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NARINTIP BOONCHALOEYMAK

Srinakharinwirot University, Prasanpimt Demonstration School (Elementary), Thailand

SUWAT BOONTAM

Srinakharinwirot University, Prasanpimt Demonstration School (Elementary), Thailand

CHATMONGKON TOJUMSIL

Srinakharinwirot University, Prasanpimt Demonstration School (Elementary), Thailand

MODE OF SCIENCE TEACHERS DEVELOPMENT IN ELEMENTARY SCHOOL, THAILAND

Abstract:

The purpose of this study was to develop a model for science teacher development in elementary school by using A-I-C technique and participatory action research process. There were 21 major informants of this study consisting of deputy school director, school director and teachers who were purposive selected. Data were collected by document analysis, in-depth interview and participatory observation. The phenomenological analysis was also used to analyze the collected data. The study revealed that the model of science teacher development in primary school was composed of: 1) Collaborating goal setting between teachers, parents, and stakeholders. 2) Setting activities of science teacher development program which were; setting of teaching criteria, setting of school abilities and setting of action research criteria. 3) Setting of developmental criteria which were; teacher team work development, development of learning resources both inside and outside school, teaching professional development, teaching-learning activities and action research development. 4) Teacher development through PAOR process for 3 rounds and 5) Results evaluation. The results of this research will lead to the development of science teachers in elementary schools.

Keywords:

Model of science teachers development, Elementary school, Teachers development