



หลักสูตรสถานศึกษา

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โรงเรียนอนุบาลแม่สาย(สายศิลป์ศาสตร์)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษายะลา เขต 3
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน
กระทรวงศึกษาธิการ

preface

The National Education Act B.E. ๒๕๔๒ (๑๙๙๙) under Section ๒๓ stipulates that education in both the system, Therefore, the National Education Plan ๒๐๑๗ – ๒๐๓๖ has set a goal for all Thai people to receive quality education and lifelong learning to live happily, in line with the philosophy of self-sufficiency economy and the changes in the world in the ๒๑st century. In line with the policies and goals of the Office of the Basic Education Commission. Mae Sai Kindergarten (SaiLiberal Arts) Therefore, the curriculum of the educational institution has been revised in accordance with the Early Childhood Education Curriculum. The goal is to improve the quality of learners so that there is a process of putting the curriculum into practice by defining the vision, goals, desirable characteristics, class time arrangement, learning content, experience arrangement, as well as assessing children's development. It provides an opportunity for schools to set the direction for the preparation of early childhood education curriculum according to readiness and focus. The core framework is a clear guideline to respond to the Thailand ๔.๐ policy and be ready to step into a quality, knowledgeable, and skilled society in the ๒๑st century.



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Leadership

Constitution of the Kingdom of Thailand Article ๕๔ stipulates that the state must take care of and develop children before they enter education in order to develop their physical, mental, disciplined, emotional, social, and intellectual abilities to be age-appropriate, as well as to promote lifelong learning and organize cooperation between the states. Local government organizations and the private sector in the management of education at all levels. The State is responsible for implementing, supervising, promoting and supporting the management of quality education and meeting international standards. The State should promote and develop human resources to become good citizens with higher quality and ability.

The Early Childhood Development Act B.E. ๒๕๖๒ (๒๐๑๙), Section ๕, sets out the objectives for early childhood children to have good development in all aspects of physical, mental, discipline, emotional, social, and intellectual to be appropriate for their age. Able to learn in accordance with the principles of development. Individual Potential and Special Needs By creating characteristics for early childhood children to have good character, morality, discipline, curiosity, creativity, and be able to absorb a variety of aesthetics and cultures. In addition, it nurtures the attitude of early childhood children to respect the values of others. There is a spirit of coexistence in society in an equal manner and a sense of citizenship of Thailand and the world, and Article ๘ stipulates that the learning management of early childhood development institutions must be for the preparation of early childhood children, but it must not be a learning management that focuses on competitive examinations between early childhood children.

National Education Plan ๒๐๑๗ – ๒๐๓๖ Strategy ๓ Developing the Potential of People of All Ages and Creating a Learning Society Goal ๑: Learners possess the basic skills and attributes of Thai citizens, and the skills and attributes needed in the ๒๑st century. In the ๒๑st century, learners at all levels of education behave in a manner that expresses discipline and a public spirit.

Goal ๒: People of all ages have skills, knowledge, abilities and competencies according to educational standards and standards. and improve the quality of life according to their potential. The important indicators are that children from birth to ๕ years old have age-appropriate development, teachers and caregivers have the knowledge and skills to take care of children correctly and manage learning in accordance with development principles. and Goal ๓: Educational institutions at all levels of education can organize activities and learning processes according to the curriculum with quality and standards. An important indicator is that pre-primary education institutions organize learning activities with quality and standards. Educational institutions organize activities that are in line with the early childhood education curriculum and children's competencies linked to the ASEAN Early Childhood



Quality Standards. The school provides education according to the curriculum that aims to develop learners with learning characteristics and skills in the ๒๑st century.

From the master plan that shows the belief that education is an important tool for development. Human capital resources to ensure the foundation of the nation is stable, live happily, and move towards competition. The Office of the Basic Education Commission has therefore determined the development of the Early Childhood Education Curriculum. ๒๐๑๗ is an early childhood education program. For children aged ๓-๖ years, the program retains the key concepts of the Early Childhood Education Philosophy and the principles of the Early Childhood Education Curriculum ๒๐๑๗, such as child-centered parenting and education. Holistic development of children according to their age through meaningful play, the implementation of proactive learning experiences in the design. Organizing experiences that are in line with brain development Happy learning, adequate rest. Realization The social and cultural context surrounding the child. Coordination in child development between educational institutions and parents, families, and communities. Educational institutions that are suitable for themselves, the main characteristics of the early childhood education curriculum For children aged ๓ – ๖ years, the quality of learners is determined as learner ability after graduating from early childhood and learner ability. At the end of the year, what must be done on the basis of age-based development and abilities at each age level, taking into account the differences between individuals, learners' abilities include physical, emotional, mental, and social well-being, citizenship and Thainess, and intellect to create and develop all learners to have age-appropriate abilities that are important and necessary for quality of life in the ๒๑st century world, and to be able to adapt themselves to change to create a foundation for the quality of life for early childhood children to develop into a complete human being. Self-value Family, community, society, and nation.

Early Childhood Education Philosophy

Mae Sai Kindergarten (SaiLiberal Arts) Organize education for the development of children of the age of ๓ - ๖ years on the basis of giving love and understanding. Mindfulness, moral conduct, well-being, and respect for the value and differences of individual children. Creating a foundation for goodness to the community, emphasizing cooperation from the family and community, allowing children to learn through play, through the process of thinking and practicing (Active Learning) Students are developed to have research skills and systematic thinking. Practical action using the ๕ senses under a warm and safe learning environment so that children can develop and abilities holistically to their full potential. Teachers and related people are facilitators of learning and good role models for children. To lay the foundation for the quality of life for children to grow into good citizens. The school aims to develop knowledge, along with morality, and keep pace with technology.

vision

Within the ๒๐๒๗ school year, Mae Sai Kindergarten (Liberal Arts) can promote the development of children aged ๓ – ๖ years old to have physical, emotional, mental, and social well-being, citizenship and Thainess, and intellectual abilities to their full potential. Children learn happily, disciplined, have life skills, are proud of being Thai and good citizens, have morality, ethics, and have the ability to use media and technology appropriately. Parents, family, and community

principle

All children have the right to quality development and education in accordance with the Convention on the Rights of the Child, as well as to receive appropriate learning experiences. With good interaction between children and instructors and children and parents, or those involved in parenting. To provide early childhood development and education so that children have the opportunity to develop themselves according to the stages of development in all aspects in a holistic, age-appropriate, quality, and full potential manner through the Early Childhood Education Curriculum. For children aged ๓-๖ years, the following principles are determined:

๔.๑ Principles of parenting and education, with a focus on children, taking into account age-based development, differences between individuals, and children's lifestyles according to the context of the community. Society and Culture

๔.๒ Principles of Child Development and Learning: Emphasis is placed on the development of children in a holistic and balanced manner through meaningful play. With



methods that are appropriate for age and ability, in line with brain development, and adequate rest.

๔.๓ Principles of Proactive Learning Experience Organizing with an emphasis on organizing integrated activities in a variety of ways. It provides opportunities for children to choose, think, make decisions, and act in an environment that is conducive to age-appropriate learning. Have life skills and learn happily.

๔.๔ Principles of Integration of Social and Cultural Contexts By being aware of the social and cultural context around children, it provides opportunities for children to learn from their own lifestyle and culture, as well as other cultures that are close to meaning.

๔.๕ Principles of family involvement This is to create knowledge, understanding and coordinate cooperation in child development between educational institutions and parents. Family and Community

Mission

๑. Develop early childhood children to have development and abilities in all ๔ areas appropriate to their age and full potential. Have a good attitude towards the locality, be disciplined, interested in learning, and learn happily.

๒. Develop teachers and personnel to be able to organize learning experiences in the form of parenting and education to promote children's development and abilities to their full potential.

๓. Provide a physical, mental, and social environment that is conducive to children's learning.

๔. Apply local media, technology, and wisdom to develop early childhood

๕. Organize activities that provide opportunities for parents Parents and the community participate in the development of children.

target

๑. All Early Childhood Children Develop and have the ability to be physical, emotional, mental, and social, civic and Thai, and intellectual. Have a good attitude towards the locality, be interested in learning, and learn happily.

๒. All teachers can organize proactive learning experiences through a variety of play and hands-on activities in line with children's development.

๓. All teachers embrace the philosophy of the Sufficiency Economy in organizing early childhood experiences that are appropriate to the age and context of the school.

๔. Educational institutions have an environment, media, technology, and learning resources that are conducive to children's learning.



๕. Have a network of parents Parents and the community cooperate in improving the quality of early childhood

destination

Early Childhood School Curriculum Mae Sai Kindergarten (Liberal Arts) For children aged ๓ – ๖ years, the goal is to develop children according to their full potential and be ready to continue learning. as follows

๑. The body grows with age, is strong, safe, and has good physical well-being.
๒. Good mental health and happiness, aesthetics, good relationships, morality, ethics and a good mind.
๓. Have life skills and behave in accordance with the philosophy of the Sufficiency Economy. Self-discipline, love Thainess, and live happily with others, and take care of nature and the environment.
๔. Have thinking skills The use of language and the pursuit of knowledge are appropriate for the age.

Learner Competencies at Early Childhood Graduation

Early Childhood Education Curriculum For children aged ๓-๖ years, the development and abilities of learners are determined when they graduate from early childhood. as follows

๑. **Physical well-being** Children have a thriving body, strong body, good hygiene and hygiene habits. Keep yourself and others safe Move your body fluently and coordinately.
๒. **Emotional, psychological, and social** aspects Children perceive, understand, and have a good feeling for themselves and others. Express emotions and feelings appropriately. Self-directed Have good relationships and be empathetic to others. Take responsibility for your own decisions. Be happy and express yourself through art, music, and movement, have life skills, help yourself in your daily routine, and accept similarities and differences between individuals.
๓. **Citizenship and Thainess** Children have morals, ethics and a good mind. Have Thai manners. Follow Thai culture and traditions, love and be proud of being Thainess. Act according to the guidelines. The philosophy of the Sufficiency Economy to protect nature and the environment. Self-discipline and a good member of a democratic society with the monarch as the head of state.
๔. **Intellectual aspects**
 - ๔.๑) **Language and Literacy** Children listen and interact and tell stories to others. Read pictures and symbols, have knowledge of letters, and write to convey meaning in everyday life.



๔.๒) Calculation and calculation Children have basic skills that lead to total thinking, calculation, sorting, representation of shapes of everyday objects, recognition of the value of numbers, use of numbers and numbers in everyday life, and recognition of the relative dimensions of everyday objects.

๔.๓) Problem-solving and decision-making Children have problem-solving skills by identifying problems. Create a choice Choose a method and take action to solve various problems in daily life, and make simple decisions and accept the consequences.

๔.๔) The Quest for Knowledge Children are enthusiastic about learning and participating in activities and finding answers to problems or questions using knowledge inquiry.

๔.๕) Imagination and Creativity Children use imagination and creativity. In art and movement.



Learner's ability at the end of the year

According to the curriculum of Mae Sai Kindergarten (Liberal Arts), the learning content is determined to organize experiences and evaluate development and abilities to check the quality of children in each grade with the following details:

❶ **Physical well-being** Children of Mae Sai Kindergarten (Liberal Arts) have a growing body, strong body, good hygiene and hygiene habits, safety for themselves and those who are not active.

Coordinate

organization Learner Abilities	Kindergarten Year ၁ (၈-၉ years old)	Kindergarten Year ၂ (၉-၉ years old)	Kindergarten Year ၃ (၉-၁၀ years old)
၁) Good hygiene and hygiene habits	၁.၁) Eat healthy food, drink clean water, brush your teeth, wash your hands before eating. Food and after using the toilet, toilet, lying down, and exercising for a long time.	၁.၁) Eat healthy food, drink clean water, brush your teeth, wash your hands before eating. Food and after using the toilet, toilet, lying down, and exercising for a long time.	၁.၁) Eat a variety of healthy foods, drink clean water, brush your teeth, wash your hands before eating, and after using the bathroom, toilet, lie down, and exercise. for
၂) Keeping yourself and others safe.	၁.၂) Play, do activities, and use items and utensils safely and do not go with strangers.	၁.၂) Play, do activities, and use items and utensils safely and do not go with strangers.	၁.၂) Play, do activities Use of utensils Treat others safely Do not go with strangers and be careful about safety from people and the environment. and strangers.

Composition and Learner Abilities	Kindergarten Year ၁ (၈-၄ years old)	Kindergarten Year ၂ (၄-၅ years old)	Kindergarten Year ၃ (၅-၆ years old)
၈) Move your body fluently and coordinate with each other.	၈.၁) Jump on two legs, go up and down, run and stop without losing balance, and receive the ball with the help of your hands and body.	၈.၁) Jump on one leg, forward continuously, run and dodge. Obstacle and receive the ball with both hands.	၈.၁) Leap forward continuously without losing balance, running and dodging. Obstacles, dexterity, and receiving the bouncing ball. Get off the ground.
၉) Use hand-eye coordination and relationship.	၉.၁) Use Scissors Cut the paper, tear it apart with one hand, and write a picture. Circle according to the drawing.	၉.၁) Use Scissors Cut paper along a straight line and write a rectangle according to the design. There are clear angles.	၉.၁) Use Scissors Cut paper along a curve and write a picture. Triangle according to the design. There are clear angles.

၉) Emotional, mental, and social: Perceiving, understanding, and having a good feeling for oneself and others. Express emotions and feelings appropriately. Self-directed Have good relationships and be empathetic to others. Take responsibility for your own decisions. Happy and expressive through art, music, and movement, have life skills, help themselves in carrying out daily routines, and accept similarities and differences between individuals.

၁) Emotional expression and feelings. In various situations,	၁.၁) Express emotions Feelings, gestures, and tell your feelings when you are happy, angry, or sad. Some situations	၁.၁) Express emotions Feelings, gestures, and tell your emotions and feelings according to the situation.	၁.၁) Express emotions and feelings and control the emotions and feelings of oneself and others. According to the situation
၂) Self-directed in activities.	၂.၁) Follow the daily routine until it is completed.	၂.၁) Plan your actions and accomplish things.	၂.၁) Set Goals Plan and Commit Do things Until it was successful.

Composition and Learner Abilities	Kindergarten Year ၁ (၅-၆ years old)	Kindergarten Year ၂ (၆-၇ years old)	Kindergarten Year ၃ (၇-၈ years old)
၈) Have good relationships with others.	၈.၁) Play and Participate Activities with friends, in groups, smiling or greeting familiar people.	၈.၁) Play and work with friends, in groups, smile, greet or talk with familiar people.	၈.၁) Play and work cooperatively with others with a purpose. Solve problems by yourself by conciliating, smiling, greeting, and talking to familiar people and adults.
၉) Have compassion and sympathy for others.	၉.၁) Show facial expressions Or the gestures of recognizing the feelings of others. Some situations and congratulations. When others are happy.	၉.၁) Show facial expressions and gestures. congratulate When others are happy and help and comfort when others are injured.	၉.၁) Use Words or action. congratulate When others are happy, sympathize when others are sad or sad, and help and comfort when others are happy. Injured
၁၀) Accept and take responsibility for their own decisions.	၁၀.၁) Accept your own decision.	၁၀.၁) Accept and take responsibility. In their own decisions.	၁၀.၁) Accept and take responsibility. In making decisions for themselves and the group.
၁၁) Have an aesthetically pleasing art, music, and movement.	၁၁.၁) Interest, happiness, and expression through art, music, music, gestures. and movement.	၁၁.၁) Appreciation, happiness, and expression through art, music, music, gestures. and movement.	၁၁.၁) Appreciation, happiness, and expression through art, music, music, gestures. and movement.



Composition and Learner Abilities	Kindergarten Year ๑ (๓-๔ years old)	Kindergarten Year ๒ (๔-๕ years old)	Kindergarten Year ๓ (๕-๖ years old)
๗) Self-help in practicing daily routines.	๗.๑) Dress Up Use the toilet and toilet with helpers and eat. Self-Catering	๗.๑) Dress Up Use the bathroom, toilet and eat. Self-Catering	๗.๑) Dress Up Fluent and Eating Self-Catering Use and clean after use. Bathrooms, toilets,
๘) Accept social and cultural similarities and differences.	๘.๑) Play and Do Activities with children who are different from themselves	๘.๑) Play and Do Activities with children who are different from themselves and behave Be polite to others who are different from you.	๘.๑) Play and Do Activities with children who are different from themselves Acceptance, Competence and Opinion of others.

๙) **Citizenship and Thainess**, morality, ethics and a good mind, Thai manners. Follow Thai culture and traditions, love and be proud of being Thainess. Acting in accordance with the philosophy of the Sufficiency Economy, preserving nature and the environment, having self-discipline and being a good member of a democratic society with the King as the head of state.

๑) Have morals, ethics, and a good mind.	๑.๑) Tell or point out what belongs to oneself and what belongs to others. Show love for friends, be kind to pets, and share with others.	๑.๑) Ask for permission Or wait. When you need someone else's things. Show love for friends, be kind to pets, and share with others.	๑.๑) Ask for permission And waiting. When you need someone else's things. Show love for friends and be kind, pets, and help. and share with others.
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Composition and Learner Abilities	Kindergarten Year ๑ (๓-๔ years old)	Kindergarten Year ๒ (๔-๕ years old)	Kindergarten Year ๓ (๕-๖ years old)
๒) Have Thai etiquette and follow Thai culture and traditions.	๒.๑) Pray, say hello, say thank you, apologize, and be interested in participating in activities according to Thai culture and traditions.	๒.๑) Pray, say, thank, apologize, participate in activities according to Thai culture and traditions.	๒.๑) Prayer and Speech Thank you, apologize, behave according to Thai etiquette, according to the season, and participate in activities according to culture and Thai traditions.
๓) Love and pride in Thainess.	๓.๑) Stop standing when you hear the Thai national anthem and the song of praise to the King.	๓.๑) Stand up straight and participate in singing the Thai national anthem and songs of praise to the King, interested in participating in activities related to the nation, religion and king	๓.๑) Stand upright and Singing the Thai national anthem and songs of praise to the King, participating in activities related to the nation, religion and king
๔) Economical and self-sufficient	๔.๑) Use items and appliances economically.	๔.๑) Use items and appliances economically and maintain them. Own belongings and utensils.	๔.๑) Use water, fire, and appliances economically. Self-sufficiency and lead Reuse



Composition and Learner Abilities	Kindergarten Year ၁ (၅-၆ years old)	Kindergarten Year ၂ (၆-၇ years old)	Kindergarten Year ၃ (၇-၈ years old)
၃) Preserve nature and the environment.	၃.၁) Engage Care Nature preservation Trees, pets, Environment and dispose of garbage in the right place.	၃.၁) Engage Care Nature preservation Trees, pets, and the environment, sort and dispose of garbage in the right place.	၃.၁) Take care of nature, trees, pets, public domain, surroundings, and the environment. and dispose of garbage in the right place.
၄) Have self-discipline and behave as a good member of society.	၄.၁) Put toys and utensils in place in order of first and foremost, act as a leader and follower, and accept compromise in solving problems.	၄.၁) Put your toys in place and line up on a first-come, first-served basis, act as a leader and follower, and participate in resolving conflicts, conflicts, and reconciliation.	၄.၁) Put toys, utensils, in place, in a first-come, first-served order, behave as a leader and follower, participate, create and act according to the agreement. Choose a solution and compromise. To solve the problem.

Composition and Learner Abilities	Kindergarten Year ၁ (၈-၉ years old)	Kindergarten Year ၂ (၉-၉ years old)	Kindergarten Year ၃ (၉-၁၀ years old)
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၉) Intellectual

၉.၁ Language and literacy: Listen and converse and tell stories to others. Read images and symbols, have knowledge of letters and writing to convey meaning in everyday life.

၁) Listen and interact with others.	၁.၁) Listen to others until the end and discuss and interact about the matter for others to understand.	၁.၁) Listen to others until the end and have a conversation and interact in accordance with what they are listening to.	၁.၁) Listen to others until the end and have a continuous and interactive conversation and connect with the subject of listening, expressing opinions and feelings. In short sentences.
၂) Tell others how to understand.	၂.၁) Tell a story in short sentences from listening to a story or from an event in everyday life.	၂.၁) Tell the story in sentences like Continuously from listening to stories or events in daily life.	၂.၁) Gossip like Continue in order and answer questions from listening to stories, stories, or from events in daily life
၃) Read images and symbols.	၃.၁) Hold a book with illustrations on the right side Open and flip the pages of a book from the front page to the back, read the picture and speak in their own language.	၃.၁) Point out the title of the book with illustrations, read pictures, symbols, words, and point or sweep your eyes to the text along the lines, read the pictures and speak the text in their own language.	၃.၁) Point to the cover and title of the book with illustrations, turn the pages of the book from the front page to the back and read the images, symbols, and words by pointing or swiping your eyes. Look at the beginning and the end. of the message.

