher of Mahamakut Buddhist University, Lanna Branch, and the Operator of Focus Group Discussion

Appendix B

Research Questionnaire
A Model of Learning Organization for Early Childhood Private
Schools, Chiang Mai Province
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Instruction   The research instrument is the questionnaire created by the researcher by
to collect the data on current conditions, problems, and factors facilitating Learning
Organization for Early Childhood Private Schools, Chiang Mai Province. There are 2
parts in the questionnaire as follows:

Part 1   General information on the questionnaire respondents utilizing the
check list.

Part 2   Current conditions, problems, and factors facilitating Learning
Organization for Early Childhood Private Schools, Chiang Mai Province. The
questionnaire for this part was of the five-choice rating scale. On the part asking about
the **student's quality** was to be assigned by the administrators to have the head of the
early childhood education section and teachers to respond.

In responding to the questionnaire, please read carefully and respond the
question basing on the reality in your school to help assure the quality of the research
data.

The researcher would like to assure you that all the information gained from the
question will be presented in generalized form to be used for constructing A Model of
Learning Organization for Early Childhood Private Schools, Chiang Mai Province.. It
will not directly affect your school.

Thanks for your cooperation
Natchakamon Chaijeena
The Researcher

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Operational Definition for the Questionnaire.

1. **Chiang Mai Private Pre-elementary School** – is Private school that established under Private School Act B.E. 2550 (2007) and run its education program regarding the program of the Ministry of Education or the officially approved one from formal education program section 15 (1) – Pre-elementary school type. The level of education can be alternatively arranged whether from kindergarten to Pre-elementary or one specific level depending on individual school's readiness.

2. **Model of Learning Organization of Chiang Mai Private Pre-elementary School** – is the model that has featured components of being learning organization and its instruction, which the sections are consisted of 1) Introduction and Principle 2) Component, Factor, and Its Procedure 3) Workshop and Activity 4) Model's Targeted Result, and 5) Keys to Success

3. **Components of being Learning Organization of Chiang Mai Private Pre-elementary School** – is the supporting components of being learning organization which were investigated and verified by honorable personnel. There are 6 components consisting of System Thinking, Personal Mastery, Mental Model, Shared Vision, Team Learning , and Knowledge Management

3.1 Personal Mastery – is how the officers of learning organization always improve themselves for more knowledge, skill, happiness, eagerness, logical thinking, analyzing, and decision making by working with their colleagues and bringing the knowledge and experience from the interaction to apply with their own work in order to have it more efficient and recent to be used with the organization.

3.2 Knowledge Management– is the ability of the officers of learning organization to research and gather all the knowledge in many ways to synthesize and apply with their work in case to benefit the development of school systematically, to document those data effectively that make it easy for future management, and to also exchange those internal and external knowledge for work development purposes.

3.3 Mental Model – is how creative the officers of learning organization are and how open-minded they are with new knowledge and method. It also includes the mental ability to turn crisis into chance or to resolve problem in their workplace.

3.4 Shared Vision – is to let the officers of learning organization to share their individual visions and thoughts through brainstorming process with regards to school's mission; in order to achieve final visions for the organization.

3.5 Team Learning – is that all the officers do thing together, which will cause knowledge exchanging and situation for problem solving. All the situations combined will create quality teamwork and chance for a success.

3.6 System Thinking – is that the officers of learning organization have thoughtful mind, understand processing of works and connections of school's working operation, see the problems, then analyze their source and solve them, and also use empirical data to operate working tasks in the school and to detect the progress of the school.

4. Factors of being Learning Organization of Chiang Mai Private Pre-elementary School – is the supporting factors of being learning organization which were investigated and verified by honorable personnel. factors of being learning organization which are 1) Strategy 2) Supportive and Corporative Learning Culture 3) Motivation 4) Leadership 5) Appropriate Structure 6) Learning Technology and 7) Management.

4.1 Strategy – is that the operation of private pre-elementary school relies on educating and relating their officers with the organization's vision and target.

4.2 Supportive and Corporate Learning Culture – is that the school has supportive facilities that are suitable with the concept of learning organization. The infrastructures should be supportive to the learning of teacher and officer to build up teamwork, friendly, creative and trustworthy working atmosphere.

