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Concepts and Principles of Primary Education Management in the 21st Century

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Abstract:

The purpose of this scholarly paper is to provide key ideas for managing elementary education in the 21st century. The 21st century alliance offers a framework for 21st-century learning that includes knowledge and critical abilities that must be cultivated in both current and future learners. Students must learn in a variety of basic disciplines to acquire information, understanding, and skills that can be used in real life, have knowledge of key 21st-century concepts, and develop and put their research and creative talents to work. In order to succeed and reach their objectives, the organizations in charge of delivering education must concentrate on teaching students 21st century abilities, in terms of essential topics, crucial ideas, crucial abilities, and necessary support structures for 21st century education. Today's learning of the subject matter (content) should be self-discovery, with teachers guiding and designing activities that allow individual students to assess their own learning progress. Skills for living in the 21st century contain subjects that are important but not sufficient for learning for living in the 21st century. This core subject will result in the development of a conceptual framework and significant strategies for learning management in interdisciplinary content. Core subjects include mother tongue and major world languages, arts, mathematics, government and civics, economics, science, geography, and history. Incorporating 21st-century abilities into all core courses while fostering knowledge in core subjects is interdisciplinary research or a research theme for the 21st century.

Keywords: concepts, principles, primary education management, 21st century.

21世纪初教育管理理念与原则

摘要 :

这篇学术论文的目的是为管理21世纪的基础教育提供关键思想。21世纪联盟为21世纪的学习提供了一个框

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架, 其中包括当前和未来学习者必须培养的知识和批判能力。学生必须学习各种基础学科, 以获得可在现实生活中使用的信息、理解和技能, 了解21世纪的关键概念, 并发展并运用他们的研究和创新才能。为了成功并实现其目标, 负责提供教育的组织必须集中精力教授学生21世纪的能力, 包括21世纪教育的基本主题、关键思想、关键能力和必要的支持结构。今天的主题(内容)学习应该是自我发现, 由教师指导和设计活动, 让个别学生评估自己的学习进度。21世纪生活技能包含一些对于学习21世纪生活很重要但还不足的科目。该核心主题将为跨学科内容的学习管理制定概念框架和重要策略。核心科目包括母语和世界主要语言、艺术、数学、政府和公民、经济学、科学、地理和历史。将21世纪能力融入所有核心课程, 同时培养核心学科知识, 是跨学科研究, 或者说是21世纪的研究主题。

关键词: 概念、原则、初等教育管理, 21 世纪。

1. Introduction

To be able to apply them in a world changing quickly, learners need to be familiar with a few essential ideas that are crucial to both themselves and society: (1) earth consciousness, conservation, and development; (2) basic knowledge of finance, economy, business, and entrepreneurship to develop people who can create their own jobs and gain income; (3) basic citizenship knowledge, performing the duties of a good citizen of the country; (4) basic knowledge of health, care, and disease prevention for living happily; (5) basic environmental knowledge, use, maintenance, improvement and development (Siriluk et al., 2014).

“Policy formulation for unity and diversity in practice” is something that the principles of education management must prioritize. Decentralization, administration, and involvement from all sectors are major components of the approach, allowing for effective participation from all sectors in the management of education. This is done to guarantee high-quality instruction, parity across educational institutions in terms of standards, equality of access to public education for everyone, and lifelong learning. For educational reform in terms of principles of education management to be successful, an important strategy is required, which may be organized into various projects: (1) aiding those who lack access to their constitutionally guaranteed right to a free, comprehensive public education; (2) encouraging the promotion of regional and school curricula to meet various societal demands; (3) promoting high professional standards for educators and other workers in the field (Khaemmanee, 2012).

The 20th and 21st centuries saw significant worldwide developments that had an impact on every country’s social, economic, environmental, scientific, technological, political, and educational systems. This age of globalization is now in full swing. As the education system is compared to an instrument for honing human capacity, education has been prioritized in the development of the majority of emerging countries. It is a crucial tool in determining how the country will develop in the future for effective mental, intellectual, and personality socialization. It is widely acknowledged that education is a crucial instrument for

the growth of both individuals and society; specifically, education helps people acquire the traits that society demands so that they can contribute to the advancement of society in the future. To do this, primary school instructors must research the general circumstances of educator and learner skill sets to understand the competencies that educators and learners must possess in the 21st century, relating to the design of educational activities in the twenty-first century to increase the capacity of instructors and students to gain skills that will be valuable and significant for the future of the globe (Panich, 2012).

The following are the major tenets of the elementary education curriculum; is basic education for the populace, it attempts to allow students to put their knowledge and skills to work in real-world situations, it also aims to forge national cohesion by focusing on a single objective while respecting local cultures, and it is possible to adapt some courses to the circumstances and demands. Encompassing the goal in the current democratic regime, where the King is the head of state, primary education is a foundational education that aims to develop students so that they can improve their quality of life and be prepared to contribute to society in accordance with their roles and responsibilities as good citizens. It also equips students with the fundamental knowledge and abilities for surviving, adapting to change, maintaining perfect physical and mental health, working, and living in peace.