Composition and Learner Abilities	Kindergarten Year ୧ (୩-୫ years old)	Kindergarten Year ୨ (୫-୬ years old)	Kindergarten Year ୩ (୬-୭ years old)
୧) Knowledge of alphabets.	୧.୧) Know that images and texts are related. Point out the messages that you see often.	୧.୧) Alphabet Recognition that make up words that are meaningful to children and point out words or messages that have meaning in everyday life. Or that I see often.	୧.୧) Know the word and Pronounce familiar words Pointing to words or messages that you see frequently. First letter and letter Last word Familiar
୨) Write meaningfully and freely in daily life.	୧.୧) Write like letters, some of which are shapes that children come up with by themselves in a directional way.	୧.୧) Write the letters that are known to convey meaning, copy or write the letters in a way that they come up with by themselves, with a writing direction from left to right.	୧.୧) Write Your Own Name Words that have meaning to the child according to the model or in the way they come up with their own ideas. There is a direction of writing from left, right and top to bottom to convey meaning. In everyday life

୧.୩) Summing and Calculation Have basic skills that lead to summarizing thinking, arithmetic, sorting, representations of shapes of things in everyday life, knowing the value of numbers, using numbers and numbers in everyday life, and recognizing the relative dimensions of things in everyday life.

୧) Match, compare, classify and group things in everyday life.	୧.୧) Characteristics of things from observation using the senses. couple Compare or sort things according to their characteristics or functions.	୧.୧) Characteristics and components of things from observation using the senses. Match and compare Classify and group things according to self-determined criteria.	୧.୧) Characteristics Components, changes, and relationships of things from observation using the senses. couple compare Sorting, grouping, and classifying Things according to the criteria set forth Or customized.
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Composition and Learner Abilities	Kindergarten Year ୧ (୩-୪ years old)	Kindergarten Year ୨ (୪-୫ years old)	Kindergarten Year ୩ (୫-୬ years old)
୧) Sort and display the patterns of everyday things.	୧.୧) Sequence at least ୩ objects or events in order and connect the shapes of things in daily life.	୧.୧) Sort at least ୪ objects or events in order and connect the shapes of things in daily life.	୧.୧) Sort objects or events in at least ୫ sequences and create a pattern of things according to the idea of their own.
୨) Know the value of numbers and use numbers in daily life.	୨.୧) Oral Count ୧ to ୧୦ respectively. Tell and show the number of everyday things. From ୧-୩	୨.୧) Oral Count ୧ to ୨୦ respectively. Tell and show the number of everyday things. From ୧-୫	୨.୧) Oral Count ୧ to ୩୦ respectively. Tell and show the number of everyday things. from ୧-୧୦
୩) Recognize the relational dimension of things in daily life.	୩.୧) Indicate location of their own. Compared to objects.	୩.୧) Tell and show the location of things with words, gestures, drawings, and symbols.	୩.୧) Tell or show the position, direction and distance of things when observing from different perspectives and create maps or models of the venue.

୪.୩) Problem-solving and decision-making skills. Create a choice Choose a method and take action to solve various problems in daily life, and make simple decisions and accept the consequences.

୧) Solve various problems in daily life.	୧.୧) Identify the problem and solve problems by trial and error.	୧.୧) Identify the problem and solve problems by trial and error.	୧.୧) Identify the problem Create a choice Choose a method and take action to solve the problem.
୨) Use reason for decision-making.	୨.୧) Make simple decisions.	୨.୧) Make a Simple Decision and Get Started	୨.୧) Make decisions easily and acceptably.

		Learn the consequences	effect
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Composition and Learner Abilities	Kindergarten Year ၁ (၅-၆ years old)	Kindergarten Year ၂ (၆-၇ years old)	Kindergarten Year ၃ (၇-၈ years old)
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၃.၃) Seeking knowledge, being enthusiastic about learning and participating in activities, and finding answers to problems or doubts using inquiry.

၁) Enthusiasm for learning	၁.၁) Interested and enthusiastic in participating in the activity.	၁.၁) Be interested and enthusiastic in participating in activities and participate in finding answers about nature, the environment, and the world around you.	၁.၁) Interested and enthusiastic in participating in activities, participating and finding answers on their own about nature, place, environment, technology, and the world around them.
၂) Find answers to problems or questions using inquiry. Gain knowledge	၂.၁) Find answers to problems or doubts by observing, exploring and asking questions.	၂.၁) Find answers to problems and doubts by observing, exploring, questioning, and presenting findings.	၂.၁) Find answers to problems and doubts in a variety of ways by observing, exploring, asking questions, and planning. Collect information and present finding

၃.၄) Imagination and creativity Use imagination and creativity in work. Art and Movement

၁) Make art, follow your imagination and creativity.	၁.၁) Create artworks to communicate your thoughts and feelings.	၁.၁) Create works of art to communicate one's thoughts and feelings with modifications and novelty. From the original or with More details	၁.၁) Create works of art to communicate one's thoughts and feelings with modifications, novelties and details. multiply
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୧) Acting creatively and creatively	୧.୧) Move gestures to communicate your thoughts and feelings.	୧.୧) Move gestures to communicate your thoughts and feelings in a variety of ways. Or novelty.	୧.୧) Move gestures to communicate your thoughts and feelings in a variety of ways. and novelty.
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Class Time Management

Early Childhood School Curriculum Mae Sai Kindergarten (Liberal Arts) ୨୦୨୫

The structure of the time for providing experience for children is set with ୨୦୦ days of learning time per academic year, each day will take ୫ hours as follows:

Development List	Kindergarten Year ୧		Kindergarten Year ୨		Kindergarten Year ୩	
	୩ - ୫ years old		୫ - ୬ years old		୬ - ୭ years old	
	Minutes :Days	Hours:Year	Minutes :Days	Hours:Year	Minutes :Days	Hours:Year
୧. Outdoor movement activities (large muscles)	୧୫	୫୦	୧୫	୫୦	୧୫	୫୦
୨. Language Development Activities (P a p e l i n Language)	୨୦	୬୩	୨୦	୬୩	୨୦	୬୩
୩. Little Thinker Activity (Fun Thinking Math)	୨୦	୬୩	୨୦	୬୩	୨୦	୬୩
୫. Creative Integration Activities						
- Develop emotions, minds, morals, and ethics.	୧୫	୫୦	୧୫	୫୦	୧୫	୫୦
- Develop social habits	୧୫	୫୦	୧୫	୫୦	୧୫	୫୦



and fight corruption.						
Encourages imagination and creativity	44	100	44	100	44	100
-Free Play Activities (Highscope)	60	200	60	200	60	200
-Review of activities	10	33	10	33	10	33
5. Little Scientist House Activities	30	100	30	100	30	100
6. Focus-based Promotion Activities (English)	25	83	25	83	25	83
7. Focus-based Promotion Activities (Chinese)	25	83	25	83	25	83
8. Activities based on the focus of the school (good and disciplined children)	20	67	20	67	20	67
combine	300	1000	300	1000	300	1000

****Note: Brain Skills (EF) is integrated into all learning units.**



Framework for the structure of the experience

duration	Time (minutes)	activity
၈.၀၀ a.m. – ၈.၀၀ a.m.	၈၀	Accept students
၀၈:၀၀ – ၀၈:၀၅	၅	Line up to respect the national flag Morning activities to promote school focus (၂၀ minutes for disciplined children) Outdoor activities (၁၅ minutes)
၀၈:၀၅ – ၀၈:၃၀ hrs.	၂၀	News & Events Discussion/Homeroom Fun math activities
၀၈:၃၀ – ၀၈:၄၅	၂၀	Papelin Language Activities
၀၈:၄၅ – ၀၈:၆၀	၁၅	Creative Little Rats (Promotes Imagination and Creativity)
၀၈:၆၀ – ၀၉:၀၅	၁၅	Develop emotions, minds, morals, and ethics. Social Habit Development and Anti-Corruption
၀၉:၀၅ – ၀၉:၃၀	၂၅	Integrated activities based on learning content and HighScope free play activities.
၀၉:၃၀ – ၀၉:၄၀	၁၀	Eating/Washing hands/brushing teeth
၀၉:၄၀ – ၀၉:၅၀	၁၀	rest
၀၉:၅၀ – ၁၀:၀၅	၁၅	Little Scientist House Promote language
၁၀:၀၅ – ၁၀:၁၀	၅	Review of activities/summaries
	၃၆၀	

Annual Learning Materials

Learning content is a medium to provide learning experiences for children. Learners' abilities in all aspects are in accordance with the objectives of the prescribed curriculum, including: Important experiences and information to be learned are as follows:

၁. Significant experience Key experiences describe what children do. How children perceive and experience that is important for the development of children's abilities according to the curriculum. Therefore, important experiences are a guide for teachers to plan experiences for early childhood children to learn and practice on their own. In an environment that supports active learning and promotes development and abilities in all aspects. as follows

၁.၁. An important experience that promotes physical well-being is to support children to have the opportunity to maintain good hygiene and good habits. Keep

yourself and others safe Move your body fluently and use your hands and eyes to coordinate with each other in daily routines or activities. as follows

Physical well-being	Key Experiences
၁.၁.၁) Good hygiene and hygiene habits	(၁) Practicing hygiene and good habits in daily routines in eating. Drinking clean water, washing hands. Brushing Sleeping, resting, playing. exercise
၁.၁.၂) Keeping yourself and others safe.	(၁) Conduct yourself safely in daily routines. (၂) Listening to stories, stories, and events related to prevention and maintenance of safety. (၃) Safe Ride (၄) Safe social media playback (၅) Role playing various events, behavior while traveling.
၁.၁.၃) Move your body fluently and coordinate with each other.	(၁) Stationary movement (၂) Movement (၃) Movement with material equipment (၄) Movements that use the coordination of large muscles. In the throw. Catching, throwing, and kicking (၅) Independent play of field equipment. (၆) Movement by self-control in direction, level, and area. (၇) Movement across obstacles
၁.၁.၄) Use hands - eyes, coordinates, and relate to each other.	(၁) Playing touch and building from wooden sticks. block (၂) Painting and playing with colors (၃) Molding (၄) Crafting things with scrap materials (၅) Picking, using scissors, tearing, cutting. Patching and Threading Materials



๑.๒ Important experiences that promote emotional, mental, and social aspects are to support children to have the opportunity to express their emotions and feelings in various situations, to perceive, understand, and have a good feeling for themselves and others. There is self-regulation in carrying out activities. Take responsibility for their own and group decisions. Have good relationships with others. Have empathy for others. Have aesthetics and joy in expressing themselves through art, music, and movement, help themselves in carrying out their daily routines, and accept the similarities and differences between individuals as follows:

Emotional, psychological, and social	Key Experiences
๑.๒.๑) Emotional and emotional expression In various situations,	(๑) Speech reflects the feelings of oneself and others. (๒) Role play (๓) Movement according to music/music. (๔) Singing (๕) Art
๑.๒.๒) Self-direction in activities	(๑) Carrying out various activities according to their own abilities. (๒) Planning the implementation of activities and accomplishing things. (๓) Consistent daily routine.
๑.๒.๓) Good relationships with others	(๑) Playing or doing activities with a group of friends.
๑.๒.๔) Have empathy for others.	(๑) The use of words or actions to congratulate others when they are happy. Sympathize when others are sad or sad, and help and comfort others when they are hurt.
๑.๒.๕) Accept and take responsibility for your own decisions.	(๑) Dialogue and exchange of ideas; (๒) Playing and collaborating with others (๓) Collaborative art making
๑.๒.๖) Have an artistic, musical, and movement aesthetic.	(๑) Listening to music Singing and musical reactions. (๒) Playing a rhythmic instrument. (๓) Movement according to music/music. (๔) Role-playing (๕) Performing various art activities. (๖) Creating beautiful things.



Emotional, psychological, and social	Key Experiences
๑.๒.๗) Self-help in carrying out daily routines.	(๑) Self-help in daily routines
๑.๒.๘) Accept similarities and differences socially and culturally.	(๑) Free Play (๒) Individual play, small group, large group. (๓) Experience Corner Play (๔) Playing outside the classroom

๑.๓ Important experiences that promote citizenship and Thainess It is to encourage children to have the opportunity to behave as Thai cultural etiquette. Thanks, apologies, and expressions of respect for the nation. Religion, the monarchy, love and pride in being Thai. Have morality, ethics, and behave in accordance with the philosophy of the Sufficiency Economy. Being a good member of a democratic society with the monarch as the head of state.

Citizenship and Thainess	Key Experiences
๑.๓.๑) Have morals, ethics, and a good mind.	(๑) Conduct according to religious principles. (๒) Listening to stories about morality and ethics (honesty, kindness, kindness, and sharing) (๓) Ethical Dialogue and Exchange of Opinions (๔) Showing love for friends and being kind to pets. (๕) Helping and Sharing Others
๑.๓.๒) Have Thai etiquette and behave according to Thai culture and traditions.	(๑) Role playing and behaving as Thai people. (๒) Role playing and behaving according to Thai etiquette. Worship Thanks, apologies, and other polite gestures. (๓) On-site education (๔) Thai Cooking (๕) Thai folk plays. Local songs, folk songs, folk toys. (๖) Dress with Thai fabrics, traditional fabrics.



Citizenship and Thainess	Key Experiences
	(๗) Conduct/participate in activities according to local culture and Thai traditions.
๑.๓.๓) Love and Pride in Thainess	(๑) Use of Thai language (๒) Singing the Thai national anthem and the song of praise to the King. (๓) Participation in activities related to the nation, religion, and the monarchy.
๑.๓.๔) Economical and Self-Sufficiency	(๑) Efficient use of materials and utensils. (๒) Compliance with the philosophy of the Sufficiency Economy.
๑.๓.๕) Conservation of nature and the environment	(๑) Participation in the responsibility of preserving nature and the environment, both inside and outside the classroom. (๒) Reuse or process used materials or appliances and reuse them. (๓) Planting and caring for trees (๔) Animal husbandry (๕) Discussion of news and events related to nature and the environment. In everyday life

๑.๔ Important experiences that promote intellectual development are to support children to recognize and learn things around them through interaction with the environment, people and media with a variety of learning processes to provide opportunities for children to develop their use of language communication and literacy. Computational thinking, computational thinking, seeking knowledge, problem-solving and decision-making, imagination and creativity are the basis of continuous learning at a higher level through interaction with the environment, people, and media.

intelligence	Key Experiences
๑.๔.๑) Language and Literacy	๑) Listening to sounds in the environment (๒) Listening to music, stories, rhymes, Verses or stories (๓) Speaking to express thoughts, feelings, and needs to play. and actions. (๔) Talking to others about experiences or stories about oneself.



intelligence	Key Experiences
	<p>(๕) Explaining things, events, and relationships of things.</p> <p>(๖) Reading in a variety of ways: Reading picture books, reading story books, reading signs and symbols, reading their own writings. Read freely, alone. Read together, read with a guide.</p> <p>(๗) Writing in various forms: Painting, Graffiti, Writing like letters. Self-invented spelling Writing words that are meaningful to the child/familiar word Writing together according to the occasion Freelance Writing</p> <p>(๘) Language Gameplay</p>
๑.๔.๒) Summarization and calculation	<p><u>Matching, comparing, classifying, and grouping things in everyday life.</u></p> <p>(๑) Observing the characteristics, components, changes, and relationships of things using the senses.</p> <p>(๒) Matching, comparison. Sorting, grouping, and classifying things according to criteria given or customized.</p> <p><u>Sorting and Modeling of Everyday Objects</u></p> <p>(๓) Sorting things in daily life according to their characteristics, number, length, height, weight, and volume.</p> <p>(๔) Sequencing of steps, activities, or events by time period.</p> <p>(๕) Indicating and displaying the rank of things by displaying objects or using symbols.</p> <p>(๖) Reproduction, extension, and reproduction of forms.</p> <p><u>Knowing the value of numbers and using them in everyday life.</u></p>



intelligence	Key Experiences
	<p>(၈၅) Comparison of the number of two sets of items to find "more", "less than", "same amount".</p> <p>(၈၆) Arrange two sets of objects in a one-to-one manner.</p> <p>(၈၇) Counting objects and telling the number or displaying things according to the number.</p> <p>(၈၈) Reading numbers shows the number of things in everyday life.</p> <p><u>Perception of dimensional relationships in terms of size and shape, shape of everyday things.</u></p> <p>(၈၉) Using the Length/Height Comparison Volume/capacity, and the shape of things in play, quest, or problem-solving.</p> <p>(၉၀) The use of weighing, measuring, and measuring things using tools and units other than standard units for playing, investigating, or solving problems.</p> <p>(၉၁) Playing with various media in the form of three-dimensional geometry, including spheres, rectangles, cylinders, cones, prisms, and geometric shapes, two-dimensional, circular, triangular, square, etc.</p> <p>(၉၂) Naming and giving examples of everyday objects that resemble geometric shapes.</p> <p>(၉၃) Observing and identifying the constituent geometry in a shape. The shape of things.</p> <p>(၉၄) Joining small items to complete large pieces and disassembling them in playing or creating pieces.</p> <p>(၉၅) Combining and separating things in play, creating pieces or solving problems,</p>



intelligence	Key Experiences
	<p>and observing components, shapes, Shape, size, and number of changes</p> <p>(၁၈) Playing or creating a workpiece using something of the same shape or shape. Or the creation of new geometric shapes from the division/separation of existing geometric shapes or the assembling of geometric shapes together.</p> <p><u>Perception of the positional relational dimension of things in everyday life.</u></p> <p>(၁၉) Telling and displaying one's own position, direction, and distance and things through actions, drawings, photographs, and pictures.</p> <p>Using the words "above, below, below, inside, outside, next to the front, behind, between the left, the right, near and far."</p> <p>(၂၀) Movement to evade an obstructing object or change position in relation to the object in motion, moving, grasping, dodging, climbing, wandering.</p> <p>(၂၁) Observing things and places from different perspectives</p> <p>(၂၂) Giving or showing directions by drawing or using symbols, or creating maps or models of familiar places.</p>
<p>၁.၄.၈) Problem-solving and decision-making</p>	<p>(၁) Explaining the cause and effect of the event or action.</p> <p>(၂) Rational speculation or anticipation of what may happen.</p> <p>(၃) Rational conclusion based on information.</p> <p>(၄) Making decisions or choosing to do things.</p> <p>(၅) Participation in the problem-solving process by identifying problems. Find</p>



intelligence	Key Experiences
	different options and methods to solve the problem. Select a design method. Plan and take action to solve problems.
၁.၄.၄) The Quest for Knowledge	(၁) Observation and exploration of things and learning sources around them. (၂) Asking questions about matters of interest and related to observation and exploration. (၃) Seeking knowledge to find answers to various questions. (၄) Participation in the collection and presentation of information from the Investigate knowledge in different formats and simple charts. (၅) Predicting what may happen and participating in opinion making. Based on the information logically. (၆) Explaining the cause and effect of the incident. or action.
၁.၄.၅) Imagination and Creativity	(၁) Recognize and express thoughts and feelings through media, materials, toys, and works. (၂) Expressing imagination and creativity through language. posture Movement, music and art (၃) Creating a workpiece using a variety of materials, equipment, or methods. (၄) Finding new alternatives and methods to solve the problem. (၅) Play in different corners according to imagination and creativity.

၁. The subject that should be learned: The material that should be learned is the story around the child that is used as a medium to organize activities for children. The idea arises after applying the material that should be learned to provide experience for children to achieve the set goals. Instructors can set their own details according to their age. The content may be flexible. Taking into account the experience and environment in real life of children. as follows



๒.๑ Stories about children Children should learn their name, surname, appearance, How to keep the body clean and healthy, good hygiene, good habits, healthy eating, rest, exercise. Self-protection from communicable diseases and emerging diseases Being cautious about your own safety from others practice Safely to others Rejection of strangers, imminent danger Accidents, accidents, disasters, safety precautions from the use of media and technology, and safe use of items and appliances. Knowing the history of oneself and one's family Behaving as a good member of the family and school. Respect for the rights of oneself and others. Expressing one's own opinion and listening to the opinions of others Knowing the emotions and feelings of oneself and others. Self-regulation Conflict Resolution Cultural differences Empathy, building relationships with others. Accepting similarities, playing and doing things alone or with others. Self-Awareness Self-esteem Awareness of one's own emotions and feelings and those of others. Appropriate expression of emotions and feelings. Showing good manners, morality, ethics.

๒.๒ Stories about people and places around children Children should learn about family, educational institutions, The community and the people that children must be involved with or close to and interact with in their daily lives. Behaving as a good member of the family and school. Know and respect the rights of yourself and others. expressing one's own opinion and listening to the opinions of others. Conflict Resolution Landmarks and Milestones The occupation of the people in the community, religion, cultural sites in the community, and cultural differences, an important symbol of the Thai nation. Observing local culture and Thainess or learning sources from other local wisdom and choosing daily necessities economically and self-sufficiently. Maintenance of the public domain Nature and Environment

๒.๓ Nature around Children should learn about names, characteristics, components, human changes and relationships. Animals, plants, as well as knowledge about soil, water, sky, and space. weather Natural disasters The energy and energy in daily life around children, including environmental conservation, and the potential impact of not taking care of the environment and preserving the public domain. Selection of items and utensils vehicle communication Technology and Artificial Intelligence Technology Literacy Communication used in daily life

๒.๔ Things around the child Children should learn about the use of language to convey meaning in daily life, basic knowledge of the use of books and letters, basic knowledge of letters, writing, independent interpretation, knowing names, characteristics, colors, textures, sizes, shapes, shapes, etc. Shape, size, volume, weight, position, dimensions, shapes, and relationships, numbers. Numbers & Actions Symbols Measure Weigh Measure Time Money Simple Chart Presentation Words related to mathematics in everyday life Components, changes, relationships of things around us. Usefulness: Choosing utensils



vehicle communication Various technologies and communications used in daily life and various stories that children are interested in.