4.3 Motivation – is that the school encourages their officers to be fully-conscious and eager for work. To do that the school may procure tools and facilities as needed for working and teaching, reserve high-quality working environment, praise merits, give rewards and honorable awards.

4.4 Leadership – is that the managing directors of private pre-elementary school are dedicated to their teachers and staffs to make them accomplish their visions and careers, also be able to guide and support them to be creative and proficient regarding the missions of the school.

4.5   Appropriate Structure – is that the school has low level of red-taped procedure which dulls the fastness of task operation. The processes of working should be compact and properly distributed, which will be supportive and interactive to the school internally and externally.

4.6   Learning Technology – refers to the way that private pre-elementary school motivates teachers and staffs to use technology to comfort and decrease their working processes, and use their increased time to improve data works, as well as spread the technology and its benefit to colleagues to improve the productivity of the organization.

4.7 Management – refers to the way that private pre-elementary school emphasizes on their management quality by continually improving its efficiency through introducing, following up, and progressing their working system. The school should have quality-assurance system, be able to bring old data to be the prediction of quality-improving method, and always inform their relevant officers of goals and their status.

Part 1 General Information of the Questionnaire Respondent

Instruction: Please put ✓ ☐   that fits your condition

1. Status

☐ School administrators   ☐ Personnel responsible for planning and
                                    education quality assurance

2. Gender

☐ Male   ☐ Female

3. Highest Level of Education

☐ Undergraduate Degree   Field of
☐ Study...
   Master Degree   Field of
   Study...
☐   Doctoral Degree   Field of
Study...
☐ Other (please specify)
....

4. Working Experience

☐ Less than 10 years ☐ 10-20 years ☐ 21-30 years ☐ 31 years and up

Part 2   Current Conditions, Problems, and Factors Facilitating Learning Organization for Early Childhood Private Schools, Chiang Mai Province.

Instruction Please review the given current conditions, problems, and factors facilitating Learning Organization for Early Childhood Private Schools, Chiang Mai Province. , and put ✓in right hand space you think it best fits the real conditions in your school using the 5 choice rating scales each of which refers to the level as follows:

Part 2.1 Current Conditions and Problems, Learning Organization for Early Childhood Private Schools, Chiang Mai Province.

      5 is referred to   Practicing/Having problems at most level.

      4 is referred to   Practicing/Having problems at much level.

      3 is referred to   Practicing/Having problems at moderate level.

      2 is referred to   Practicing/Having problems at little level.

      1 is referred to   Practicing/Having problems at least level.

Part 2.2   Factors Facilitating Learning Organization for Early Childhood Private Schools, Chiang Mai Province.

      5 is referred to   having the most significance.

      4 is referred to   having much significance.

      3 is referred to   having moderate significance.

      2 is referred to   having little significance.

      1 is referred to   having the least significance.

Part 2.1 Current Conditions and Problems in Learning Organization for Early Childhood Private Schools, Chiang Mai Province.

No.	Item	Level of Practice					Level of Problems				
		5	4	3	2	1	5	4	3	2	1
1	The System Thinking Component										
1.1	Joint planning										
1.2	Having a clear predetermined strategy ahead of time and a plan to use it										
1.3	Understanding the inner workings of the school system										
1.4	Working methodically, step-by-step, and systematically while being able to check the details										
1.5	Working together to analyze the cause of the problems and being able to working within the school to solve them together										
1.6	Monitoring and evaluating performance then taking that data to improve and develop the system. Through learning from other people and taking the experience to figure out how to prevent further problems efficiently.										
2	The Personal Mastery Component										
2.1	Having a passion for learning and developing themselves to influence students and fellow teachers in a positive way										
2.2	Having the enthusiasm in education and seeking out new knowledge to develop oneself for professional advancement										

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No.	Item	Level of Practice					Level of Problems				
		5	4	3	2	1	5	4	3	2	1
2.3	Having the knowledge and understanding in new techniques and technologies having to do with education management										
2.4	Developing oneself to be able to effectively plan and manage the learning experience in the classroom efficiently										
2.5	Always exchanging ideas and knowledge with colleagues										
2.6	Taking the knowledge received from colleagues and applying it to oneself for personal development										
2.7	Having the ability to organize a variety of activities by giving the children an opportunity to decide topics for learning where they are able to follow their interests and needs.										
2.8	Having the ability to organize activities where children are able to practice their thinking and learn from experience based on the curriculum										
2.9	Having the knowledge and skills to develop innovative technology and learning resources to apply appropriately to children at a Primary school level										
2.10	Taking the knowledge from work and synthesizing new knowledge for										