The following qualities must be instilled in pupils as part of educational management in accordance with this curriculum; Students must possess fundamental abilities to study, preserve literacy and numeracy, knowledge, awareness of oneself, the natural environment, and social changes, as well as the ability to practice their own and their family’s health. Being able to use skills, scientific methods, being proud of being Thai, having a selfless character, not taking advantage of others, living happily with others, and having a habit of reading and always seeking knowledge will help analyze causes and propose solutions to problems that arise rationally with oneself and one’s family, perform the roles and responsibilities as a good member of the house and community, conserving and developing the environment, religion, art, and culture in the community

around the house, acquire fundamental knowledge and skills in the workplace and a habit of working, and work with others.

2. Learning Management in the 21st Century

There are different types of learning management today, and in the twenty-first century, learning management is used to equip students with the knowledge and abilities needed to live and work more effectively. According to scholars, learning management in the twenty-first century is described as follows.

21st-century education is the formation of strategic guidelines for learning management by developing patterns and practices to improve the effectiveness of learning management in the 21st century, putting an emphasis on knowledge and skills needed to survive in today's changing society; it alludes to the paradigm created by the P21 network also known as the partnership for 21st-century learning skills network (APEC HRDWG Wiki, 2012). This encapsulates the significance of the talent of the 21st century and enables students to engage in productive thought, learning, work, problem-solving, communication, and collaboration throughout their life. There are three factors to consider. The first is that these abilities are not taught in the curriculum or evaluated in any way; instead, some people may have picked them up accidentally via their everyday lives or employment. The company has changed its management structure to be horizontal, expanded its use of technology to create a flexible work environment, and distributed responsibility to more operational staff members in recognition that these abilities are crucial for all students. Finally, newcomers must be able to explain many of the new talents using 21st-century skills, such as creativity and invention, flexibility and adaptation, leadership, and cross-cultural learning (Florida Education Standards Commissions, 2000). Based on the aforementioned discussion of the significance of learning management in the twenty-first century, as a means of assimilating into contemporary society, students should focus on improving their communication, information technology, and work-related abilities.

2.1. Meaning of Learning Management in the 21st Century and Conceptual Framework of Learning Management

According to the Office of the Basic Education Commission, learning management in the twenty-first century refers to altering students' learning processes to help them attain the outcomes that are actually crucial and essential for them. In which the job of the teacher is decided to be that it is not essential to educate and focus on material, with the purpose of enabling students to develop self-knowledge and must transcend the subject

matter to learning for life in the 21st century. It focuses on key skills such as subject matter foundations, 21st century integrative knowledge, learning and innovation skills, life and career skills, communication skills, and media and technology. However, the teacher must teach in applying skills to life in the 21st century by inspiring students and contributing and supporting (Edwag, 2008).

As core topics alone are insufficient to prepare students for life in the 21st century, learning management in the modern era places a strong emphasis on the development of life skills through essential courses. Nowadays, topic learning should be centered mostly on student study, assisted by instructors, and these core subjects will result in the construction of a strategic conceptual framework for content-oriented learning management. Interdisciplinarity is required in core topics, and all core subjects must incorporate 21st century abilities (Darling-Hammond & Baratz-Snowden, 2005).

The core idea for 21st century skills, also known as the model of 21st-century outcomes and support systems, is a conceptual framework for 21st-century skills that focuses on student outcomes. It is widely acknowledged to help develop learning skills in the 21st century in terms of core subject knowledge and 21st-century skills that will aid students in becoming ready in a number of areas, such as learning support systems, standards and assessments, curriculum and teaching, teacher development, and a setting suitable for 21st-century learning. The focus of learning in the twenty-first century must be on developing 21st-century skills, which teachers cannot teach but which students must acquire on their own. Teachers must create curriculum, coach themselves, and support students' problem-based learning (PBL). Professional learning communities (PLC), which are formed by integrating teachers to share experiences of each teacher's responsibility to see the conceptual underpinnings and directives for the development of a clear 21st-century curriculum, is a help for teachers in learning management. According to the definition and conceptual framework of learning management in the 21st century provided above, it focuses on using learning management to help students develop their skills in a time of rapid adaptation. Teachers play a role in this by piquing students' interests and promoting learning through reading, writing, thinking, and calculating. Being an essential skill for knowledge creation in the use of information and communication technology as a search tool, gathering studied information and using that information to construct and synthesize, through critical thinking, not easily influenced, and inspired to produce works, knowledge, products, and innovations lasting (Lagrange & Foulke, 2004).