Annual Learning Content Analysis Table

၁. Physical well-being

Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
၁) Good hygiene and hygiene habits				
၁.၁) Dining Useful drinking water Brushing your teeth Wash your hands before eating and after using the toilet, toilet, lie down. and exercise for a long time.	၁.၁) Eat healthy food, drink clean water, brush your teeth, wash your hands before eating. Food and after using the toilet, toilet, lying down, and exercising for a long time.	၁.၁) Eat a variety of healthy foods, drink clean water, brush your teeth, wash your hands before eating, and after using the toilet, rest, and exercise for a long time.	၁.၁.၁ Good hygiene and hygiene habits (၁) Practicing hygiene and good hygiene habits in daily routines in eating. Drinking clean water, washing hands. Brushing Sleeping, resting, playing. exercise ၁.၁.၂ Self-help in daily routine (၁) Self-help in daily routines ၁.၁.၃ Language and literacy (၂) Listening to music, stories, rhymes, Poetry or stories	Stories about children (၁) Eating a healthy diet (၂) Daily routine -rest - Hand washing Brushing - Use of toilets and toilets -exercise (၃) Self-protection from communicable diseases and emerging diseases. Things around the child (၁) Children should learn about using language to convey meaning in daily life.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
				(๒) Children should learn about Thai children's singing and playing.
๒) Keeping yourself and others safe.				
๑.๒) Play, do activities and use utensils safely and do not go with stranger	๒.๑) Play, do activities, and use items and appliances safely and do not go with strangers.	๒.๑) Play, do activities Use of utensils Treat others safely Do not go with strangers and be careful about safety from people and the environment.	๑.๑.๒ Security of Yourself and Others (๑) Conduct yourself safely in daily routines. (๒) Listening to stories and events related to prevention and security. (๓) Safe Ride (๔) Safe social media playback (๕) Role playing various events, behavior while traveling.	Stories about children (๑) Caution against one's own safety and danger from others. (๒) Treating others safely (๓) Rejection of strangers, dangers near oneself. Accidents, accidents, disasters, safety precautions from the use of media and technology, and safe use of items and appliances. Things around the child (๑) Selection of items and utensils vehicle communication



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
				Technology and Communication
၈) Move your body fluently and coordinate with each other.				
၈.၁) Two-legged jump Get up, down, stay where you run, and stop without losing balance and get the ball. Using hands and body help.	၈.၁) Jump on one leg, forward continuously, run dodge. Obstacle and receive the ball with both hands.	၈.၁) Leap forward continuously without losing balance, running and dodging. Obstacles, maneuvers, and receiving balls that bounce off the ground.	၈.၁.၈ Move your body fluently and coordinate with each other. (၁) Movement (၂) Movement with material equipment (၃) Movements that use the coordination of large muscles. In the throw. Catching, throwing, and kicking (၄) Movement by self-control in direction, level, and area.	Things around the child (၁) Position and dimension of relationship -Patterns and relationships -number -Quantity and operation (၂) their own interests and abilities; (၃) Playing and doing things by yourself or with others. Self-Awareness Self-esteem Awareness of one's



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၈ (၈ - ၉ years)	Kindergarten Year ၉ (၉ - ၁၀ years)	Kindergarten Year ၁၀ (၁၀ - ၁၁ years)	Key Experiences	What to learn
			<p>(၈) Movement across obstacles</p> <p>၈.၉.၁ Summarization and Calculation</p> <p>(၉) Moving to evade an obstructing object or changing position in relation to an object in motion, moving, grasping, holding, slipping, climbing, or slinging.</p>	<p>own emotions and feelings and those of others.</p> <p>Appropriate expression of emotions and feelings.</p> <p>(၉) Self-regulation in movement.</p> <p>Stories about children</p> <p>(၈) Exercise</p> <p>(၉) Caution in movement</p>
၉) Use hand-eye coordination and relationship.				
၉.၈) Use paper scissors Separated with one hand. and write a circle according to the drawing.	၉.၈) Use scissors to cut paper along a straight line and write a square shape according to a design with clear angles.	၉.၈) Use scissors to cut paper along the curve and draw a triangle according to the design with clear angles.	<p>၉.၈.၉ Use of hands - eyes, coordination and relationship</p> <p>(၉) Painting and playing with colors</p> <p>(၁၀) Picking, using scissors, tearing, cutting. Patching and Threading Materials</p>	<p>Things around the child</p> <p>(၈) Writing and expressing meaning freely</p> <p>(၉) Size, shape Shape, size, appearance, color</p> <p>(၁၀) Self-esteem</p> <p>Stories about children</p> <p>(၈) Safe use of items and appliances</p>



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
			၁.၄.၁ Language and literacy (၈) Writing in various forms: Painting, Graffiti, Writing like letters. Self-invented spelling Writing words that are meaningful to the child/familiar word Writing together according to the occasion Freelance Writing	Stories about people and places (၁) Know how to respect the rights of oneself and others.

၂. Emotional, psychological, and social aspects

Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
၁) Emotional expression and feelings. In various situations,				
၁.၁) Express emotions	၁.၁) Express emotions Feelings, gestures, and tell your emotions and feelings	၁.၁) Express emotions and feelings and control the	၁.၂.၁ Expressing emotions and feelings in different situations	Stories about children (၁) Emotional and emotional expressions



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၄ years)	Kindergarten Year ၂ (၄ - ၅ years)	Kindergarten Year ၃ (၅ - ၆ years)	Key Experiences	What to learn
Feeling gestures and telling how you feel when you are happy. Anger and regret are appropriate for Some situations	according to the situation.	emotions and feelings of oneself and others. According to the situation	(၁) Speech reflects the feelings of oneself and others. (၂) Role play (၃) Movement according to music/music. (၄) Art ၁.၂.၃ Have good relationships with others (၁) Playing or doing activities with a group of friends. ၁.၂.၄ Have empathy for others (၁) The use of words or actions to congratulate others. Be happy and sympathetic when others are sad or sad, and help and comfort others when they are hurt.	(၂) Interested, happy and expressive through art, music, and movement. (၃) Self-regulation Conflict Resolution Cultural differences and empathy



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
၂) Self-directed in activities.				
၂.၁) Follow a routine Every day until it is completed.	၂.၁) Plan your actions, activities, and accomplish things.	၂.၁) Set goals, plan, and commit Get things done.	၁.၂.၁ Expressing emotions and feelings in different situations (၁) Speech reflects the feelings of oneself and others. (၂) Movement according to music/music. (၃) Singing (၄) Art ၁.၂.၂ Self-Directing Activities (၁) Carrying out activities according to one's own ability. (၂) Planning the implementation of activities and accomplishing things.	Stories about children (၁) Expressing one's own opinion and listening. Opinions of others (၂) Self-regulation (၃) Be kind, kind, and helpful.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
			(၈) Consistent daily routine.	
၈) Have good relationships with others.				
၈.၁) Play and participate in activities with friends in groups. Greet familiar people	၈.၁) Play and work with friends, in groups, smile, greet or talk with familiar people.	၈.၁) Play and work cooperatively with others with a purpose. Solve problems by yourself by conciliating, smiling, greeting, and talking to familiar people and adults.	၈.၂.၈ Good relationships with others (၁) Playing or doing activities with a group of friends. ၈.၂.၉ Accept similarities and differences socially and culturally (၂) Individual play, small group, large group.	Stories about children (၁) Safe use of items and appliances (၂) Building relationships with others. (၃) Playing and doing things by yourself or with others. (၄) Awareness of one's own emotions and feelings and those of others. (၅) Responsible and sympathetic to others. Stories about people and places around children. (၁) Conflict Resolution
၉) Have compassion and sympathy for others.				



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
<p>၄.၁) Facial expressions or gestures to perceive the feelings of others</p> <p>Some situations and shows Joy when others are happy</p>	<p>၄.၁) Show facial expressions and gestures congratulate When others are happy and help and comfort when others are injured.</p>	<p>၄.၁) Use Words or Actions congratulate When others are happy, sympathize when others are sad or sad, and help and comfort when others are happy. Injured</p>	<p>၁.၂.၁ Emotional and emotional expression In various situations,</p> <p>(၁) Speech reflects the feelings of oneself and others.</p> <p>(၂) Role play</p> <p>(၃) Movement according to music/music.</p> <p>(၄) Singing</p> <p>(၅) Art</p> <p>၁.၂.၂ Have empathy for others</p> <p>(၁) The use of words or actions to congratulate others when they are happy. Sympathize when others are sad or sad, and help and comfort others when they are hurt.</p>	<p>Stories about children</p> <p>(၁) Knowing one's own emotions and feelings and those of others.</p> <p>(၂) Empathy, building relationships with others.</p> <p>(၃) Appropriate expression of emotions and feelings.</p>
၄) Accept and take responsibility for their own decisions.				



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
၉.၁) Accept the decision of their own.	၉.၁) Accept and take responsibility for your own decisions.	၉.၁) Accept and take responsibility for their own and the Group's decisions.	၁.၂.၄ Accept and take responsibility for your own decisions. (၁) Dialogue and exchange of ideas; (၂) Playing and collaborating with others (၃) Collaborative art making ၁.၄.၈ Problem-solving and decision-making (၈) Rational conclusion based on information. (၉) Making decisions or choosing to do things.	Stories about people and places around children. (၁) Know and respect the rights of oneself and others. (၂) Living happily with others and behaving as good members. (၃) expressing one's own opinion and listening to the opinions of others.
၁၀) Have an aesthetically pleasing art, music, and movement.				
၁၀.၁) Interested, happy and express themselves through art. Music, music to show gestures.	၁၀.၁) Appreciation, happiness, and expression through art, music, music, gestures, and movements.	၁၀.၁) Appreciation, happiness, and expression through art, music, music, gestures and movements.	၁.၂.၁ Have an artistic, musical, and movement aesthetic	Nature around (၁) Human Transformation and Relationships Things around the child



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
and movement.			<p>(၁) Listening to music Singing and musical reactions.</p> <p>(၂) Playing a rhythmic instrument.</p> <p>(၃) Movement according to music/music.</p> <p>(၄) Role-playing</p> <p>(၅) Performing art activities various</p> <p>(၆) Creating beautiful things.</p> <p>၁.၄.၁) Language and Literacy</p> <p>(၁) Listening to sounds in the environment.</p> <p>(၂) Listening to music, stories, rhymes, Verses or stories</p>	<p>(၁) Music, Aesthetics, Creative Arts</p> <p>Stories about children</p> <p>(၁) Awareness of one's own emotions and feelings and those of others.</p> <p>(၂) Self-esteem</p> <p>Stories about people and places around children</p> <p>(၁) Interaction in daily life Behaving as a good member of the family and school.</p>



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
			၁.၄.၄ Imagination and creativity (၂) Expressing imagination and creativity through language. posture Movement, music and art	
၈) Self-help in practicing daily routines.				
၈.၁) Dress Up Use the toilet Toilets with helpers. and dining. Manual	၈.၁) dress Use the bathroom, toilet and eat. Self-Catering	၈.၁) Dress fluently, eat Self-Catering Use and clean after using the toilet and toilet.	၁.၂.၈ Self-help In carrying out daily routines. (၁) Self-help in daily routines ၁.၂.၉ Self-direction in activities (၂) Consistent daily routine.	Stories about children (၁) Self-help in daily routines (၂) Maintaining a clean body and good health and good hygiene habits. Choosing a good and healthy diet (၃) Saving and self-sufficiency and choosing daily necessities economically and self-sufficiently.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
				(၆) Taking precautions against one's own safety from others. Treating others safely Rejection of strangers and threats close to oneself Stories about people and places around children. (၇) Maintenance of the public domain; Nature and Environment
၈) Accept social and cultural similarities and differences.				
၈.၁) Play and do activities with children who are different from themselves.	၈.၁) Play and do activities with children who are different from themselves and behave Be polite to others who are different from you.	၈.၁) Play and do activities with children who are different from themselves. Accept the abilities and opinions of others.	၈.၂.၄ Accept similarities and differences socially and culturally (၁) Free Play (၂) Individual play, small group, large group. (၃) Experience Corner Play	Stories about children (၁) Safe use of items and appliances (၂) Conservation of nature and the environment. (၃) Rational expression of emotions and feelings.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
			(๔) Playing outside the classroom ๑.๒.๓ Good relationships with others (๑) Playing or doing activities with a group of friends. ๑.๒.๕ Accept and take responsibility for your own decisions. (๑) Dialogue and exchange of ideas; (๒) Playing and collaborating with others	(๔) Thai etiquette (๕) Knowing how to share, empathize, and help others. Things around the child (๑) Relationship dimension (๒) Selection of items and utensils vehicle communication Technology and communication used in daily life. Stories about people and places around children. (๑) Knowing and respecting the rights of oneself and others; Expressing one's own opinion and listening to



Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
				the opinions of others Conflict Resolution

๓. Citizenship and Thainess

Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
๑) Have morals, ethics, and a good mind.				
๑.๑) Tell or point out what belongs to oneself and what belongs to others, show love to friends. Be kind to pets and share with others.	๑.๑) Ask for permission or wait. When you need someone else's things. Show love for friends, be kind to pets, and share with others.	๑.๑) Ask for permission and wait When you need someone else's things. Show love for friends and be kind, pets, help and share others.	๑.๓.๑ Have morals, ethics and a good mind. (๒) Listening to stories about morality and ethics (honesty, kindness, kindness, and sharing) (๓) Ethical Dialogue and Exchange of Opinions (๔) Showing love for friends and being kind to pets. (๕) Helping and Sharing Others	Stories about children (๑) Empathy to build relationships with others. (๒) Morality and ethics Stories about people and places around children. (๑) Know and respect the rights of oneself and others. Nature around (๑) Love and kindness to pets.
๒) Have Thai etiquette and follow Thai culture and traditions.				



Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
๒.๑) Salute, say hello, say thank you, apologize Interested in participating in activities according to Thai culture and traditions.	๒.๑) Pray, say, thank, apologize, participate in activities according to Thai culture and traditions.	๒.๑) Prayer and Speech Thank you, apologize, behave according to Thai etiquette, according to the season, and participate in activities according to culture and Thai traditions.	๑.๓.๒ Have Thai manners and behave in accordance with Thai Culture and Traditions (๑) Role playing in the sense of being a Thai person. (๒) Role play Conduct according to Thai etiquette Worship Thanks, Sayings sorry Show other polite manners. (๓) Conduct/participation in activities according to Thai culture, locality and traditions.	Stories about children (๑) Show good manners. (๒) Worship Thanks, apologies, Stories about people and places around children. (๑) Cultural differences, local cultural practices, and Thainess. (๒) Compliance with family rules; schools, communities, and according to local culture and Thainess, or sources of learning from other local wisdom. (๓) Know and respect the rights of oneself and others.
๓) Love and pride in Thainess.				



Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
๓.๑) Stop Standing When You Hear Thai National Anthem and Praise Song His Majesty	๓.๑) Stand up straight and join in singing the Thai national anthem and songs of praise to the King, interested in participating in activities related to the nation, religion and the monarchy.	๓.๑) Stand up straight and sing the Thai national anthem and songs of praise to the King. king	๑.๓.๓ Love and pride in being Thai (๒) Singing the Thai national anthem and the song of praise to His Majesty the King. (๓) Participation in activities related to the nation, religion, and the monarchy. (๓) Conduct/participation in activities according to Thai culture, locality and traditions.	Stories about children (๑) History of oneself and family (๒) The importance of the Thai national anthem and the song of praise to the King. Stories about people and places around children. (๑) Thai identity, an important symbol of the Thai nation. (๒) Compliance with local culture and Thainess. (๓) Patriotism, religion, and respect for the Thai monarchy. - National Activities Religion Thai monarch - Important Day Activities



Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
				<ul style="list-style-type: none"> - The Royal Speech of the Thai King - Principle of work (economical, simple, Highest Benefit: Honesty, Honesty) (๔) Thai and local history. (๕) Landmarks and important dates Occupation of people in the community (๖) Thai etiquette (๗) Religion Cultural sites in the community and cultural differences. (๘) Thai traditions Things around the child (๙) The importance of the Thai language



Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
				(๒) Basic knowledge of speaking and writing Thai characters.
๔) Economical and self-sufficient				
๔.๑) Use Items, Appliances economically.	๔.๑) Use items and appliances economically and maintain them. Own belongings and utensils.	๔.๑) Economical use of water, electricity, and appliances. Self-sufficiency and lead Reuse	๑.๓.๔ Economical and self-sufficient (๑) Efficient use of materials and utensils. (๒) Compliance with the philosophy of the Sufficiency Economy.	Stories about people and places around children. (๑) Economical and self-sufficient selection of daily necessities. (๒) Conduct in accordance with the principle of self-sufficiency economy. (๓) Maintenance of the public domain; Stories about children (๑) Safe use of items and appliances Nature around (๑) Environmental Conservation



Learner Abilities			Annual Learning Materials	
Kindergarten Year ๑ (๓ - ๔ years)	Kindergarten Year ๒ (๔ - ๕ years)	Kindergarten Year ๓ (๕ - ๖ years)	Key Experiences	What to learn
๕) Preserve nature and the environment.				
๕.๑) Participate in the maintenance of tree nature pet Environment and dispose of garbage in the right place.	๕.๑) Engage Care Nature preservation Trees, pets, and the environment, sort and dispose of garbage in the right place.	๕.๑) Take care of nature, trees, pets, public domain, surroundings, and the environment. and dispose of garbage in the right place.	๑.๓.๕ Preserving Nature and the Environment (๑) Participation in the responsibility of preserving nature and the environment, both inside and outside the classroom. (๒) Reuse or process used materials or appliances and reuse them. (๓) Planting and caring for trees (๔) Animal husbandry (๕) Discussion of news and events related to nature and the environment. In everyday life	Stories about people and places around children. (๑) Maintenance of the public domain; Nature and Environment (๒) Garbage, waste separation and disposal of garbage in the right place . Increasing the value of waste (๓) Economical and self-sufficient selection of daily necessities. Nature around (๑) Environmental conservation and the potential impact of non-environmental protection and preservation of the public domain.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၈ (၈ - ၉ years)	Kindergarten Year ၉ (၉ - ၁၀ years)	Kindergarten Year ၁၀ (၁၀ - ၁၁ years)	Key Experiences	What to learn
၁) Have self-discipline and behave as a good member of society.				
၁.၁) Store Toys Put yourself in a line in order first and foremost after behaving as a leader and follower. Accept a compromise to solve the problem.	၁.၁) Put your toys in place and line up on a first-come, first-served basis, act as a leader and follower, and participate in resolving conflicts, conflicts, and reconciliation.	၁.၁) Put toys, utensils, in place, in a first-come, first-served order, behave as a leader and follower, participate, create and act according to the agreement. Choose a solution and compromise to solve the problem.	၁.၈.၁ Self-discipline and conduct yourself to be a good member of society. (၁) Participation in the selection of solutions (၂) Participation in conflict resolution. (၃) Interaction with others Disciplined, participatory, and good member roles.	Stories about children (၁) Leadership Good followers (၂) Caution for one's own safety from others. (၃) Safe treatment of others. (၄) Awareness of one's own emotions and feelings and those of others. (၅) Appropriate expression of emotions and feelings. (၆) Morality and ethics Stories about people and places around children. (၁) Participation in conflict resolution;



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
				(၁) Know how to respect the rights of oneself and others. (၂) Listening to the opinions of others. (၃) Behaving as a good member of the family and school.

၄. Intellectual aspects

၄.၁. Language and Literacy

Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
၁) Listen and interact with others.				
၁.၁) Listen to others until the end and interactive conversations about Listening to others	၁.၁) Listen to others until the end and have a conversation and interact in accordance with what they are hearing.	၁.၁) Listen to others until the end and have a continuous conversation and connect with the subject of listening, expressing opinions and feelings in short sentences.	၁.၁.၁ Language and literacy (၁) Listening to music, stories, rhymes, Verses or stories	Things around the child. (၁) Speaking and expressing themselves on various occasions in daily life.



			<p>(๔) Talking to others about experiences or self-reflections.</p> <p>(๕) Explaining things, events, and relationships of things.</p>	<p>(๒) Listening to and answering questions from the subject</p> <p>(๓) Good speech and listening etiquette.</p> <p>(๔) Use of language to communicate in daily life.</p> <p>(๕) Grasping the essence of what is heard and communicating the meaning of what is heard.</p> <p>(๖) Listening to music, stories, rhymes, Poetry or news and important events</p> <p>(๗) Use of age-appropriate language</p> <p>-conversation</p> <p>- Rhetoric</p>
๒) Tell others how to understand.				