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No.	Item	Level of Practice					Level of Problems				
		5	4	3	2	1	5	4	3	2	1
	personal development										
2.11	Able to complete tasks assigned to meet the school's goals										
3	The Mental Model Component										
3.1	The process of coming to a decision is based on principles and correct theories										
3.2	Being Open minded in accepting new teaching concepts and innovations for use in developing the school; such as bringing new learning processes that are in line with the 21st century to help bolster a child's development and thinking processes										
3.3	Taking the knowledge gained from research and learning to develop one's work										
3.4	Problem solving skills. Thinking of problems as opportunities to improve and develop your work in a positive way a positive way										

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No.	Item	Level of Practice					Level of Problems				
		5	4	3	2	1	5	4	3	2	1
3.5	A readiness to receive information and new experiences to bring for development and change in one's own creative thinking										
3.6	Always having an attentive and creative thought process										
3.7	Improving new ways of thinking that are not only innovative but efficient										
4	The Shared Vision Component										
4.1	All staff members of the school have a part in the vision and goals for the school										
4.2	Allowing everyone an equal opportunity to share where they envision themselves in the future working with the school										
4.3	Allowing everyone an equal opportunity to participate in deciding what the school's mission and clear strategy that aligns with the school's vision as much as possible										
4.4	Committed to achieving the school's vision										
4.5	Having an aim to work together with colleagues in order to accomplish and achieve the goals of the school										
4.6	Having commitment and coordination with everyone to achieve the same goal										

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No.	Item	Level of Practice					Level of Problems				
		5	4	3	2	1	5	4	3	2	1
4.7	All teachers and staff are open minded in accepting the results and action that comes from the school's vision that was formed together										
5	The Team Learning Component										
5.1	The Staff and Personnel have the opportunity to learn things together i.e. having conversations, exchanging ideas, and having a mutual understanding of one's reasons and beliefs about managing primary school education										
5.2	Working and collaborating together which enables the sharing of knowledge and problem solving i.e. Teachers and staff members working together in making decisions about the management of school education										
5.3	Teachers and staff working together to solve problems										
5.4	Learning new approaches to help in developing a colleagues work i.e. brainstorming and integrating staff to the best possible benefit										
5.5	Teachers and staff exchange knowledge and ideas in order to the best methods of working i.e. experience planning, research for child development, or extracurricular activities										

No.	Item	Level of Practice					Level of Problems				
		5	4	3	2	1	5	4	3	2	1
6	The Knowledge Management Component										
6.1	Always having the desire to seek out knowledge independently										
6.2	Having a continuous pursuit of knowledge in and out of school i.e. organizing activities which build more knowledge such as organizing conferences, seminars, conducting research, and brainstorming										
6.3	Collecting all this knowledge from various areas to apply to work development in the school and organizing it systematically										
6.4	Collecting the knowledge gained from searching and synthesizing it to create new knowledge. Such as gathering and developing the new knowledge concerning childhood development and education management to apply it to the school										
6.5	Creating new knowledge from experience and an expertise in working with personnel										
6.6	Storing all acquired knowledge using a database										
6.7	Creating a storage for knowledge and innovation within the school which is accessible with in school										

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No.	Item	Level of Practice					Level of Problems				
		5	4	3	2	1	5	4	3	2	1
6.8	Creating a system of records and storage of important knowledge which includes sharing knowledge with others										
6.9	There are personnel who are in charge of storing knowledge within the school										
6.10	Organizing activities which share the knowledge within the school such as holding exhibitions of the works of preschoolers										
6.11	Taking the knowledge received from knowledge distribution and applying it to school development										
6.12	Publishing this knowledge and distributing it to the public i.e. sharing knowledge that is beneficial to early childhood education within the school in the form of newsletters, pamphlets, and websites etc.										

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Part 2.2 Please put ✓at the significance level of the factors facilitating Learning Organization for Early Childhood Private Schools, Chiang Mai Province. and put ✓ at the level and choice that best represents your school's real situation.