<p>๒.๑) Tell a story in short sentences from listening to a story or from everyday events.</p>	<p>๒.๑) Tell the story in sentences like Continuously from listening to stories or events in daily life.</p>	<p>๒.๑) Gossip like Continue in order and answer questions from listening to stories, stories, or from everyday events.</p>	<p>๑.๔.๑ Language and literacy</p> <p>(๔) Talking to others about experiences or stories about oneself.</p> <p>(๕) Explaining things, events, and relationships of things.</p>	<p>Things around the child.</p> <p>(๑) Telling stories from what they see and hear from everyday events.</p> <p>(๒) Listening carefully and answering questions from what they hear.</p> <p>(๓) Expressing opinions and guesses based on the subject heard.</p> <p>(๔) Listen to and follow instructions, listen to songs, rhymes, or stories.</p> <p>(๕) Talking to others about their own experiences.</p> <p>(๖) Grasping the importance of what is heard and</p>
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				communicating the meaning of what is heard.
၈) Read images and symbols.				
၈.၈) Hold an illustrated book Right Side Open and flip the pages of the book From the first page to the back page, read the picture and speak in their own language.	၈.၈) Point out the title of the book with illustrations, read pictures, symbols, words, and point or sweep your eyes to the text along the lines, read the pictures and speak the text in their own language.	၈.၈) Point to the cover and title of the book with illustrations, turn the pages of the book from the front page to the back and read the images, symbols, and words by pointing or swiping your eyes. Look at the beginning and end of the message.	၈.၉.၈ Language and literacy (၈) Reading in a variety of ways: Reading picture books, reading story books, reading signs and symbols, reading their own writings. Read freely, alone, read together, read with guidance.	Things around the child. (၈) Composition of the picture book Storybooks, signs and symbols, and can tell who did what and where. How can you get from the story you can read? (၉) How to use books, images, symbols, and words correctly (၁၀) Basic knowledge of letters. (၁၁) Observation of reading direction Letters, words, text, and symbols



				(๕) Reading etiquette (๖) The importance of reading (๗) Basic word guessing, reading information from storybooks, pictures, and symbols in everyday life - Signs - Warning signs
๔) Knowledge of alphabets.				
๔.๑) Know Images and Text There is a relationship pointing out the message that I see it often.	๔.๑) Alphabet Recognition that make up words that are meaningful to children and point out words or messages that have meaning in everyday life. Or that I see often.	๔.๑) Know the word and Pronounce familiar words Pointing to words or messages that you see frequently. First letter and letter Last word Familiar	๑.๔.๑ Language and literacy (๖) Reading in a variety of ways: Reading picture books, reading story books, reading signs and symbols, reading their own writings. Read freely,	Things around the child. (๑) Thai consonants (๒) English consonants (๓) Read pictures, symbols, and words by pointing or swiping



			alone. Read together, read with a guide.	at the beginning and end of the text. (๔) Basic vocabulary (๕) Reading books according to interests.
๕) Write meaningfully and freely in daily life.				
๕.๑) Write some letters like shapes that children come up with by themselves, such as There is a direction.	๕.๑) Write the letters that are known to convey meaning, copy or write the letters in a way that they come up with by themselves, with a writing direction from left to right.	๕.๑) Write Your Own Name Words that have meaning to the child according to the model or in the way they come up with their own ideas. There is a direction of writing from left, right and top to bottom to convey meaning in daily life.	๑.๔.๑ Language and literacy (๗) Writing in various forms: Painting, Graffiti, Writing like letters. Self-invented spelling Writing words that are meaningful to the child/familiar word Writing together according to the occasion Freelance Writing	Things around the child. (๑) Writing in various styles (๒) Writing according to the design (๓) Full-line handwriting according to the Thai script writing style. (๔) Writing basic words in everyday life. (๕) Expressing opinions through creative writing. Although it is still not accurate according to the principles of



				<p>writing at the elementary level.</p> <p>(၁) Technology and Communication</p> <p>(၂) Writing etiquette</p> <p>- Do not scribble in public places.</p>
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၃.၂. Calculation and Calculation

Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၃ - ၄ years)	Kindergarten Year ၂ (၄ - ၅ years)	Kindergarten Year ၃ (၅ - ၆ years)	Key Experiences	What to learn
၁) Match, compare, classify and group things in everyday life.				
၁.၁) Tell the nature of things From observation using paired senses. compare	၁.၁) Tell the characteristics and components of things from observation using the senses. Match and	၁.၁) Tell the characteristics of components, changes, and relationships of things from observation using the	၁.၃.၂ Summarization and Calculation Matching, comparing, classifying,	Nature around the child (၁) Natural phenomena (၂) Plants (၃) Animals



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
or sort things according to their characteristics or functions.	compare Classify and group things according to self-determined criteria.	senses. couple compare Sorting, grouping, and classifying things according to the criteria that are required to Or customized.	and grouping things in everyday life. (၁) Observing the characteristics, components, changes, and relationships of things using the senses. (၂) Matching, comparison. Sorting, grouping, and classifying things according to the criteria that are given or determined by themselves.	Things around the child (၁) Basic knowledge of color, texture, size, shape, Shape, volume, weight (၂) Comparison of size, shape, Shape, volume, weight (၃) Sorting, grouping, and classifying things according to the criteria specified in the Or customized.
၂) Sort and display the patterns of everyday things.				
၂.၁) Sort items or events in at least ၃ sequences and the shapes of things.	၂.၁) Sort items or events, at least ၄ Sequence and	၂.၁) Sort objects or events in at least ၄ sequences and create patterns of	၁.၄.၂ Calculation and calculation, sorting and	Things around the child (၁) Sorting



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
In everyday life	pattern of things in daily life.	things according to their own ideas.	<p>displaying the form of things in daily life.</p> <p>(၁) Sorting things in daily life according to their characteristics, number, length, height, weight, and volume.</p> <p>(၂) Sequencing of steps, activities, or events by time period.</p> <p>(၃) Indicating and displaying the rank of things by displaying objects or using symbols.</p> <p>(၄) Reproduction, extension, and reproduction of things.</p> <p>various</p> <p>Perception of dimensional relationships in terms of size and</p>	<p>(၁) Quantity, length, height, weight, volume.</p> <p>(၂) What is related to numbers?</p> <p>(၃) Value of Numbers</p>



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
			shape, shape of everyday things. (၁၁) Using the Length/Height Comparison Volume/capacity, and the shape of things in play, quest, or problem-solving.	
၈) Know the value of numbers and use numbers and numbers in daily life.				
၈.၁) Oral count ၁ to ၁၀ in the order of telling and showing The number of everyday objects ranges from ၁-၈.	၈.၁) Oral Count ၁ to ၂၀ respectively. Tell and show the number of everyday things. since ၁-၉	၈.၁) Oral Count ၁ to ၈၀ respectively. Tell and show the number of everyday things. from ၁-၁၀	၁.၄.၂ Calculation and calculation, knowing the value of numbers and using numbers and numbers in daily life. (၈) Comparison of the number of two sets of items to find "more", "less than", "same amount". (၉) Arrange two sets of objects in a one-to-one manner.	Things around the child (၁) Comparison of numbers (၂) Knowing the value of the numbers ၁ - ၂၀ (၃) Counting (၄) Numerical readings (၅) Shape Geometry



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
			<p>(၁) Counting objects and telling the number or displaying things according to the number.</p> <p>(၂) Reading numbers shows the number of things in everyday life.</p>	
၃) Recognize the relational dimension of things in daily life.				
၃.၁) Tell yourself where you are Compared to objects.	၃.၁) Tell and show the position of things with words, gestures, drawings, and symbols.	၃.၁) Tell or show the position, direction and distance of things when observing from different perspectives and create a map or model of a place.	<p>၃.၁.၂ Thinking and calculating and recognizing the relative dimensions of things in daily life.</p> <p>(၁) The use of weighing, measuring, and measuring things using tools and units other than standard units for playing, investigating, or solving problems.</p> <p>(၂) Playing with various media in the form of three-</p>	<p>Things around the child</p> <p>(၁) The position, direction, and distance of things.</p> <p>(၂) Use the items around you for comparison.</p> <p>(၃) Classify basic shapes, three-dimensional geometric shapes.</p> <p>(၄) Creating maps or models of places.</p>



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
			<p>dimensional geometry, including spheres, rectangles, cylinders, cones, prisms, and geometric shapes, two-dimensional, circular, triangular, square, etc.</p> <p>(၁၆) Naming and giving examples of everyday objects that resemble geometric shapes.</p> <p>(၁၇) Observing and identifying the constituent geometry in a shape. The shape of things.</p> <p>(၁၈) Joining small items to complete large pieces and disassembling them in playing or creating pieces.</p> <p>(၁၉) Combining and separating things in play,</p>	<p>(၁) Early Childhood Computing Science (Coddling)</p>



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၈ (၈ - ၉ years)	Kindergarten Year ၉ (၉ - ၁၀ years)	Kindergarten Year ၁၀ (၁၀ - ၁၁ years)	Key Experiences	What to learn
			<p>creating pieces or solving problems, and observing components, shapes, Shape, size, and number of changes</p> <p>(၁၀) Playing or creating a workpiece using something of the same shape or shape. Or the creation of new geometric shapes from the division/separation of existing geometric shapes or the assembling of geometric shapes together.</p> <p>(၁၁) Telling and displaying one's own position, direction, and distance and things through actions, drawings, photographs, and pictures.</p>	



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၈ (၈ - ၉ years)	Kindergarten Year ၉ (၉ - ၁၀ years)	Kindergarten Year ၁၀ (၁၀ - ၁၁ years)	Key Experiences	What to learn
			<p>Using the words "above, below, below, inside, outside, next to the front, behind, between the left, the right, near and far."</p> <p>(၁၀) Moving to evade an obstructing object or changing position in relation to an object in motion, moving, grasping, holding, slipping, climbing, or slinging.</p> <p>(၁၁) Observing things and places from different perspectives.</p> <p>(၁၂) Giving or showing directions by drawing or using symbols, or creating maps or models of places. familiar</p>	



၃.၈. Problem-solving and decision-making

Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
၁) Solve various problems in daily life.				
၁.၁) Identify Problems and Solve Them By trial and error.	၁.၁) Identify problems and solve problems by trial and error.	၁.၁) Identify the problem Create a choice Choose a method and take action to solve the problem.	၁.၂.၈ Have good relationships with others (၁) Playing or doing activities with a group of friends. ၁.၄.၈ Problem-solving and decision-making (၁) Explaining the cause and effect. In an event or action. (၂) Rational speculation or prediction of what may happen. (၃) Participation in the problem-solving process Identifying the problem Find different options and methods to solve the problem. Choose a	Stories about children (၁) Expressing opinions and listening to the opinions of others. (၂) Conflict Resolution Nature around (၁) Caring for nature and the environment. (၂) Public domain and maintenance; Things around the child (၁) Stories that children are interested in (၂) Problem solving, e.g. PBL, BBL stem (၃) Little Scientist House* *Activities must be organized according to the policy.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
			method to design a plan and take action to solve the problem.	
၂) Use reason for decision-making.				
၂.၁) Make simple decisions	၂.၁) Make simple decisions and start learning about the consequences.	၂.၁) Make simple decisions and accept the consequences.	၁.၂.၂ Self-Directing Activities (၁) Carrying out various activities according to their own abilities. (၂) Planning the implementation of activities and accomplishing things. ၁.၄.၅ Problem-solving and decision-making (၄) Making decisions or choosing to do things.	Stories about children (၁) Good members of family and school. (၂) Expressing opinions and listening to the opinions of others. Things around the child (၁) Garbage (၂) Waste separation, reduction of use. Processing and reuse (၂) Problem solving, e.g. PBL, BBL stem (၃) Little Scientist House* *Activities must be organized according to the policy.



၃.၃. Seeking knowledge

Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
၁) Enthusiasm for learning				
၁.၁) Interested, active To participate in the event	၁.၁) Interested and enthusiastic in participating in the activity and having Participate in the search for answers about nature, the environment, and the world around you.	၁.၁) Interested and enthusiastic in participating in activities, participating and finding answers on their own about nature, place, environment, technology. and the world around them.	၁.၃.၃ Seeking Knowledge (၁) Seeking knowledge to find answers to various questions. (၂) Participation in collecting data and presenting data from knowledge inquiry in various formats and simple charts.	Nature around (၁) Name, Characteristics, Components, Changes and Human Relationships Animals, Plants (၂) Soil, water, sky, weather, Natural disasters energy and energy in everyday life around children. (၃) Environmental conservation and preservation of the public domain. Things around the child (၁) The relationship of things around us.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
				(၁) Problem solving, e.g. PBL, BBL stem (၂) Little Scientist House* *Activities must be organized according to the policy.
၁) Find answers to problems or questions using inquiry. Gain knowledge				
၁.၁) Find answers to problems or doubts by observing, exploring, and asking questions.	၁.၁) Find answers to problems and doubts by observing, exploring, questioning, and presenting findings.	၁.၁) Find answers to problems and doubts in a variety of ways by observing, exploring, asking questions, and planning. Collect information and present finding	၁.၁.၁ Seeking Knowledge (၁) Observation and exploration of things and learning resources around them. (၂) Asking questions about matters of interest and related to what is observed and explored. (၃) Seeking knowledge to find answers to various questions. (၄) Participation in collecting data and	Nature around (၁) Name, Characteristics, Components, Changes and Human Relationships Animals, Plants (၂) Soil, water, sky, weather, Natural disasters energy and energy in everyday life around children. (၃) Environmental conservation and preservation of the public domain.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
			<p>presenting data from knowledge inquiry in various formats and simple charts.</p> <p>(၆) Predicting what may happen and having Participate in making informed opinions rationally.</p> <p>(၇) Explaining the cause and effect of an event or action</p>	<p>Things around the child</p> <p>(၁) The relationship of things around us.</p> <p>(၂) Problem solving, e.g. PBL, BBL stem</p> <p>(၃) Little Scientist House*</p> <p>*Activities must be organized according to the policy.</p>

၄.၄. Imagination and creativity

Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၅ - ၆ years)	Kindergarten Year ၂ (၆ - ၇ years)	Kindergarten Year ၃ (၇ - ၈ years)	Key Experiences	What to learn
၁) Make art, follow your imagination and creativity.				



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၁၀ years)	Kindergarten Year ၃ (၁၀ - ၁၁ years)	Key Experiences	What to learn
၁.၁) Create artwork to communicate thoughts and feelings of their own.	၁.၁) Create works of art to communicate one's thoughts and feelings with modifications and novelty. From the original or with More details	၁.၁) Create works of art to communicate one's thoughts and feelings with modifications, novelties and more details.	၁.၁.၄ Hand-eye coordination (၁) Playing touch toys and building from wooden sticks. block (၂) Painting and playing with colors (၃) Molding (၄) Crafting things with scrap materials (၅) Picking, using scissors, tearing, cutting. Patching and Threading Materials ၁.၂.၆ Have an aesthetic of art, music, and movement. (၆) Performing various art activities. (၇) Creating beautiful things.	Stories about children (၁) Playing and doing things by yourself or with others. (၂) Role Playing Things around the child (၁) Various topics that children are interested in. (၂) Creating a workpiece using shapes. Shapes from a variety of materials (၃) Expressing opinions to others. Appreciate others (၄) Exploring and discovering things and learning resources around them.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၄ years)	Kindergarten Year ၂ (၄ - ၅ years)	Kindergarten Year ၃ (၅ - ၆ years)	Key Experiences	What to learn
၂) Acting creatively and creatively				
၂.၁) Gesture movements to communicate thoughts and feelings of their own.	၂.၁) Move gestures to communicate one's thoughts and feelings in a variety or novelty	၂.၁) Move gestures to communicate one's thoughts and feelings in a variety and novelty.	၁.၄.၄ Imagination and creativity (၁) Recognize and express thoughts and feelings through media, materials, toys, and works. (၂) Expressing imagination and creativity through language. posture Movement, music and art (၃) Creating a workpiece using a variety of materials, equipment, or methods. (၄) Finding new alternatives and methods to solve the problem. (၅) Play in different corners according to imagination and creativity.	Stories about children (၁) Playing and doing things by yourself or with others. (၂) Knowing one's own emotions and feelings and those of others. (၃) Role playing and cooperating in carrying out various activities with others. Things around the child (၁) Various topics that children are interested in. (၂) Imagine the feelings of oneself and others through listening and opinions. Stories about people and places around children.



Learner Abilities			Annual Learning Materials	
Kindergarten Year ၁ (၈ - ၉ years)	Kindergarten Year ၂ (၉ - ၉ years)	Kindergarten Year ၃ (၉ - ၁၀ years)	Key Experiences	What to learn
				(၁) Interaction in daily life



Organizing Experiences

Organizing experiences for early childhood ၈ – ၁၂ years is an integrated activity through play and hands-on experience in a variety of ways. Knowledge, skills, morality, ethics, as well as the development of physical, emotional, mental, and social well-being, citizenship and Thainess, and intelligence.

၈. Principles of Experience Arrangement

၈) Organize a variety of play and learning experiences to develop children in a holistic, balanced, and continuous manner.

၉) Focus on children, meeting the needs, interests, differences between individuals, and the context of the society and culture in which children live.

၁၀) Arrange for children to be developed by paying attention to their development and learning process.

၁၁) Organize the assessment of learners' abilities as a continuous process and be part of it.

of organizing experiences and using the results of the assessment to develop children continuously.

၁၂) Involve parents, families, communities, and all parties involved in child development.

၉. Experience Approach

၁) Align with developmental psychology and brain function that is appropriate for age, maturity, and developmental level so that all children can develop to their full potential.

၂) Align with children's learning patterns. The child has taken action. Learning through the senses, the five move, explore, play, observe, investigate, experiment, and come up with problems on their own.

၃) Integrated by integrating activities, skills, and learning materials such as STEM, stories, art, music,

၄) Arrange children to take the initiative to think, plan, The instructor or experience organizer is the supporter, facilitator, and learns with the children.

၅) Arrange for children to interact with other children and adults. Under a conducive learning environment. In a warm and happy atmosphere, they learned to do cooperative activities in various ways.

၆) Arrange for children to interact with a variety of learning materials and resources and in the child's lifestyle in accordance with the context, society, and culture around the child.



၈) Promote good character traits and daily life skills. Good citizenship and Thainess in accordance with the philosophy of the Sufficiency Economy, as well as inserting morality, ethics and discipline as part of the continuous learning experience.

၉) Organize integrated experiences and experience both in a pre-planned manner and in a planned manner or events that children face in daily life that occur in real conditions that are not anticipated.

၁၀) Involve parents, families, and communities in planning, Media support, learning resources, Participation in activities and assessment of learners' abilities

၁၁) Prepare a material by collecting information about learners' abilities and learning of children individually, reflect on them, and use them to benefit children's development and research in the classroom.

၈. Organizing daily activities

၁. Determine the duration of each activity to be suitable for the age of the child. But flexible according to the needs and interests of children, such as:

၈ - ၄ years old, about ၁၀ - ၁၅ minutes of attention

၄ - ၆ years old, about ၁၅ - ၂၀ minutes of attention.

၆ - ၁၀ years old, about ၂၀ - ၃၀ minutes of attention.

၂. Activities that require thinking in both small and large groups. Continuous time does not exceed ၃၀ minutes.

၃. Activities where children are free to choose to play freely to help children know how to make decisions. Think about solving problems, think creatively, such as corner play, outdoor play, etc., which takes about ၄၀-၆၀ minutes.

၄. Activities should be balanced between indoor and outdoor activities. Activities that use large and small muscles Individual, small and large group activities Activities that children initiate and instructors or experience organizers are the initiators, and all types of activities that use force and do not use force should be arranged.

၉. Scope of daily activities

The selection of activities to be organized each day can be held in various forms, depending on the suitability of each unit and the condition of the community. as follows

၁. Development of large muscles is the development of strength. Balance, flexibility, dexterity in the use of various organs, and rhythm of movements in the use of large muscles by organizing activities for children to play freely outdoors. Playing playground equipment, climbing freely, moving your body to the rhythm of music.

၂. Small muscle development is the development of small muscle strength. Hand and finger muscles The coordination between the hand muscles and the optic nervous system is fluent and coordinated by organizing activities for children to



play touch toys. Play educational games, practice self-help. In dressing, pick up cutlery, and use art materials such as crayons, scissors, brushes, clay, etc. etc

๓. Developing emotions, minds, and society and cultivating morality and ethics is to cultivate children to have a good sense of self and others. Confident, assertive, disciplined, responsible, honest, thrifty, kind, kind, generous, sharing. Have manners and behave according to Thai culture and religion by organizing various activities through play to give children the opportunity to make choices, meet their needs, and practice by inserting morality and ethics continuously.

๔. Social habit development is the development of good habits for children. Express yourself appropriately and live happily with others. Help yourself with your daily routine Have a habit of loving work, being careful about the safety of yourself and others as a whole, and being careful of danger from strangers. Protect yourself from communicable diseases and new outbreaks so that children can carry out their daily routines regularly. Eating, resting, sleeping, excreting, cleansing the body. Play and collaborate with others Comply with collective agreements. Keep things in place when you're done playing or working.

๕. Thinking development is the development of children's ability to think, solve problems, and make decisions. Encourage children to be happy in using basic knowledge and skills in calculation, counting, Number, number, shape. They also use mathematical language to convey meaning in various events by organizing learning activities for children to think and practice. Use concrete teaching materials. This enables children to think rationally and use them to solve various problems by organizing activities for children to discuss, discuss, and exchange ideas. Invite speakers to talk to children. Study in the field, play educational games, practice daily problem solving, practice design and create pieces, and do activities in small groups, large groups, and individuals.

๖. Language development is the development of children to use language to communicate their feelings. Organize language activities to be diverse in an environment that is conducive to learning, aiming to cultivate children to be assertive in listening, speaking, reading, writing, having a habit of reading, and the people around them must be good role models in using language. Basic knowledge about the use of books and letters, basic knowledge of letters. Independent writing, however, must take into account the principles of organization. Language activities that are appropriate to the child's development and abilities are important.

๗. Promoting imagination and creativity is to encourage children to be creative and express their emotions and see the beauty of things by organizing activities. Creative art, music, imaginative movements and rhythms, independently invent things, role-playing. Playing in the water Play sand, play blocks, and play build freely.



๕. Format of daily activities Formatting and dividing the time for organizing activities for child development. Mae Sai Kindergarten (SaiLiberal Arts) There are guidelines for dividing the proportion of child development activities according to age as follows:

๕.๑. Receiving Students (๓๐ minutes)

Activities that encourage children to help themselves in coming to school. Teachers will wait to receive students in front of the building gate. Parents will drop off their children to the teacher in front of the school building. Children will walk into the classroom and collect their bags and personal belongings by themselves.

๕.๒. Line up to respect the national flag Morning activities promote the focus of the school. Good and disciplined children (๒๐ minutes)

Activities that encourage children and teachers to meet and have activities. Singing the national anthem, praying. Good morning, brother. Brother Acceptance. Daily teachers to keep up with the news of daily events with children Outdoor Movement Singing praises to His Majesty Psalm of the King She is Thailand, a promise from the seedlings of the land, uniting the heart for the land. world (Children are required to sing the song at the same time once a day, and the children stand in line according to the rest regulations.)

๕.๓. Outdoor Activities (๑๕ minutes)

Activities that promote the development of large muscles, mobility, and coordination between the bodies with a focus on independent movements such as running, jumping, and balance walking through playgrounds, outdoor games, or group recreation activities to enhance physical well-being and discipline in playing with others.

๕.๔. News & Events Discussion/HomeroomFun Math Activity (๒๐ minutes)

Strengthen basic mathematical skills through play such as classification and matching games. Sorting, measuring size, shape. Shapes, numbers, and comparisons to help children understand mathematics from real experience.

๕.๕. Papelin Language Activities (๒๐ minutes)

Promote listening, speaking, reading, and writing skills through storytelling, songs, and poetry. Language games and conversation activities in scenarios to build understanding of the Thai language and encourage creative use of the language.

๕.๖. Creative Little Activity (๓๐ minutes)

It is an art activity that gives children the opportunity to express their thoughts and emotions freely, such as coloring, drawing, sculpting, tearing, cutting, patchwork, and sewing with a variety of materials to develop small muscles. Promotes imagination, creativity, and self-esteem.

๕.๗. Social Character Development and Anti-Corruption Activities (๓๐ minutes)



Organize activities to promote appropriate social behavior. Prevention of corruption consists of (๑) thinking differently between personal interests and public interests, (๒) shyness and intolerance of corruption, and (๓) STRONG : (๔) Citizenship and social responsibility to inculcate a way of thinking to prevent corruption in learners. Automatically to jointly build a clean Thailand, Thailand as a whole against corruption.

๕.๘. Free Play (High Scope) (๗๕ minutes)

Give children the opportunity to choose to play according to their interests, such as role-playing corners. Art corner, book corner, blog corner, strengthen social skills. determination Creativity and responsibility

๕.๙. Focus-based Language Promotion Activities (English) (๓๐ minutes)

Emphasis is placed on fun learning such as songs, games, stories, greetings and everyday vocabulary to enhance English listening and speaking skills in natural contexts.

๕.๑๐. Lunch/Hand Washing/Brushing (๖๐ minutes)

Activities that encourage children to eat healthy foods and know how to eat right. How to wash your hands properly, including a time to rest after eating.

๕.๑๑. Little Scientist House Activity (๖๐ minutes)

Organize experimental activities. observation Hypothesis formulation and simple data retrieval through project activities (PBL) / stem / computational science for early childhood to promote critical thinking skills. Questioning and the scientific learning process.

๕.๑๒. Summary of Daily Activities (๑๐ minutes)

The activity at the end of the school day focuses on reflecting on learning, talking about the activities done that day. Give children the opportunity to share what they have learned and prepare to go home happy.

****All activities integrate unit-based learning (Theme-based) that combines important experiences and topics that should be learned, with systematic planning to promote all aspects of children's development.**

Daily Activity Schedule

duration	Time (minutes)	activity
๗.๓๐ a.m. – ๘.๐๐ a.m.	๓๐	Accept students
๐๘:๐๐ – ๐๘:๓๕	๓๕	Line up to respect the national flag Morning activities to promote school focus (๒๐ minutes for disciplined children) Outdoor activities (๑๕ minutes)
๐๘:๓๕ – ๐๘.๕๕ hrs.	๒๐	News & Events Discussion/Homeroom



duration	Time (minutes)	activity
		Fun math activities
၀၈:၄၄ – ၀၉:၀၄	၂၀	Papelin Language Activities
၀၉:၀၄ – ၀၉:၄၄	၄၀	Creative Little Rats (Promotes Imagination and Creativity)
၀၉:၄၄ – ၁၀:၀၄	၄၀	Develop emotions, minds, morals, and ethics. Social Habit Development and Anti-Corruption
၁၀:၀၄ – ၁၁:၀၀	၅၆	Integrated activities based on learning content and HighScope free play activities.
၁၁:၀၀ – ၁၂:၀၀	၆၀	Eating/Washing hands/brushing teeth
၁၂:၂၀ – ၁၂:၄၀	၄၀	rest
၁၂:၄၀ – ၁:၄၀	၆၀	Little Scientist House Promote language
၁:၄၀ – ၁:၆၀	၂၀	Review of activities/summaries
	၄၆၀	

* Activities can be adjusted according to the readiness and context of the child on a daily basis, integrating brain skills (EF) in all learning units, and activities based on the learning content must include at least ၃၀၀ minutes/day.

၈. **Arrangement of the environment in the educational institution** It is important for children because the nature of children at this age is interested in learning, researching, Experiment and want to experience the environment around you. so Proper preparation of the environment according to the needs of the child. Therefore, it is important related to children's behavior and learning. Children can learn from play, which is a direct experience caused by the perception of the five senses, so it is necessary to arrange the environment in the school in accordance with the conditions and needs of the curriculum to result in achieving the goal of child development. Mae Sai Kindergarten (Fine Arts) The environment is organized taking into account the following:

Setting up the environment takes into account the following:

၁. Cleanliness and safety
၂. Boundless freedom to play.
၃. Ease of activity
၄. Availability of facilities such as classrooms. Bathrooms, toilets, playgrounds, etc.
၅. Adequacy in terms of size, weight, quantity, and color of the media and players.
၆. Learning atmosphere, arrangement of play areas and experience corners, environment.
Inside the classroom



The main principles of organizing must take into account safety, cleanliness, child development goals, order, and individuality of the children themselves so that children feel warm, confident and happy. as follows

୧. Facility area for children and instructors

୧.୧ Displaying children's works may be classified as placards or hangers.

୧.୨ Children's portfolios may be prepared in boxes or placed in individual files.

୧.୩ Children's personal belongings storage may be made into compartments according to the number of children.

୧.୪ Storage of instructor's supplies, such as teaching supplies, personal belongings, etc.

୧.୫ Signage according to the teaching unit or what the child is interested in.

୨. Areas for activities and movements must be clearly defined, there should be areas where children can work independently and do activities together in small groups or large groups. The child can move freely from one activity to another without disturbing others.

୩. The play corner or experience corner can be arranged as appropriate depending on the condition of the classroom, such as the block corner is away from the book corner, the role-playing corner is next to the block corner, the science corner is near the art corner, etc. Free play in the play corner is often defined in the daily activity schedule to give children the opportunity to play freely for about ୧୦ minutes a day.

୩.୧ There should be at least ୩-୫ play corners in the classroom, depending on the size of the room.

୩.୨ There should be some changes in the toy media according to the child's interests.

୩.୩ Experiences that children have already learned should be arranged to appear in the play corner, such as children learning about butterflies. The instructor may arrange a simulation of the birth of butterflies for children to see in the nature education or science corner, etc.

୩.୪ Children should be given the opportunity to participate in the arrangement of the play corner. This is to motivate children to feel belonging, want to learn, and want to play.

୩.୫ Discipline should be strengthened for children with a mutual agreement that when the game is finished, all equipment must be stored in a neat place outside the classroom. Arrange security precautions inside and outside the school premises, maintain cleanliness, and plant trees to provide shade around the school grounds. These things are

part of the way that affect the learning and development of children around the playground. It must be arranged in accordance with the curriculum. As follows: Playground has many types of surfaces such as dirt, sand, grass, areas for playing toys with wheels, including shades, open spaces, digging grounds, water playgrounds. They must not be adjacent to dangerous areas, must regularly monitor the playground to ensure that it is always in a healthy and safe condition, and always take care of the cleanliness of the seating area. Arrange seats under shady trees, may use small group activities or activities that require peace, or may be arranged as an exhibition yard to educate children and parents in the natural area. If the school area There are not many of them, and they may be grown in pickups or pots.

၂. Media and learning resources: Materials for organizing activities to develop early childhood both physically, emotionally, and spiritually. Emotional, mental, social, and intellectual There are both ၂D and/or ၃D media that are real media. Natural media Media that is close to children, media that reflects culture. Child-safe media Media to develop children in various aspects to complete all aspects of media that are conducive to children. Learning through the five senses by managing the use of media starting from real media, photographs, sketches, and symbols. Differences between individuals, interests and diverse needs of children. Examples of materials for organizing activities are as follows:

၁. Free Activity / Corner Play

၁. Role play corner may be classified as a play corner, such as:

- ❖ Corner of the house, model home decorations such as dressing tables, mirrors that see children's faces, combs, flour cans, etc.

၂. Block Corner

- ❖ Wooden blocks or sticks of different sizes and shapes. ၃၀ pieces or more

- ❖ Wooden storage blocks or wooden bars can be layers. Wooden or plastic crate Separated by shape and size

၃. Book Corner

- ❖ Picture books, picture books, picture books Picture book with words and short sentences with pictures

- ❖ Shelves or bookshelves

- ❖ Writing equipment

၄. Science Corner or Nature Education Corner

- ❖ Exploration tools Observe and experiment with magnifying glasses.

၄. ASEAN Corner

- ❖ Flags of each ASEAN country
- ❖ Greetings of each country
- ❖ Images of national dress in ASEAN countries

၂. **Creative activities** should have the following materials and equipment:

၁. Painting and Painting

- ❖ Large candlesticks Wood color, chalk color, watercolor
- ❖ Large airbrush (approx. ၁၂)
- ❖ Paper
- ❖ Robes or aprons

၂. Playing with colors

- ❖ Painting is available with paper, coffee straws, watercolor.
- ❖ Paint dripping, there are paper, coffee straws, watercolor brushes.
- ❖ Folding color with watercolor paper, brush.
- ❖ Pouring paint Watercolor paper available
- ❖ Smearing of paint, there is paper, watercolor, wet powder.

၃. Image Printing

- ❖ Various molds from real things, such as fingers. leaves, banana stalks, etc.
- ❖ Molds from other materials such as ropes, yarns, etc. Rubber stamps, etc.
- ❖ Paper Hand towels, poster colors, watercolors.

၄. **Sculpting**, such as plasticine, clay. dough, molding mats, molds, kneading sticks, etc.

၅. **Folding, tearing, and collapsing**, such as paper or other materials to be folded, torn, cut, patched, small, round-tipped scissors, water-based glue. Hand towels, etc.

၆. **Fabrication of scrap materials**, such as various scrap materials, such as paper boxes, paper cores, glue, scissors, paint, hand towels, etc.

၇. **Stringing**, e.g. coffee straws.

၈. **Educational Game Activities** Examples of educational game media are as follows:

၁. Matching Games

- ❖ Match identical shapes

- ❖ Match silhouettes
- ❖ Match hidden images in the main image
- ❖ Match what is related. What is used together?
- ❖ Match images of missing parts
- ❖ Match images of the same type.

၁၂. Photo montage games

- ❖ Collages related to different units such as fruits, vegetables, etc.

၁၃. Categorization Games

- ❖ Pictures of things that are organized into groups
- ❖ Pictures about the types of daily use
- ❖ Images are categorized by shape, color, size, geometry.

၁၄. Puzzle game (dominoes)

- ❖ Portrait dominoes
- ❖ Dominoes

၁၅. Sort Games

- ❖ Sequence sequence of events
- ❖ Sort by size

၁၆. Addition Basics Game

၁၇. Experiential activities/activities in the circle Examples of media are as follows:

၁. Real media that are close to you and materials from nature or local materials such as trees, leaves, shells. clothes, etc.
၂. Simulated media, such as globes. stuffed animals, etc.
၃. Visual media such as posters, photo books, etc.
၄. Technology media such as radios, voice recorders, Amplifiers, telephones,

၁၈. Outdoor activities: Examples of media are as follows:

၁. Field equipment, such as climbing rides, wheeled rides, etc.
၂. Sand playmaker There is fine sand, sand rides, measuring machines, etc.
၃. Water playground There is a container of water or a water bath placed on a stable stand. Height enough for a child to stand on Swimming equipment such as measuring cups, bottles, hoses, water cones, etc. Examples of media include:
 - ၁.၁ Percussion instruments such as cymbals, drums, etc.

၈.၂ Rattan sand bags, etc.

Media Selection There are methods for selecting media as follows:

၁. Choose one that matches the purpose and subject matter being taught.
၂. Choose the right one for the child's age and ability.
၃. Choose one that is suitable for the local environment where the child lives or the status of the educational institution.
၄. It has an easy way to use and can be used for many activities.
၅. Content accuracy and up-to-date
၆. Good quality, such as clear images and appropriate size. No reflective paint is used.
၇. Choose media that are easy for children to understand in a short time, not complicated.
၈. Choose tactile media
၉. Choose media to practice and encourage thinking, pretending, and expressing opinions.
- confidence

Procurement of media can be provided in many ways:

၁. It is provided by borrowing from various sources such as the media center of the government educational institution.
- or private educational institutions, etc.
၂. Purchase of media and rides by planning the procurement in the order of necessity to be in line with the budget that the school can allocate and in line with the experience plan.
၃. Produce your own media and players using safe and easy-to-find materials as waste materials.
- For example, cardboard from paper crates, pictures from billboards.
- Pictures from books, magazines, etc.

Steps to produce media for children

၁. Survey the needs of using media to match the purpose, learning content and activities organized.
၂. Plan the production by defining the aim and format of the media to be appropriate for the age.
- The media must be durable, strong, exquisite and convenient to use.
၃. Produce media according to the prepared format
၄. Use the media to try it out several times to find out the pros and cons so that it can be improved and corrected.
၅. Implement the revised media

Use of media



၁. Preparation before using the media There are steps as follows:

၁.၁ Preparing the Instructor

- ❖ The instructor must study the aim and plan what activities will be organized.
- ❖ Prepare to provide materials and study how to use
- ❖ Prepare other media and materials to be shared.
- ❖ Try the media before you go live.

၁.၂ Preparing the child

- ❖ Study the child's previous basic knowledge in relation to the subject to be taught.
- ❖ Arouse children's interest using teaching materials.
- ❖ Let children be responsible, know how to use media creatively, not destroy and play and keep it in the right place.

၁.၃ Prepare the media before using it.

- ❖ Prioritize the use of media before or after for the convenience of teaching.
- ❖ Check and get the tool ready for immediate use.
- ❖ Prepare materials and equipment to be used with the media.

၂. Presentation of media to achieve results, especially in experiential activities/circle activities/

Small group activities should be carried out as follows:

- ၂.၁ Prepare and arouse children's interest before every activity.
- ၂.၂ Use media according to the hierarchy of the activity plan.
- ၂.၃ Children should not be allowed to see many types of media at the same time. Because it will make children not interested in the activities taught.
- ၂.၄ The instructor should stand on the side or back of the media used with the child.

Talk to the children and observe their interests, as well as explore the shortcomings of the media used.

To improve and improve.

၂.၅ Provide opportunities for children to participate in media

Precautions for Using Teaching Materials Early childhood media use should be aware of the following:

၁. **The materials used** must be non-toxic. It does not break and breaks easily. It has a smooth surface. Not a burr.



୧୨. **The size** should not be too large because it is difficult to lift, it may fall, be damaged, or break.

Harmful to children or inconvenient to use, such as large scissors, tables, chairs that are too large and too high.

And it should not be too small. Children may swallow or swallow it, causing it to stick to the throat or run down the stomach.

For example, small beads. small plexiglass, etc.

୧୩. **Shape:** Not sharp. The shape is square and ridged.

୧୪. **Weight:** It should not be heavy because children cannot lift or pick it up.
Harm to the body child

୧୫. **Media that is harmful to children such as chemicals, flammable materials, etc.**

୧୬. **Colors:** Avoid colors that are harmful to the eyes, such as reflective colors.
etc

Media Consumption Assessment

It should be considered from three elements: the instructor; children and the media to know that the media

Help children How much can be learned, which will be used to improve the production and use of media.

Using the following observation methods:

୧୭. How much does the media help children learn?

୧୮. How much does the child like the media?

୧୯. Does the medium help the teaching meet the purpose? Accurate and up-to-date learning

Or not?

୨୦. How much does the media help the child to be interested? why

Media Storage, Preservation and Repair

Storing media encourages children to practice observation, comparison, Grouping, Promoting

Responsibility, kindness, and help. Teachers should not use the collection of media as a punishment for children.

Proceed as follows:

୨୧. Keep your media organized and categorized according to the characteristics of the type of media. Media

The same is stored, or arranged, placed together.

୨୨. Place the media at the child's eye level so that the child can pick it up and store it on their own.



၈. The container where the media is stored should be transparent so that children can easily see what's inside.

There is a handle to make it convenient to transport.

၉. Train children to know the meaning of pictures or colors that symbolize categories. category

media so that children can Keep it in place correctly. The use of symbols should be meaningful to the

Children's learning symbols should use real materials, photographs or copies, drawings, sketches, etc.

A sketch or a dotted image, or a flashcard attached to one of the symbols.

၁၀. Check the media after each use that it is in perfect condition. Is the number complete?

၁၁. Repair the damaged media and fill in the missing parts.

Media Development

The development of media to support activities at the early childhood level. Mae Sai Kindergarten (Liberal Arts) has surveyed the Problem conditions should first be researched. The various problems of all types of media that are used and what needs to be improved and solved in order to be adjusted to suit the needs of media development guidelines should be unique. as follows

၁. Modernize media with events Convenient to use Not too complicated, appropriate.

with the age of the child.

၂. Keep the media clean If it is a material that can be washed with water. After use, it should be washed, wiped or dusted thoroughly. Laid out neatly, easy to pick up and use.

၃. If it is a material that the instructor has produced and used by himself and has been tried, he should write a manual.

Accompanying the use of the media by stating the name of the media. Benefits and how to use media, including the number of media fragments.

in that kit and store the manual in an envelope or bag, with the media produced.

၄. Develop creative media It can be used for multiple purposes, that is, it can be both a developmental medium and a

Play, have fun, enjoy.

Learning Resources

Mae Sai Kindergarten (Liberal Arts) has classified the types of learning resources as follows:

๘. Individual learning resources, including lecturers or specialized experts provided to

Knowledge and understanding for children in accordance with the content of various learning contents, including:

- Kamnan The head of the house. Wiang Phang Kham
- Staff in Mae Sai Municipality Wiang Phang Kham Municipality
- Public Health Officer
- Monk
- Merchants – Vendors
- Police Officer
- Parents
- Barber / Esthetician
- Teachers
- Janitor
- etc.

๙. Learning resources within the community/school, including various sources or scientific resources in the community/school. Having a relationship with cultural identities and traditions allows children to connect with the world.

and in line with the lifestyle of early childhood children, including:

- Wat Phaya Si Tueng Kham
- Wat Phra That Doi Wao
- Nai Boon Yuen Fresh Market
- Mae Sai Sub-district Municipality
- Mae Sai Hospital
- Well Sand pond
- Traffic Yard
- Sky Library
- Sloppy yard
- Multi-purpose yard (Artificial Turf Yard)
- Herb garden
- Computer Lab
- Outdoor patio Nature Corner
- Science Room, Mae Sai Kindergarten (Liberal Arts)
- Primary Media Center Room

๑๐. Important places include important sources of knowledge that children are interested in, including:

- Monument of King Phrom Maharaj
- Mae Sai District Office



- Phensirikaphan Center
- Research and Development Center for Camellia Seed Oil and Oil Products
- national park Luang Cave Khun Nam Nang Non
- etc.