No.	School's Internal Factors	Level of Significance				
		5	4	3	2	1
1	Strategy					
1.1	Having mutual strategy for executing the school					
1.2	The strategy related to school's vision, target, and development plan					
1.3	Officers contributing their ideas to creating school's strategy					
1.4	The strategy contributing to school's success					
1.5	School's officers being on top priority					
1.6	Adaptation of successful methods and techniques on school's management					
1.7	Focusing on staff and officers' learning activities to achieve success as stated in school's vision					
2	Appropriate Structure					
2.1	Compact Structure					
2.2	Flexible Management					
2.3	Managing Committee setting up plans with directors and teachers					
2.4	Simple organization structure with officers working at their optimal capacity					
2.5	Systematic job assigning and job responsibility					
2.6	Reductive job procedures bringing working flexibility					
2.7	Systematic working communication					

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No.	School's Internal Factors	Level of Significance				
		5	4	3	2	1
3	Leadership					
3.1	Capability in persuading and motivating teachers and staff's interest					
3.2	Being a good sample in working and living					
3.3	Having an ability to train officers as a trainer					
3.4	Having an ability to work with all-level officers					
3.5	Capable of supporting officer's confidence after their completed job.					
3.6	Capable of creating strong team with fluent and interactive communication					
3.7	Provoking teamwork and appropriate working attitude					
4	Management					
4.1	Adapting SWOT Analysis into planning strategy and development					
4.2	Plans set regarding school's vision, mission, and target					
4.3	Action plans assigned to proper officers					
4.4	The school holding onto plan as its working procedures					
4.5	Compact and fast management system					
4.6	Sufficient and quality officers					
4.7	Sufficient infrastructures and facilities					
4.8	Efficient school's supervising system with the use of information systems to process knowledge and experience					
4.9	Periodically adapting work's result to the development of officers					
4.10	Efficient quality control system					

No.	School's Internal Factors	Level of Significance				
		5	4	3	2	1
4.11	Standardized working reports and quality assurance					
4.12	Seminar for advantages and disadvantages of the school					
5	Supportive and Corporate Learning Culture					
5.1	Beautiful and practical school					
5.2	Learning Space					
5.3	Meeting and knowledge exchanging space					
5.4	Happy and career-progressive working environment					
5.5	Interactive working environment creating trust between each other					
5.6	Taking comments and experience on learning of officers into consideration					
5.7	Activities for officers to improve their students' experience and knowledge					
5.8	Mutual ground for expressing ideas and accrediting one's honor					
5.9	Managing directors supporting teachers to have shared interaction and experience					
5.10	Managing directors supporting in reserving and inheriting school's cultures					
6	Motivation					
6.1	Justified measure regarding work's efficiency					
6.2	Trusting, relying, and accrediting one's effort					
6.3	Providing frequent field trips or workshops for teacher's development					
6.4	Success-induced working environment and infrastructure					

No.	School's Internal Factors	Level of Significance				
		5	4	3	2	1
6.5	Assigning suitable and possible tasks					
6.6	Independent and creative thinking procedures for officers					
6.7	Accrediting and providing decoration of honor to prominent officers and teachers					
6.8	Having an honorable award or reward for prominent officers and Punishing officers with improper behavior					
7	Learning Technology					
7.1	Proper technology suitable with modern working practices and needs					
7.2	Learning technology related to the needs to pre-elementary school's officers and students					
7.3	Learning technology improving both properties and utility of pre-elementary school					
7.4	Efficient technology for teachers and officers' development					
7.5	Frequent updating on database in case easily adapting with tasks					
7.6	Supporting officers who adapt innovation and technology with their tasks					
7.7	Supporting officers who properly adapt innovation and technology in developing pre-elementary students					
7.8	Using the benefits from technology to improve education style					

CURRICULUM VITAE

Name   Ms. Natchakamon Chaijeena

Date of Birth   September 28th, 1970

Education

1992   Bachelor of Education, Major in Primary School Education,
              Chiang Mai Rajabhat University

2001   Master of Education, Major in School Management,
              Naresuan University

Work Experience

1992   Dean of Chomthong Kindergarten

1994   Dean of Chaijeenawittaya School

2000   Licensee School of Chaijeenawittaya and Natchawit School

2000 - Present   Dean and Director of Natchawit School