Assessment of learners' abilities

The assessment of children's abilities aged ၃ - ၆ years is an assessment of children's abilities based on the following: Age-related development consists of physical, emotional, mental, and social well-being, citizenship and Thainess, and intellectuality. The usual activities that are provided to children each day with appropriate assessment methods include observation, behavior recording, conversation with children, interviews, etc. Data analysis from children's works collected systematically The results of the assessment must be used to prepare a thesis or to prepare information, evidence or documents in a systematic manner. By collecting individual children's works that can tell stories or experiences that children have received, how they are learning and how they are progressing. Achieving learner competency at the end of the year and learner competency at the end of early childhood education? Instructors are required to use the information on the results of the learner competency assessment to consider and improve the plan. Develop experiences and activities to encourage each child to develop to their full potential.

Mae Sai Kindergarten (Liberal Arts) provides guidelines and tools for assessment. The development and abilities of early childhood for all parties involved to practice in accordance with the principles of assessment. Learner competencies defined in the Early Childhood Education Curriculum For children aged ၃-၆ years, the guidelines for assessing abilities are detailed and clear and practicable. as follows

၁. Principles of Assessment of Learners' Abilities

၁. Scope of Learner Competency Assessment There are details of the operation. as follows

- ၁.၁ Learner's ability level at the end of the year
- ၁.၂ Methods and tools for assessing learners' abilities
- ၁.၃ Criteria for assessing learners' abilities and quality levels
- ၁.၄ Summary of Learner Competency Assessment Results
- ၁.၅ Reporting on the results of the assessment of learners' abilities

Educational institutions or early childhood development institutions should clearly write guidelines for assessing learners' abilities. As a guideline for instructors and related parties, it

has been adhered to as a principle of practice in development. Learners' ability to reach the destination of the Early Childhood Education Curriculum ၂၀၂၃ for children aged ၃-၆ years

The principles of assessing learners' abilities should be based on the following principles:

၁. Systematic assessment Planning a systematic assessment of learners' abilities is an important task that instructors must take as the first step. The important thing in this step is to bring the learning material. annually in the school curriculum to design and prepare experiential units and experiential plans, and then set learning objectives that are in line with the learners' abilities at the end of the year. Assessment Methods and Tools Used in Assessment The next step is to collect data, which the instructor must plan and design for each activity to observe each day. The last step is to use the information obtained for further data analysis and interpretation.

၂. Evaluate children in all aspects holistically. The learner's abilities must be assessed holistically, taking into account the balance and covering the development and abilities of the child. In each aspect of learners' abilities, physical well-being, emotional, mental and social, citizenship and Thainess, and intellectuality, there are various elements set forth in the Early Childhood Education Curriculum that focus on developing all children to be developed with quality and continuously.

၃. Evaluate children individually regularly. The purpose of the learner competency assessment is to promote and develop the progress of individual children to their full potential. It is important to evaluate the individual learners' abilities regularly and continuously throughout the year. Teachers must observe the behavior or behavior of children periodically throughout the school year. There are a number of times to observe the behavior appropriately and sufficiently before giving the quality level of learners' abilities and summarizing the results of the assessment of whether they are in line with the learners' abilities at the end of the year specified by the curriculum.

၄. Evaluate according to the actual conditions from daily activities with a variety of tools and methods. Tests should not be used because the concept of early childhood education management focuses on the child himself, including the development of the child holistically and practices that are appropriate to the development, upbringing, and education, play and learning of children in the context of the society and culture in which the child lives. Recording behavior, conversations, interviews. Therefore, the analysis of data from children's works is the most appropriate and appropriate assessment method for children of this age. Teachers should not use paper and pencil tests to assess children's abilities because children's abilities at each age cover many aspects of development and ability, including physical, emotional, mental, and social well-being, citizenship and Thainess, and intellectuality. An assessment method that focuses only on writing responses may not fully reflect the true abilities of children at each age.

๕. Involve parents in the assessment Parental involvement in the assessment of a child's abilities are important because they help to have a clear understanding of growth. The development and abilities of children both at home and at school. Joint assessment between instructor and parent helps. The child's development and abilities can be monitored continuously. It can identify progress, children's problems, and adjust the development of learning experiences to be more suitable for children's needs and children's behaviors. In addition, it is an opportunity for parents to play a role in supporting children's learning. It helps to strengthen good relationships between families and educational institutions. This has led to consistent support. As a result, children have age-appropriate development and quality growth.

๖. Summary of Evaluation Results Prepare data and use the assessment results for child development. Teachers must use the data obtained from observing the behavior of each child according to the ability of learners who have completed the year collected from the In addition, information must be prepared at the classroom level about what developments and abilities each child has as strengths or should be promoted and used in the development of children individually.

๗. Guidelines for Assessing Learners' Abilities according to the Early Childhood Education Curriculum ๒๐๒๕

Early Childhood Education Curriculum For children aged ๓-๖ years, the goals for improving children's quality in terms of physical, emotional, mental, and social well-being, citizenship and Thainess, and intelligence are as follows:

๑) Physical well-being Children have a growing body, strong body, good hygiene and hygiene habits, and maintain the safety of themselves and others. Move your body fluently and coordinately.

Physical health competency assessment consists of good hygiene and hygiene habits. Keep yourself and others safe Move your body fluently, coordinate with each other, and use your hands and eyes to coordinate with each other.

๒) Emotional, psychological, and social aspects Children perceive, understand, and have a good feeling for themselves and others. Express emotions and feelings appropriately. Self-directed Have good relationships and be empathetic to others. Take responsibility for your own decisions. Be happy and express themselves through art, music, and movement, have life skills, help themselves in their daily routines, and accept the similarities and differences between individuals.

Assessment of emotional, mental, and social abilities includes: Expressing yourself Emotions and feelings in various situations direct themselves in their activities. Have good relationships with others. Have empathy for others. Accept and take responsibility for your



own decisions. Have an aesthetic in art, music, and movement, help themselves in their daily routines, and accept similarities and differences.

Social and Cultural

๓) Citizenship and Thainess Children have good morals, ethics and minds, and Thai manners. Follow Thai culture and traditions, love and be proud of being Thainess. Act in accordance with the philosophy of the Sufficiency Economy and protect nature and the environment. Self-discipline and a good member of a democratic society with the monarch as the head of state.

The assessment of citizenship and Thai competence consists of morality, ethics and a good mind. Have Thai manners and follow Thai culture and traditions, love and pride in being Thainess. Saving and self-sufficient, preserving nature and the environment. Self-discipline Behave as a good member of society.

๔) Intelligence:

(๑) Language and Literacy Children listen and interact with each other, tell stories to others, understand and read pictures and symbols, and have knowledge of letters and writing to convey meaning in everyday life.

Language and literacy assessments include listening and interacting with others, telling stories to others, and telling stories to others. Read images and symbols, have knowledge of letters, and write. Convey free meaning in everyday life.

(๒) Calculation and calculation Children have basic skills that lead to total thinking, calculation, sorting, representation of shapes of everyday objects, knowing the value of numbers and using numbers and numbers in everyday life, and recognizing the relative dimensions of everyday things.

Assessment of computational and computational abilities consists of: Compare, classify and group things in everyday life. Sort and sketch everyday things. Know the value of numbers and use numbers and numbers in everyday life, and recognize the relative dimensions of things in everyday life.

(๓) Problem-solving and decision-making Children have problem-solving skills by identifying problems. Create a choice Choose a method and take action to solve various problems in daily life, and make simple decisions and accept the consequences.

Assessment of problem-solving and decision-making skills includes: Solve problems in daily life and use reason to make decisions.

(๔) Seeking knowledge: Children are enthusiastic about learning and participating in activities and finding answers to problems or questions by using knowledge inquiry.

Assessment of knowledge-seeking ability consists of being active in learning and seeking answers to problems or doubts. By using the search for knowledge.

(၄) Imagination and creativity Children use their imagination and creativity in art and movement.

Assessment of imagination and creativity includes: Do art according to imagination and creativity, and perform imaginative gestures/movements such as: create

၈. Learner Competency Assessment Process

Assessment of learners' abilities based on the quality and effectiveness of the Early Childhood Education Curriculum is carried out while organizing the learning experience and daily routine of children in the classroom. The steps are as follows:

၈) Determine learning objectives that are in line with the learner's abilities at the end of the year.

The instructor must define the learning objectives of each activity and determine what to evaluate from. Organizing learning experiences and daily activities to plan the assessment of learners' abilities and checking the accuracy. Therefore, teachers must plan the assessment to be appropriate and in line with the learning objectives which will be in line with the learners' abilities at the end of the year. In each learning purpose of the experience unit, assessment data can be collected from the learning experience and daily activities.

၉) Determine the methods and tools used to assess learners' abilities.

Once the instructor has clearly defined the learning objectives according to the learner's ability. The next step is to determine the methods and tools used for the assessment. Instructors must plan and determine the evaluation method to be appropriate to the activity, such as observing behavior, evaluating works/artifacts. Talking or interviewing children. Methods that instructors should use a variety of assessment methods such as recording. Observation and interview with children. Methods that instructors should use a variety of assessment methods as follows

၉.၁) Observation and recording are divided into two methods: ၁) Formal observation is observation with a definite purpose as planned, and ၂) Informal observation is observation while the child is doing daily activities and unexpected behaviors occur. Instructors must properly take note of what they have gathered from their observations. However, Recording behavior is extremely important to be clear and consistent, as children thrive and change rapidly. Observing and recording early childhood abilities can be used in a recording form. as follows

(၉.၁.၁) Formal Behavior Record Form Determine the abilities you want to observe. Specify the name, surname, age, and name of the observer. Record by writing a description of the observed behavior of the child according to the issue. The observations that the teacher records in this behavior log form will help the teacher better understand

the child's behavior. And know what each child has strengths, needs, interests, or needs help.

(၁.၈.၁) Informal behavior recording is a recording of the behavior of events or experiences that occur in class every day by specifying the name, surname, age, and name of the observer, date, month, year, which may be recorded using a lecture, who, what, where, and how. The recording should contain clear details and information. Teachers should describe the behavior according to the facts found and systematically analyze the behavior according to the elements of learners' abilities at the end of the year. The advantage of daily recording is that it clearly shows the behavior of the child's ability. If the teacher finds the child's problematic behavior, he or she will find a way to solve it and help the child in a timely manner.

Precautions for observing children's ability behaviors

During observation, the behavior of the child should not be interpreted. Interpretation is carried out after the completion of observations. In terms of recording. The instructor may make notes or make a mark and record them as evidence. Immediately when there is time.

၁.၈.၂) List Survey Determine the abilities of the learners who want to explore. Specify the name, surname, age, and name of the observer, date, month, year of the survey and determine the criteria for the behavior survey, such as practice - not practice, can - not do, etc.

၁.၈.၃) Conversation recording is the recording of conversations, either in groups or individually, to assess the ability to express opinions and language and literacy skills. Computational and computational thinking, problem-solving and decision-making The Quest for Knowledge Emotional, mental, and social abilities, and record the results of the conversation. in the behavior record form or daily record, stating: Name, surname, age of the child, semester and activities used for discussion. The field used to record in the conversation form should indicate the day, month, year/ child's speech/ teacher's opinion that reflects the child's expressive behavior in accordance with the learning objectives of the unit. These data will be part of determining the age-based ability in each subject.

၁.၈.၄) Interviews are a way of talking to children individually and should be arranged in an appropriate environment. This is to avoid stress and anxiety. Teachers should use appropriate questions to give children the opportunity to think and answer freely, so that they can assess the child's intellectual ability and discover the potential in the child. Record the information in the interview form. Teachers should do the following:

Preparation before the interview by defining the purpose of the interview. Determine the words/questions to be said to the child, it should be a question that the child can respond to in a variety of ways, without wrong/right.

Practice during the interview The instructor should create a friendly familiarity. Create a non-stressful environment. Use the designated questions to ask the children one

question at a time, so that the children have the opportunity to think and have time to answer the questions freely. The duration of the interview should not exceed ၁၀ minutes.

After the interview, the instructor recorded the child's speech according to the reality after the interview. The teacher considers the information from the children's words and makes comments that reflect on them. The child's behavior is in line with the learner's ability at the end of the year or the learning objectives of the experiential unit.

၂.၄) Early Childhood Materials for Assessing Learners' Abilities

Documentation is the preparation of information that is evidence or shows signs of growth. Early childhood abilities and learning from individual and group activities The evidence and data recorded periodically will be information that explains and indicates the learners' abilities in terms of physical, emotional, mental, and social well-being, citizenship and Thainess, and intellectuality. Therefore, the material is a processing that shows the process of organizing the teacher's experience and the traces of the child's work. By conducting activities that reflect their abilities in various fields, the preparation of the material is part of the process of assessing the abilities of early childhood children, which takes many forms, including:

(၁) Individual children's portfolios, such as collecting specimens or photos of children during activities. Various technologies are used to record audio. Record pictures that show the progress of the children's work, etc.

(၂) Lectures about stories or experiences that children have received, such as project approach, can provide information about all aspects of children's abilities, including children's learning experiences and teachers' self-reflection. Therefore, there are many forms of storytelling, which may be obtained from the recording of conversations between children and teachers. Children and Children: Teacher's Recordings Lectures of parents in the form of Even a briefing exhibition to visualize all learning.

(၃) Observation and recording of child development, such as using developmental observation forms, short recordings,

(၄) Children's self-reflection is a word or message that reflects knowledge, understanding, and understanding. Feelings from the conversation Discussion of children's opinions during activities, which may be recorded with audio or video recording technology.

(၅) Individual and group works that demonstrate the child's learning, abilities, skills, and mental habits. Teachers can use the child's work to consider the child's development and work process. Most teachers tend to collect writing and artworks. However, teachers should collect a variety of children's works, such as paintings, paintings, and other children. Brainstorming and writing in a spider web Musical Expression This will be useful in collecting evidence to assess the learning and ability of the above early childhood children.

၂.၅) Child Growth Assessment is an assessment of the growth of a child's physical well-being. The guidelines for assessing growth are as follows:

(၁) Growth assessment by weighing and measuring the child's height and then taking it to the Comparison to normal criteria in the Ministry of Health's age-based weight graph, which is used to track overall growth.

(၂) Health check-up is an inspection that shows the quality of life of children by considering cleanliness. Abnormalities of the body that will affect the lifestyle and growth of the child.

၈) Determine the evaluation criteria and quality level.

Determination of evaluation criteria and the provision of quality levels of competency assessment results for learners at the end of each grade in each component, at the grade level or at the level of educational institutions, should be determined in the same way. Educational institutions can set evaluation criteria and provide quality levels of competency assessment results that reflect their abilities to develop children's progress. The evaluation criteria can be a numerical system such as ၈, ၉, ၁၀ or a system that uses keywords such as good, moderate, should be promoted as specified by the educational institution as follows:

Number System	Keyword-based systems	meaning
၈	good	Demonstrate their abilities freely, think analytically, and apply them regularly. continue Automatic until it becomes a habit.
၉	moderately	Show your talent consistently and continuously. In various situations.
၁၀	Should be encouraged.	Ability to follow instructions

၉) Criteria for the evaluation of the end of the year

This is to lead to the determination of assessment criteria based on the learners' abilities set according to the curriculum. Early Childhood Education Educational institutions may define quality descriptions according to the quality level of learners' abilities at the end of each year into ၈ levels as follows:

Sample quality description

၈. Physical well-being : Continuously leap forward without losing balance. Run around obstacles with agility and catch the ball bouncing off the ground.

Quality level	Quality Description
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၈ or good	Jump forward steadily and continuously without losing balance. Obstacles are maneuverable and fast without stumbling to catch bouncing balls. Accurately and with good control of the ball.
၉ or Fair	Continuously leap forward with a slight loss of balance, running better at dodging obstacles. There is more directional control. Receive the bouncing ball more accurately, but also miss a few
၁၀ Or should it be promoted?	Jumps can be made intermittently, but there are still stops or loss of balance. It can run through obstacles, but it still takes effort. May stop or dodge slowly. Receiving a bouncing ball can sometimes be supported with two hands.

၁၁. Emotional, mental, and social: Interested, happy, and expressed through art, music, music, gestures and movements.

Quality level	Quality Description
၈ or Good	Show appreciation and happiness through works of art, show fun from various activities, show gestures to accompany music or play simple instruments naturally and in harmony with the music.
၉ or Fair	Showing admiration or showing love for those around them. Draw an animal or something like to follow it. Own imagination Sing to the rhythm or play simple instruments, show gestures or move your body to the rhythm of the music well.
၁၀ Or should it be promoted?	Show happiness or fun When looking at his own performance, You can say that you are happy or like the art you make. Show interest and happiness when listening to music. Smile or sway to the rhythm of the music.

၁၂. Citizenship and Thainess: Use water, electricity, and appliances economically and reuse.

Quality level	Quality Description
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၈ or Good	Economical use of water. Close the faucet completely after each use. Turn off the light when not in use, maintain the toy so that it can be used many times, such as wiping the toy clean after use. Do not leave toys or devices that can still be used.
၉ or Fair	Turn on water or light when in use and turn off when not in use. It can store and care for toys to keep them in good condition, keep them in place and not damage them.
၁၀ Or should it be promoted?	Do not turn off the faucet completely after use, do not turn off the light when not in use, and do not store toys or school supplies after use.

၉. Intelligence: Write your own name. Words that have meaning to children according to their designs or in a way that they come up with by themselves. There is a direction of writing from left to right and top to bottom to convey meaning.

Quality level	Quality Description
၈ or Good	Write your own name. Words that have meaning to the child according to the model or in a way that can be thought of by themselves. The letters are not upside down, not upside down. There is a writing direction from left to right and top to bottom.
၉ or Fair	Write your own name. Words that can be meaningful to children according to the model. There are some letters that are upside down, upside down or switched in the direction of writing from left to right.
၁၀ Or should it be promoted?	Unable to write their own names or written in non-alphabetic symbols. There is a direction of sloppy writing.

၉) Criteria for the evaluation of the end of the year

၉.၁ Learners must be judged through the following competency levels (၈၈ competencies):

class	Quality level
Kindergarten ၁	၉
Kindergarten ၂	၉
Kindergarten ၃	၉

၉.၂ Learners must have at least ၁၀၀ hours to study. ၈၀ % of year-round school hours.

၆) Criteria for completing the Early Childhood Course

၁. At the end of the Early Childhood Course, Students of Mae Sai Kindergarten (SaiLiberal Arts) must be developed and evaluated the ability of learners. They must pass the assessment criteria for all level ၂ competencies in all aspects in all grades.

Learner's Abilities	Quality level
၁၀၀ Abilities	၂

Evaluation criteria and quality level Competency assessment results at the end of the year Kindergarten ၁

Physical well-being			
Assessment List	Quality level		
	၁	၂	၃
Eat a variety of useful foods, drink clean water, brush your teeth. Wash your hands before eating and after using the toilet, rest, and exercise for a long time.	Eat a variety of useful foods, drink clean water, brush your teeth. Wash your hands first. After using the toilet, rest, and exercise, the time is free, consistent, and continuous, until it becomes a habit by itself.	Eat a variety of healthy foods, drink clean water, brush your teeth, wash your hands before eating, and after using the toilet and toilet. Exercise for a long time freely and regularly when there is an example or reminder from the teacher/adult from time to time.	Eat a variety of useful foods, drink clean water, brush your teeth, and wash your hands first. After using the toilet, toilet, lying down, and exercising for an independent time, the beginner level requires close guidance and assistance from teachers/adults.
Play and do activities Use of utensils Treat others safely Do not go with strangers and be careful. Safety from persons, the environment, and stranger	Play and do activities Use of utensils Treat others safely Do not go with strangers and be careful about the safety of people. Behave in both play. Using things and living safely with others by yourself.	Play and do activities Use of utensils Treat others safely Do not go with strangers and be careful. Safety from persons, the environment and strangers When there is an example or warning from an adult sometimes.	Play and do activities Use of utensils Treat others safely Do not go with strangers and be careful. Safety from individuals, the environment and strangers lack caution. Requires close and continuous guidance and



Physical well-being

Assessment List	Quality level		
	၁	၂	၃
			supervision from a teacher or adult.
Leap forward Continuously, without losing balance, running and dodging. The obstacle is dexterous, and it catches the ball bouncing off the ground.	Leap forward Continuously, without losing balance, running and dodging. Obstacles, maneuverability, and receiving the ball bouncing off the ground steadily, dexterously, and with precise body coordination on its own.	Leap forward Continuously without waste Balance, running and dodging Obstacles, dexterity, and a fairly good level of catching balls bouncing off the ground. There are still slight stumbling or imbalances in some movements.	Leap forward Continuously, without losing balance, running and dodging. Obstacles are agile and receiving balls that bounce off the ground are not fluent and lack stability, requiring continuous training from teachers or supervisors closely.
Use scissors to cut paper along the curve and write a picture. The triangle according to the design has a clear angle.	Use scissors to cut paper along the curve and write a picture. The triangle according to the design has clear angles and excellent hand control. Cut and write precisely along the defined lines yourself.	Use scissors to cut paper along the curve and write a picture. The triangle according to the design has a fairly clear angle. There are still some slight distortions or stumbling.	Use scissors to cut paper along the curve and write a picture. The triangle according to the design is also poorly controlled by the hand. Require guidance and assistance from adults to practice using their hands.

Emotional, psychological, and social aspects

Assessment List	Quality level		
	၁	၂	၃
Express emotions Gestures or words and control one's emotions and feelings and those of others according to the situation.	They can express their emotions appropriately to the situation, know how to control their emotions, and comfort or understand the emotions of others without guidance.	Expressing emotions appropriately in familiar situations. And can calm down when advised.	Express emotions directly according to feelings, lack of control, need guidance.



Emotional, psychological, and social aspects

Assessment List	Quality level		
	၈	၉	၁
aim Plan and strive to accomplish things.	You can set goals. Plan the steps and take action to achieve the goal consistently. There is an unrelenting effort despite the obstacles.	Try to follow the set goals and be able to plan or follow a plan that someone can recommend.	Able to do activities as instructed, but lacking planning or commitment. Require adult motivation and support.
Play and work cooperatively with others with a goal, solve problems yourself, do not compromise lollipops. Greet and talk to familiar and mature people.	Play and collaborate with others attentively. Communication, flexibility, and peaceful solution of problems, while showing friendship naturally.	Good cooperation with others in various activities. There have been some attempts to solve the problems that have occurred. Greet familiar people when prompted.	Need an introduction to play with others or talk to people around you. They also lack the skills to compromise or build social relationships.
Use words or actions to congratulate others when they are happy and sympathetic. When others are sad or sad, and help and comfort when others are injured.	Sincerely show empathy and help others without guidance, such as comforting a friend, hugging or giving appropriate words of encouragement.	Show empathy or help when prompted, such as following an example or following a friend in the same situation.	Need guidance to understand the emotions of others and follow them when there are direct examples or notices.
Accept and take responsibility for their own and the group's decisions.	Expressing responsibility for what they do or voting with the group willingly, such as not blaming others. Dare to accept the consequences.	Demonstrate responsibility for their duties in group activities and accept the outcome of decisions when reminded or guided.	Follow a role in a group when it's suggested. They are still unable to show their responsibility clearly when they are the ones who make decisions.
admire Be happy and express yourself through art, music, music, gestures, and movements.	Express creativity through art, music, and movement in a natural, fun, and unique way.	Participate in art, music, and movement activities regularly, and express happiness through activities.	Participate in activities when there are suggestions or examples, and start expressing yourself emotionally through art or music.



Emotional, psychological, and social aspects

Assessment List	Quality level		
	๓	๒	๑
Dress fluently, eat by yourself. Use and clean after using the toilet and toilet.	Can dress and eat. Use the toilet and take care of your own body cleanliness without warning. Be responsible for yourself consistently.	To some extent, they can do their own daily routines, such as dressing or eating themselves, but they still need reminders sometimes.	Need guidance or help with many steps of daily routines, such as going to the bathroom or getting dressed.
Play and do activities with children who are different from themselves. Accept the abilities and opinions of others.	Flexibility to play and do activities with a variety of friends Respect the opinions of others and voluntarily express understanding of differences.	You can participate in activities with friends of different characteristics. Accept differences when instructed	He has not been able to play with friends who are clearly different. It is necessary to encourage understanding and acceptance of diversity.

Citizenship and Thainess

Assessment List	Quality level		
	๓	๒	๑
๑.๑) Ask for permission and wait When you need someone else's things. Show love for friends and be kind, pets, help and share others.	Continuously show performance freely until it becomes a habit.	Behavior can be demonstrated when in a familiar situation or with a suggestion.	There must be constant guidance or guidance.
๒.๑) Salute, say thank you, apologize, behave according to Thai etiquette, according to the season, and participate in activities according to Thai culture and traditions.	Continuously show performance freely until it becomes a habit.	Practice in familiar situations or when recommended by someone	It requires close guidance and repeated practice.
๓.๑) Stand up straight and sing the Thai national anthem and the song of praise to the King,	Act freely, consistently, and	Practice when you see an example or	Close guidance is required. They do not understand the



Citizenship and Thainess

Assessment List	Quality level		
	၈	၉	၁၀
participate in activities related to the nation, religion and the monarch.	appropriately without warning.	receive initial instructions.	importance of showing respect.
၆၆) Economical use of water, electricity and appliances. Self-sufficiency and reuse.	Consistently exhibit thrifty behavior and be able to recommend others.	Behavior in familiar situations or when recommended by someone	It requires close guidance and does not realize the importance of saving and reusing.
၆၇) Preserve nature, trees, pets, public domain, surroundings, and the environment. Sort garbage and dispose of garbage in the right place.	Practice continuously, show awareness, and be able to persuade others.	It can be practiced when there is an example or advice in a familiar situation.	Requires instruction or retraining to build awareness and discipline.
၆၈) Put toys, utensils, in place, in a first-come, first-served order, behave as a leader and follower, participate, create and act according to the agreement. Choose a solution and compromise to resolve the problem.	Be consistent and show a deep understanding of society.	It is practical when examples or instructions are available, and it can be repeated in familiar situations.	Requires continuous guidance and practice, shows limited group behavior.

Intellectual

Assessment List	Quality level		
	၈	၉	၁၀
Language and Literacy			
၈.၁) Listen to others until the end and have a continuous conversation and connect with the subject of listening, expressing opinions	Listen to the full content and continue to have conversations. There is a connection of ideas and opinions in	Interactive conversations are Lately, there have been some expressions of thoughts or feelings, which may be	Listen and interact as Words or sentences are not clear. Need role models and close guidance.



Intellectual			
Assessment List	Quality level		
	၈	၉	၁၀
and feelings in short sentences.	short and clear sentences.	intermittent or still need leading questions.	
၁၁.၁) Tell a story like Continue sequentially and answer questions from listening to stories, stories or from everyday events.	Tell the story in full order. Use sentences that are relevant and answer questions clearly and to the point.	Tell a story in a certain order. Use simple sentences. Can answer some questions, or still need a lead question?	I can't tell the whole story. Unable to answer questions or only able to speak a small part of the language, need help.
၁၁.၂) Point to the cover and title of the book with illustrations, turn the pages of the book from the front page to the back and read the images, symbols, and words by pointing or swiping your eyes. Look at the beginning and end of the message.	Show a complete understanding of the structure of the book (cover, title, page opening, eye sweeping) and explain the images/symbols in their own language.	Correctly point out the different parts of the book. Readable images/words at certain intervals, but not continuously.	You can only do some steps, such as pointing the cover or opening a book, but you can't read or explain it.
၁၁.၃) Know and pronounce familiar words. Point to words or messages that are often seen, pointing to letters. First letter and letter The last letter of a familiar word	Read and point out familiar words freely, and explain the beginning and end letters correctly.	Pointing and reading familiar words, but still confused about the beginning or the end.	Difficult to distinguish words/letters. There must be advice or a precedent first.
၁၁.၄) Write Your Own Name Words that have meaning to the child according to the model or in the way they come up with their own ideas. There	Write clearly. continue Be able to convey meaning, understand the direction of writing, and use appropriate formatting.	Writing to a certain extent, the writing is not complete, or the direction is wrong, a warning is required.	The scribbles are in shapes or symbols, not clear. It still needs continuous training.



Intellectual			
Assessment List	Quality level		
	୩	୨	୧
is a direction of writing from left, right and top to bottom to convey meaning in daily life.			
Calculation and calculation			
୧.୧) Tell the characteristics of components, changes, and relationships of things from observation using the senses. couple compare Sorting, grouping, and classifying Things according to the criteria that are given or set by yourself.	It can be said clearly and completely. Use a variety of senses to compare. Distinguish, group, and describe the relationships of Things are free.	Tell and group regularly in general activities. Comparisons or pairings can be used, but there is a lack of in-depth relationship explanation.	Tell the characteristics and sort out some of them. Need clear instructions or designs.
୨.୧) Sort objects or events in at least ୫ sequences and create a pattern of things according to their own ideas.	Sort and create shapes accurately, clearly, logically continuously, and use creativity to define new shapes.	Sort them completely, and create a pattern based on examples or suggestions with patterns.	Sort in some order. It is not possible to create the model yourself. There must be a sample to follow.
୩.୧) Oral count ୧ to ୩୦ respectively Tell and show the number of everyday things from ୧-୧୦.	Continuous and accurate counting. It is used to accurately tell the number from the real thing or the picture, both counting up and counting down.	It can be counted completely in many situations. Tell the number correctly when there is a real thing to see.	Count alternately The number is not accurate. There must be help counting or clear instructions.
୪.୧) Tell or show the position, direction, and distance of things. When observing from different perspectives and creating a map or model of a place,	It can accurately determine directions/distances from multiple perspectives, and can freely create maps or simple	Accurate direction/location in normal situations, create simple maps when examples are available.	I can't tell you the position or direction. It requires the help of models, instructions, or images.



Intellectual			
Assessment List	Quality level		
	၈	၉	၁၀
	models of nearby areas (e.g., classrooms, playgrounds).		
Problem-solving and decision-making			
၁.၁) Identify the problem, create an alternative. Choose a method and take action to solve the problem.	Identify the problem clearly. Think of a variety of alternatives. Choose the right solution and act on your own with confidence.	Identify problems and choose solutions in common situations, with some guiding or supportive questions.	Need help looking at the problem. There are adults to guide the solution.
၂.၁) Make simple decisions and accept the consequences.	Make your own decisions with confidence. Be rational and accept the consequences without blaming others.	Make the right simple decisions in most situations. Acceptable results when annotated.	Hesitation, not daring to make a decision. They want others to choose and do not accept the results if they do not do as they please.
The Quest for Knowledge			
၁.၁) Interested and enthusiastic in participating in the activity. Engage and find answers on their own about nature. Location, environment, technology and the world around	Participate in activities with intention, explore, observe and ask questions freely. There is a continuous enthusiasm for finding answers about the environment around them.	Interested in and participating in activities Find answers at some point when you have questions or guidance from your teacher.	They must be constantly motivated or guided to show interest and often wait for an answer from adults.



Intellectual			
Assessment List	Quality level		
	၈	၉	၁
၆.၁) Find answers to problems and doubts in a variety of ways by observing, exploring, questioning, planning, etc. Collect information and present findings.	Use the method of searching all stages continuously. Plan and act on your own. Able to present their findings in their own language in an easy-to-understand manner.	Use the process of observation, exploration, and questioning to a certain extent.	It can only be done in certain steps, such as observing or asking questions, requiring step-by-step instructions and presenting it briefly or unclearly.
Imagination and creativity			
၇.၁) Create works of art to communicate one's thoughts and feelings with modifications, novelties and more details.	The work is clearly creative, obviously adapted from the prototype or original concept. Details are added according to their own imagination.	Create works with some modifications or supplements from the model, but still adhere to some of the original lines.	Create works according to drawings or instructions only. Lack of modifications or details, need more guidance.
၇.၂) Move gestures to communicate one's thoughts and feelings in a variety and novelty.	Move freely They are diverse, unique, and in line with their own emotions or feelings.	Movement is appropriate and continuous. Although the general format is still used.	They can show limited gestures and often imitate others. Lack of confidence, need advice or role models.

Conduct data collection

When the teacher has planned the assessment of the learner's ability, the teacher should observe the behavior of the child individually or in groups by various methods such as talking or interviewing the child or systematically evaluating the child's work/work to collect information on the child's ability to cover all children and summarize it in the Learner Competency Assessment Record Form. In collecting data on the results of the assessment of learners' abilities. Instructors should collect data individually **by assessing the ability of each semester according to each component** of the learner's ability. During the

experience, the emphasis was on evaluation to bring the results to the development of children and to summarize the total results at the end of the semester.

Summary of Child Development Assessment Results

Early Childhood Education Curriculum The school time for early childhood is set at ๒๐๐ days per school year. There is a re-evaluation of the ability behavior to confirm the confidence of the assessment results, summarizing the results of the assessment of children's abilities, which will lead to a summary of the overall quality of learners and the abilities of each child. Therefore, at the class level and the school level, it can be determined. as follows

๑) Assessment of competency based on behavior that is consistent with learning objectives. Determine the results of each learning objective assessment as a quality level.

๒) Summarizing the results of the assessment according to the weekly learning objectives, summarizing them as a quality level using the basis of values.

๓) Summarize each component according to the learner's ability at the end of the year, from the ability assessed from daily routine and experience arrangement according to the learning unit in each semester to the quality level according to the set evaluation criteria.

Report on the results of the assessment of learner competencies and the use of data.

Reporting the results of the learner's competency assessment is a communication to parents. Parents and stakeholders have been informed of the child's learning progress. The educational institution must summarize the results of the learner competency assessment and prepare a report to parents periodically or at least once a semester. Individual Competencies

๑) Objectives of reporting the results of the Learner Competency Assessment

(๑) To provide parents with Parents and related parties use it as information for improvement. Promote and develop children to be of the highest quality according to the ability of learners at the end of the year or early childhood education of the educational institution.

(๒) To be used by the instructor as information in planning the effective learning experience.



(๓) To provide information for educational institutions, educational district offices, and affiliated agencies to be used in formulating policies to improve the quality of education.

๒) Report on the results of the assessment of learners' abilities and the use of data.

(๑) Grade level information, including class time. Record the results of learners' abilities by unit, organize experiences, record the results of class assessment of learners' abilities, record individual learners' abilities, and prepare materials that reflect children's learning. This is information for reporting to relevant parties, including school administrators. Instructor Parents, parents, and guardians are informed of the progress and success of children's learning to be used in planning, setting goals and methods for child development.

(๒) Information at the educational institution level includes: The results of the assessment of learners' abilities of all early childhood classes to be used as information and information for the development of experience management and development. The ability of learners at the end of early childhood education, as well as informing parents and related parties to receive information, which is used by each responsible party to improve, correct and develop children to become learners at the end of the year. Early childhood education is appropriate and appropriate, including the preparation of documents showing the development and abilities of learners.

(๓) Information at the district level, including the results of the assessment of the ability of early childhood learners of all schools to be used as information for education educators, education administrators, and related persons to plan and implement to improve the quality of early childhood education of educational institutions in the educational area. In order to improve the ability of learners at the end of early childhood education and the standards of early childhood education of educational institutions.

๓) Data characteristics for reporting the results of the learner competency assessment at the end of the Early Childhood Education

Reporting on the results of the assessment of learners' abilities at the end of early childhood education. Educational institutions can choose from a variety of reporting data formats to suit the reporting methodology and align with the level of learner

competency assessment at the end of early childhood education. Taking into account the effectiveness of reporting and the use of data for each reporting party, the data is formatted as follows

(๑) Reports in numbers or words that represent the level of quality of children's abilities arising from the processing. Summary of the results of the learner ability assessment are as follows:

- There are ๓ levels of learner ability assessment: ๓, ๒, ๑.
- Quality assessment results of "Good", "Fair" and "Should be encouraged"

(๒) Reporting using statistics, which is a report based on numerical data or visual text. A chart or development line that shows the progress of learners' abilities or how they should be improved. As time changes.

(๓) Text report is a description of the behavior or quality observed by the instructor to report to parents. Parents and stakeholders know how children have abilities and behave according to their abilities when they graduate from early childhood.

Reporting Goals

Reporting the results of the assessment of learners' abilities at the end of early childhood education to be used

It is the information on the operation of the following stakeholders:

Target Audience	Use of Information
teacher	<ul style="list-style-type: none"> - Plan and implement improvements, corrections, and child development. - Improve, edit and develop the experience.
School Administrators	<ul style="list-style-type: none"> - Promote and develop the learning experience process. <p>Early Childhood Level of Educational Institutions</p>
Fathers, Parents, and Guardians	<ul style="list-style-type: none"> - Acknowledgement of the results of the learner's competency assessment at the end of the Early childhood education - Improve and develop children's learning, including physical well-being. Emotions, minds and society, citizenship and Thainess, intelligence and various behaviors of children.
Basic Education Committee	<ul style="list-style-type: none"> - Develop guidelines for the management of early childhood education in educational institutions.
Regional Office of Education/ Affiliated Agency	<ul style="list-style-type: none"> - Enhance and improve the quality of early childhood education of educational institutions in the educational area. - Supervise, supervise, monitor, evaluate and provide assistance to the



Target Audience	Use of Information
	Improve the quality of early childhood education of affiliated educational institutions.

How to report the results of the Learner Competency Assessment at the end of early childhood education

Reporting the results of the assessment of learners' abilities at the end of the year to the relevant parties. The data is recorded in various report forms that can be used for reference, checking, and certifying the results of children's learning abilities, such as the record of the results of the assessment of the ability of the class learners. Child ID Report Book Individual Children's Portfolios In addition, the reporting of the quality of early childhood education to relevant parties at the agency level may be used to report on the quality of early childhood education annually. School booklets or journals, or may be provided to parents in a counseling or personal mail format.

The Connection of Early Childhood Education to Grade ๑

Creating a connection between early childhood education and grade ๑ is very important, especially affecting the learning of early childhood children in adapting to change. Able to develop learning smoothly The connection of early childhood education with grade ๑ can be successful. All personnel involved must perform the following actions:

๑. **Administrators of educational institutions** are important figures who play a leading role in creating a connection between the Early Childhood Education Curriculum and the Core Curriculum of Basic Education in Grade ๑ by studying the curriculum at both levels in order to understand and organize an academic management system that will facilitate the connection of education and organize activities for teachers at both levels to exchange and jointly build an understanding of the connection between the two levels of curriculum as a guideline for the educational institution and prepare documents for publication to parents. Parents should understand both levels of education and cooperate in helping their children. To be able to adapt to the new environment. In case the school does not have a Grade ๑ class in its own educational institution. The school administrator should coordinate with the school where the child is expected to attend to create an understanding of how to help the child adapt to the new school.

๒. **Early Childhood Teachers** They must study the core curriculum of basic education, teaching and learning management in grade ๑ and create understanding for parents. The teacher must collect information about the child's development and abilities individually and pass it on to the Grade ๑ teacher, which will allow the primary school teacher to use the information to help the child adapt to the new learning. Children should

be given the opportunity to get to know the instructor as well as explore the environment and atmosphere of the Grade ୧ classroom

୩. **Primary school teachers** must have knowledge and understanding of early childhood development and have a good attitude towards Organizing experiences according to the early childhood education curriculum to be used as information for the development of learning management at the primary school level. Year ୧ continues with the development of children in the early childhood level by arranging the classroom conditions to be close to the early childhood classroom by arranging an experience corner in the room so that children have the opportunity to do activities independently such as a book corner, educational game corner, and organizing activities that combine the format of early childhood and primary school activities. Insert activities that allow children to move their bodies. Singing and making art to help Grade ୧ children adapt and learn from practical practice and organize rescue activities. Promoting learning for children based on individual differences

୪. **Parents** Parents play an important role in nurturing and promoting their children's education, and to help their children continue to study in Grade ୧ they should study and understand the curriculum of both levels of education, cooperate with teachers and educational institutions to help prepare their children. To help children adapt better and be ready to continue learning.

Supervision, Monitoring, Evaluation and Reporting

The management of early childhood education has an important principle in providing society with The community participates in the management of education and decentralizes education directly to the localities, especially the educational institutions or early childhood development institutions that manage education at this level. It is necessary to have an effective system of supervision, monitoring, evaluation, and reporting so that all groups and parties involved are responsible for the management of education, see progress, problems, and obstacles, as well as cooperate, assist, promote, support, plan, and operate the organization. Mae Sai Kindergarten (Liberal Arts) has planned the following actions:

der	Activities / Details	objective	Responsible Person/Participant	Tools/Methods	Processing Period	How to report results	Report recipient
୦	Education Management Planning Meeting	To ensure that the experience is	Administrators, teachers ,	- Planning Form - Brainstorming Meetings	Before the start of the semester	- Meeting Minutes	The Board of Directors of the



	<ul style="list-style-type: none"> - Area Context Analysis - Annual Plan/Learning Unit Preparation 	in line with the local context.	committees , parents,		(March - April)	- Plan Report	Regional School
b	<ul style="list-style-type: none"> Internal supervision and class visits - Review the experience plan - Observe the teaching - Give advice. 	To direct quality learning management.	Academic Teacher Administrators	<ul style="list-style-type: none"> - Supervision Record Form - Activity Quality Checklist 	Monthly (May – Feb)	<ul style="list-style-type: none"> - Summary of Monthly Supervision - Teacher Reflection Forum 	Teacher administrat in the sam level group
n	<ul style="list-style-type: none"> Monitoring Child Development - Assessing Competency by Age Level- Organizing Development Files 	To know the progress and adjust the plan accordingly.	Parent class teacher	<ul style="list-style-type: none"> - Development File - Behavior Observation Form - Performance Assessment Form 	Quarterly Continuation (June / October / February)	<ul style="list-style-type: none"> - Individual Summary - Notify Parents 	Parents , School Directors
୫	<ul style="list-style-type: none"> Evaluation and reflection on learning - Parent meeting forum- Learning exchange meeting 	To make parents aware and engaged.	Teachers , parents , administrators,	<ul style="list-style-type: none"> - Children's Summary - Parent Meeting 	Mid-semester / End of Semester	<ul style="list-style-type: none"> - Summary Document - Photos of the Activity 	Parents of school committee
୫	<ul style="list-style-type: none"> Year-end Summary/Annual Report - Assessment of Learning Management - Report to the district 	To summarize the overall quality and plan for development.	Administrator, Teacher Board	<ul style="list-style-type: none"> - Annual Report - Learner Development Report 	March of every year	- Submit the report as an official document.	Educational Institution Board Area



Community Participation - Open House- Important Day Activities - Listen to Opinions	To create community participation.	Parent Community Teacher	- Poll - Activity Photos	Continuous for the whole year (according to the agenda)	- Activity Report - Development Suggestions	The Board of Directors of Community Leaders
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Supervision, Monitoring, Evaluation and Reporting

Supervision, monitoring, evaluation and reporting of early childhood education management results are part of the education management process, education supervision process, and education quality assurance system that must be implemented continuously to lead to the development of early childhood education quality and standards. Ensuring that the people involved are systematically implemented with a network covering both internal and external agencies. In the form of committees that come from individuals of all levels and professions. Supervision, monitoring and evaluation of the results from all levels to all parties, including the general public, in order to use the information from the results report to prepare a plan to improve the quality of education of the educational institution.



appendix



คำสั่งสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต ๓

ที่ ๒๔๕ / ๒๕๖๘

เรื่อง แต่งตั้งคณะกรรมการบริหารหลักสูตร และงานวิชาการสถานศึกษาระดับปฐมวัย
โรงเรียนโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์)

ตามระเบียบกระทรวงศึกษาธิการว่าด้วยคณะกรรมการบริหารหลักสูตรและงานวิชาการสถานศึกษา
ขั้นพื้นฐาน พ.ศ. ๒๕๔๔ กำหนดให้มีคณะกรรมการบริหารหลักสูตรและงานวิชาการสถานศึกษา ซึ่งแต่งตั้งโดย
ผู้บังคับบัญชาเหนือสถานศึกษาไปหนึ่งระดับ อาศัยอำนาจตามข้อ ๕ ของระเบียบกระทรวงศึกษาธิการ ว่าด้วย
คณะกรรมการบริหารหลักสูตรและงานวิชาการสถานศึกษาขั้นพื้นฐาน พ.ศ. ๒๕๔๔ โรงเรียนอนุบาลแม่สาย
(สายศิลปศาสตร์) จึงแต่งตั้งคณะกรรมการบริหารหลักสูตรและงานวิชาการสถานศึกษาระดับปฐมวัย
เพื่อดำเนินการบริหารจัดการหลักสูตรสถานศึกษาปฐมวัย พุทธศักราช ๒๕๖๘ สำหรับเด็กอายุ ๓-๖ ปี
โรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) ดังนี้

- | | | |
|----------------------------|---|---------------------|
| ๑. นายปรีชา กาวีใจ | ผู้อำนวยการโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) | ประธานกรรมการ |
| ๒. นางสาวดลยา ชันเวช | รองผู้อำนวยการโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) | รองประธานกรรมการ |
| ๓. นางสาวเจนจิรา พิธานากุล | รองผู้อำนวยการโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) | กรรมการ |
| ๔. นายโยธิน ปินทรายมูล | รองผู้อำนวยการโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) | กรรมการ |
| ๕. นางเทียนทอง ไสสม | ครูชำนาญการพิเศษ | กรรมการ |
| ๖. นางอรรพรรณ บุญทันตา | ครูชำนาญการพิเศษ | กรรมการ |
| ๗. นางสาวปณีนันท์ สมคิด | ครู | กรรมการ |
| ๘. นางจันทนา ชมภูรักษ์ | ครูชำนาญการพิเศษ | กรรมการและเลขานุการ |

ให้คณะกรรมการมีหน้าที่ ดังต่อไปนี้

๑. วางแผนการดำเนินงานวิชาการ กำหนดสาระรายละเอียดของหลักสูตรสถานศึกษา และ
กิจกรรมพัฒนาผู้เรียนของสถานศึกษา ให้สอดคล้องกับหลักสูตรการศึกษาปฐมวัย พุทธศักราช ๒๕๖๘ สำหรับ
เด็กอายุ ๓ - ๖ ปี กรอบสาระท้องถิ่น สภาพเศรษฐกิจ สังคม ศิลปวัฒนธรรม และภูมิปัญญาของท้องถิ่น

๒. จัดทำคู่มือการบริหารหลักสูตร และงานวิชาการของสถานศึกษา นิเทศ กำกับ ติดตาม
ให้คำปรึกษาเกี่ยวกับการพัฒนาหลักสูตร การจัดประสบการณ์การเรียนรู้ การประเมินพัฒนาการให้สอดคล้อง
เป็นไปตามจุดหมายของหลักสูตรสถานศึกษาปฐมวัย พุทธศักราช ๒๕๖๘ สำหรับเด็กอายุ ๓ - ๖ ปี
ของโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์)

๓. ส่งเสริม และสนับสนุนการพัฒนาบุคลากร เกี่ยวกับการพัฒนาหลักสูตร การจัดประสบการณ์
การเรียนรู้ การประเมินพัฒนาการ ให้เป็นไปตามจุดหมายและแนวทางการดำเนินการของหลักสูตร

๔. ประสานความร่วมมือจากบุคคล หน่วยงาน องค์กรต่าง ๆ และชุมชน เพื่อให้การใช้หลักสูตร
เป็นไปอย่างมีประสิทธิภาพ และมีคุณภาพ

๕. ประชาสัมพันธ์หลักสูตร และการใช้หลักสูตร แก่นักเรียน ผู้ปกครอง ชุมชน และผู้ที่เกี่ยวข้อง
นำข้อมูลป้อนกลับจากฝ่ายต่าง ๆ มาพิจารณา เพื่อการปรับปรุงและพัฒนาหลักสูตรของสถานศึกษา

๖. ส่งเสริม และสนับสนุนงานวิจัยเกี่ยวกับการพัฒนาหลักสูตรของสถานศึกษา

๗. ติดตามผลการประเมินพัฒนาการดำเนินงานด้านต่าง ๆ ของสถานศึกษา

๘. ตรวจสอบ ทบทวน ประเมินมาตรฐานการปฏิบัติงานของครู และการบริหารหลักสูตรระดับสถานศึกษาในรอบปีที่ผ่านมาแล้วใช้ผลการประเมินเพื่อกำหนดแผนพัฒนาการปฏิบัติงานของครู และการบริหารหลักสูตรปีการศึกษาต่อไป

๑๐. รายงานผลการปฏิบัติงานและผลการบริหารหลักสูตรของสถานศึกษาโดยเน้นการพัฒนาคุณภาพนักเรียนต่อคณะกรรมการสถานศึกษาขั้นพื้นฐาน คณะกรรมการบริหารหลักสูตร สาธารณชน และผู้เกี่ยวข้อง

๑๑. ให้ดำเนินการประชุมคณะกรรมการอย่างน้อยภาคเรียนละ ๒ ครั้ง

ให้ผู้ได้รับการแต่งตั้งตามคำสั่งปฏิบัติหน้าที่ ที่ได้รับมอบหมายได้เกิดประสิทธิภาพอย่างสูงสุด ส่งผลให้การจัดการศึกษา ๓-๖ ปี โรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) สำเร็จลุล่วง และมีคุณภาพสามารถพัฒนาผู้เรียนให้บรรลุตามเป้าหมายของหลักสูตร บังเกิดผลดีต่อทางโรงเรียน และทางราชการต่อไป

ทั้งนี้ ตั้งแต่วันที่ เดือน พฤษภาคม พ.ศ. ๒๕๖๘ เป็นต้นไป

สั่ง ณ วันที่ พฤษภาคม พ.ศ. ๒๕๖๘



(นางสุธีรัตน์ อริเดช)

ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต ๓

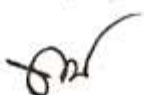
ประกาศโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์)

เรื่อง ให้ใช้หลักสูตรสถานศึกษาโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) ปีการศึกษา ๒๕๖๘
หลักสูตรการศึกษาปฐมวัย พุทธศักราช ๒๕๖๘ สำหรับเด็กอายุ ๓ - ๖ ปี พุทธศักราช ๒๕๖๘

ตามที่คณะกรรมการสถานศึกษาขั้นพื้นฐาน มีมติการประชุมเมื่อวันที่ ๒๖ ตุลาคม ๒๕๖๘ ให้สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานจัดทำหลักสูตรใหม่ สำหรับใช้เป็นกรอบในการจัดการศึกษา ระดับการศึกษาขั้นพื้นฐาน โดยยึดแนวคิดการจัดการศึกษารฐานสมรรถนะ (Competency-based Education) และสอดคล้องกับพัฒนาการของนักเรียน ด้วยมติของคณะกรรมการการศึกษาขั้นพื้นฐานข้างต้น สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานได้ดำเนินการพัฒนาหลักสูตร โดยมีสมรรถนะหรือความสามารถที่เหมาะสมกับช่วงวัยของนักเรียนเป็นเป้าหมายการออกแบบหลักสูตร ๕ ช่วงวัย คือ ระดับปฐมวัย พัฒนาผู้เรียนให้มีพัฒนาการสมวัย ระดับประถมศึกษาตอนต้น พัฒนานักเรียนให้มีพื้นฐานการเรียนรู้ที่ดี ระดับประถมศึกษาตอนปลาย พัฒนานักเรียนให้มีพื้นฐานการดำเนินชีวิต ระดับมัธยมศึกษาตอนต้น พัฒนานักเรียนให้ค้นพบความถนัดและความสนใจของตนเอง และระดับมัธยมศึกษาตอนปลาย พัฒนาให้นักเรียนมีพื้นฐานด้านการประกอบอาชีพตามความสนใจ ซึ่งได้จัดทำหลักสูตรการศึกษาปฐมวัย พุทธศักราช ๒๕๖๘ สำหรับเด็กอายุ ๓ - ๖ ปี เพื่อใช้สำหรับเป็นกรอบทิศทางการจัดการศึกษาเพื่อพัฒนานักเรียนระดับปฐมวัย ในโรงเรียนที่มีความพร้อม และสมควรให้ใช้หลักสูตรการศึกษาหลักสูตรการศึกษาปฐมวัย พุทธศักราช ๒๕๖๘ สำหรับเด็กอายุ ๓ - ๖ ปี ในปีการศึกษา ๒๕๖๘

ดังนั้น โรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) พุทธศักราช ๒๕๖๘ ซึ่งเป็นโรงเรียนที่มีความพร้อม และสมควรให้ใช้หลักสูตรการศึกษาปฐมวัย พุทธศักราช ๒๕๖๘ สำหรับเด็กอายุ ๓ - ๖ ปี พุทธศักราช ๒๕๖๘ จึงได้ดำเนินการปรับปรุงหลักสูตรสถานศึกษาโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) ระดับชั้นปฐมวัย และได้รับความเห็นชอบจากคณะกรรมการสถานศึกษาขั้นพื้นฐาน เมื่อวันที่ ๑๓ เดือน พฤษภาคม พุทธศักราช ๒๕๖๘ จึงประกาศให้ใช้หลักสูตรสถานศึกษาของโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) ตั้งแต่บัดนี้เป็นต้นไป

ประกาศ ณ วันที่ ๑๕ เดือน พฤษภาคม พุทธศักราช ๒๕๖๘



(นางสาวทนต์ย์ สุชาติ)

ประธานคณะกรรมการสถานศึกษาขั้นพื้นฐาน



(นายปรีชา กาวใจ)

ผู้อำนวยการโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์)



คำสั่ง โรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์)

ที่ ๐๕๑/๒๕๖๘

เรื่อง แต่งตั้งคณะกรรมการจัดทำหลักสูตรสถานศึกษา พุทธศักราช ๒๕๖๘

เพื่อให้การบริหารหลักสูตรและงานวิชาการสถานศึกษาขั้นพื้นฐานเป็นไปอย่างมีประสิทธิภาพ สอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.๒๕๔๒ หมวด ๔ มาตรา ๒๗ ที่กำหนดให้สถานศึกษาขั้นพื้นฐานมีหน้าที่จัดทำสาระของหลักสูตรเพื่อความเป็นไทย ความเป็นพลเมืองที่ดีของชาติ การดำรงชีวิต และการประกอบอาชีพ ตลอดจนเพื่อการศึกษาต่อในส่วนที่เกี่ยวกับสภาพของปัญหาในชุมชน และสังคม ภูมิปัญญาท้องถิ่น คุณลักษณะอันพึงประสงค์ เพื่อเป็นสมาชิกที่ดีของครอบครัว ชุมชน สังคม และประเทศชาติ สอดคล้องกับระเบียบกระทรวงศึกษาธิการว่าด้วยคณะกรรมการการบริหารหลักสูตรและงานวิชาการสถานศึกษาขั้นพื้นฐาน พ.ศ.๒๕๔๔ หลักสูตรการศึกษาขั้นพื้นฐาน พุทธศักราช ๒๕๕๑ (ฉบับปรับปรุง พ.ศ.๒๕๖๐) หลักสูตรการศึกษาระดับปฐมวัย พุทธศักราช ๒๕๖๘

อาศัยอำนาจตามความในมาตรา ๓๙ สถานศึกษาและส่วนราชการตามมาตรา ๓๔ (๒) แห่งพระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ พ.ศ.๒๕๔๖ และอำนาจตามความในมาตรา ๒๗ แห่งพระราชบัญญัติระเบียบข้าราชการครูและบุคลากรทางการศึกษา พ.ศ.๒๕๔๗ จึงพิจารณาแต่งตั้งคณะกรรมการจัดทำหลักสูตรสถานศึกษา พุทธศักราช ๒๕๖๘ โรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์) ดังต่อไปนี้

๑. คณะกรรมการฝ่ายอำนวยการ ประกอบด้วย

๑. นายปรีชา	กาวิใจ	ผู้อำนวยการโรงเรียน	ประธานกรรมการ
๒. นางสาวดลยา	ชั้นเวท	รองผู้อำนวยการโรงเรียน	รองประธานกรรมการ
๓. นายโยธิน	ปิ่นทรายมูล	รองผู้อำนวยการโรงเรียน	กรรมการ
๔. นางสาวเจนจิรา	พิฐธนากุล	รองผู้อำนวยการโรงเรียน	กรรมการ
๕. นางสาวทัศนีย์	สุชาติ	ประธานคณะกรรมการสถานศึกษาฯ	กรรมการ
๖. นางสาวสุกญา	วงศ์ใหญ่	ครูชำนาญการพิเศษ	กรรมการ
๗. นายชลธิ์	อินดีะปัญญา	ครูชำนาญการพิเศษ	กรรมการ
๘. นางสาววรารัตน์	สันป่าแก้ว	ครูชำนาญการพิเศษ	กรรมการ
๙. นายประทานพร	โปลาหา	ครูชำนาญการ	กรรมการ
๑๐.นางเทียนทอง	ไสสม	ครูชำนาญการพิเศษ	กรรมการและเลขานุการ

มีหน้าที่ ให้คำปรึกษาอำนวยความสะดวก ประสานงานต่างๆ ให้การปฏิบัติงานเป็นไปด้วยความเรียบร้อยราบรื่นตามวัตถุประสงค์

๒. คณะกรรมการฝ่ายดำเนินงานพัฒนาปรับปรุงหลักสูตรสถานศึกษา พุทธศักราช ๒๕๖๔ ประกอบด้วย

๑. นางเทียนทอง ไสสม	ครูชำนาญการพิเศษ	ประธานกรรมการ
๒. นางจันทนา ชมภูรักษ์	ครูชำนาญการพิเศษ	กรรมการ
๓. นางอรรพรรณ บุญทันตา	ครูชำนาญการพิเศษ	กรรมการ
๔. นางพัลลภา โกสว้ง	ครูชำนาญการ	กรรมการ
๕. นางสาวสุพิน จันทร์พันธ์	ครูชำนาญการ	กรรมการ
๖. นางสาวปิยะพร วงศ์นาค	ครูชำนาญการ	กรรมการ
๗. นางสาวปณัสนันท์ สมคิด	ครู	กรรมการ
๘. นางสาวตรีพิมายล์ หน่อแดง	ครู	กรรมการ
๙. นางสาวจันทร์เพ็ญ พาโรสง	ครู	กรรมการ
๑๐. นางสาวกุลพรมภ์ โปธิตา	ครู	กรรมการ
๑๑. นางสาวทิพย์ธิดา ไร่กันทา	ครู	กรรมการ
๑๒. นางสาวสุภัทรา ท่าดีสม	ครูผู้ช่วย	กรรมการ
๑๓. นางสาวปภาวรินทร์ ท้าวเมืองมา	ครูผู้ช่วย	กรรมการ
๑๔. นางสาวศิริวรรณ แซ่จ้าว	ครูอัตราจ้าง	กรรมการ
๑๕. นางสาวพัชรนันท์ กันนิยม	ครูอัตราจ้าง	กรรมการ
๑๖. นางสาวอภิญา แปงหล้า	ครู	กรรมการและเลขานุการ

มีหน้าที่ ดังนี้

๑) วางแผนการดำเนินงานวิชาการ กำหนดสาระ รายละเอียดของหลักสูตรสถานศึกษา และแนวทางการจัดสัดส่วนสาระการเรียนรู้ และกิจกรรมพัฒนาผู้เรียนของสถานศึกษา ให้สอดคล้องกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช ๒๕๕๑ และสภาพเศรษฐกิจ สังคม ศิลปวัฒนธรรม ภูมิปัญญาท้องถิ่น

๒) จัดทำคู่มือการบริหารหลักสูตร และงานวิชาการของสถานศึกษา นิเทศ กำกับ ติดตาม ให้คำปรึกษาเกี่ยวกับการพัฒนาหลักสูตร การจัดการกระบวนการเรียนรู้ การวัดและประเมินผล และการแนะแนว ให้สอดคล้องและเป็นไปตามหลักสูตรการศึกษาขั้นพื้นฐาน

๓) ส่งเสริมและสนับสนุนการพัฒนาบุคลากรเกี่ยวกับการพัฒนาหลักสูตร การจัดการกระบวนการเรียนรู้ การวัดและประเมินผล และการแนะแนว ให้เป็นไปตามจุดหมาย และแนวทางการดำเนินการของหลักสูตร

๔) ประสานความร่วมมือจากบุคคล หน่วยงาน องค์กรต่าง ๆ และชุมชน เพื่อให้การใช้หลักสูตรเป็นไปอย่างมีประสิทธิภาพ และมีคุณภาพ

๕) ประชาสัมพันธ์หลักสูตรและการใช้หลักสูตรแก่นักเรียน ผู้ปกครอง ชุมชน และผู้เกี่ยวข้อง นำข้อมูลจากฝ่ายต่างๆ มาพิจารณาเพื่อปรับปรุง และพัฒนาหลักสูตรของสถานศึกษา

๖) ส่งเสริมสนับสนุนการวิจัยเกี่ยวกับการพัฒนาหลักสูตร และกระบวนการเรียนรู้

๗) ติดตามผลการเรียนของนักเรียนเป็นรายบุคคล ระดับชั้น และช่วงชั้น ระดับวิชา กลุ่มวิชา ในแต่ละปีการศึกษา เพื่อปรับปรุงแก้ไข และพัฒนาการดำเนินงานด้านต่างๆ ของสถานศึกษา

๘) ตรวจสอบ ทบทวน ประเมินมาตรฐาน การปฏิบัติงานของครู และการบริหารหลักสูตร ระดับสถานศึกษาในรอบปีที่ผ่านมา แล้วใช้ผลการประเมิน เพื่อวางแผนพัฒนาการปฏิบัติงานของครู และการบริหารหลักสูตรปีการศึกษาต่อไป

๙) รายงานผลการปฏิบัติงานและผลการบริหารหลักสูตรของสถานศึกษา โดยเน้นผลการพัฒนาคุณภาพนักเรียนต่อคณะกรรมการสถานศึกษาขั้นพื้นฐาน คณะกรรมการบริหารหลักสูตรระดับเหนือสถานศึกษา สภာธารณชน และผู้เกี่ยวข้อง

ให้ผู้ได้รับคำสั่ง ปฏิบัติหน้าที่ที่ได้รับมอบหมายอย่างมีประสิทธิภาพ และบรรลุตามวัตถุประสงค์

ทั้งนี้ ตั้งแต่ วันที่ ๑ เดือน เมษายน พ.ศ. ๒๕๖๘ เป็นต้นไป

สั่ง ณ วันที่ ๑ เดือน เมษายน พ.ศ. ๒๕๖๘



(นายปรีชา กาวิใจ)

ผู้อำนวยการโรงเรียนอนุบาลแม่สาย(สายศิลปศาสตร์)



โรงเรียนอนุบาลแม่สาย(สายศิลป์ศาสตร์)
สำนักงานเขตพื้นที่การศึกษาประถมศึกษายเชียงราย เขต 3
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน
กระทรวงศึกษาธิการ