3. Skills for Elementary Learners in the 21st Century

Nowadays, with more technology being used in teaching and learning, learners must have analytical and critical skills to be more up-to-date with the present day. According to Bilbi (2015), the skills of the learners are defined as: (1) critical thinking abilities; learners are capable of logically evaluating and using information, thinking analytically, synthesizing information, and applying a variety of knowledge; (2) collaboration skills, which enable learners to successfully cooperate with others, led by example, follow, and correctly express and accept their own and others' viewpoints in order to advance the cause of the group and meet objectives; (3) communication skills, which include the ability to explain and present information to others, using appropriate language and communicating clearly and easily understandable, learners can collaborate with peers, teachers, and others through communication to exchange information, knowledge, and opinions; (4) the ability to think creatively. 21st-century learners must be creative in their approach to learning and in their application of knowledge, this includes having the capacity to develop new knowledge, inventions, techniques, methods, or processes that are advantageous to both the individual and society; (5) information technology skills, 21st-century learners need to know how to use technology appropriately for research, learning, exchange, and knowledge sharing with others. They also need to be able to filter data, analyze, synthesize, and evaluate data appropriately, solve problems related to the use of information technology, be ethical in the use of information technology, and follow the law when using information technology and communications; (6) career and life skills, i.e., flexibility in work and life, initiative and leadership, having the potential of oneself and diverse skills, and understanding how to adapt to changes in roles, situations, surroundings, and status, being able to multitask, balance professional and personal obligations, and solve issues both at work and in life rationally. They should also be able to work well with others, exercise leadership and responsibility, act morally, and rigorously abide by the rules of their field (McConnell, 2012).

4. Teacher Competencies in the 21st Century

Bilbi (2015) described the 21st-century teacher competencies defined by the Ministry of Education. The key competencies are divided into two aspects: (1) core competencies and (2) performance along the line of work as follows. Achieving performance, providing good service, improving oneself, working in a team, and practicing ethical behavior are the five fundamental skills. The administration of curricula and learning management are two of the six functional skills that

emphasize student development, classroom management, analysis, synthesis, and research for student development, leadership and relationship-building, and collaborations with the community.

In an era of technology and communications where there is a wealth of knowledge, there are eight aspects that Thai teachers will require in the future:

1. *Content*: Teachers must have good knowledge and skills in the subject taught because if the instructor is not an expert in it, it cannot help the learners to achieve their goals.

2. *ICT integration*: Teachers must be adept at using technology to support teaching and learning because teaching and learning activities that employ technology pique students' attention. The more skillfully designed the teaching and learning activities are, the better the required abilities will be.

3. *Constructionist*: Teachers need to grasp the idea that students may develop their own knowledge by connecting prior knowledge to new information and experiences they have obtained, as well as through engaging in activities. This idea may be used by teachers to construct learning activities that provide students with the chance to develop their knowledge and produce a variety of works through the application of the skills and information they have learned in class and via independent study.

4. *Connectivity*: Teachers must plan activities that link students with one another, with instructors in the same school or in other schools, with teachers in other schools, and the relationship between the school and the community to provide students with an experienced learning environment.

5. *Collaboration*: Teachers play a crucial role in learning management in a cooperative way between the students and between the students and teachers. To practice teamwork skill self-learning, the exchange of ideas and information between each other will lead to the development of learners in terms of vocational and life skills.

6. *Communication*: Teachers must possess communication skills that include lectures, examples, media selection and presentation, as well as a learning-friendly environment, in order to effectively and appropriately impart knowledge to students that will result in understanding and learning in order to meet the established objectives.

7. *Creativity*: Teachers in the 21st century need to create diverse and innovative teaching and learning activities, provide an environment conducive to student learning by emphasizing self-learning as much as possible; an instructor must be more than a mere imparter of knowledge.

8. *Compassion*: Instructors need to demonstrate genuine affection and care for their students to build their confidence in the classroom and help them feel at ease. This is necessary for students to be motivated to learn and to do their best work (Deam, 2010).

From the explanations provided by the scholars above, it can be inferred that for teachers to be competent in the twenty-first century, they must also possess technology-related knowledge and skills. They must also plan activities and be creative to accommodate different teaching and learning methods. Instead of always imparting knowledge or communicating unilaterally, teachers encourage collaboration between their students and themselves. This will help students develop in a more positive way as they share ideas and information.

5. Guidelines for Learning Management in Elementary Education in the 21st Century

The premise behind the 21st-century curriculum is that it has to be adaptable, multidisciplinary, focused on a small number of themes, major concepts, intellectual issues, transferrable, and encourage deeper learning and thinking: converging desired outcomes for the 21st century, increased resource use, shortened class periods, increased use of methods that teach a variety of appropriate skills, such as project-based and problem-solving learning, technology use to deliver engaging, interactive, and up-to-date content, and methods to support learning in the form of self-education and network learning (Martin, 2010).

Tasks that include fusing excellent material with 21st-century skills are incorporated in the use of assessment in accordance with the asset assessment method, which stresses assessment to enhance student learning rather than focusing on assessing information. Following a task-based curriculum that applies knowledge to practical circumstances and employs continuous assessment with timely feedback to students allows evaluating essential tasks. The world in the 21st century is an era in which knowledge and information are constantly changing, especially in information technology due to the use of technology to connect various information from all regions of the world together, resulting in a variety of tools to access knowledge both academically and in entertainment. The development of tools for accessing content affects people of school age to change their way of life, and learning each day is very different from that of people in the past, including education in this day that must keep up with the present in case it catches up with the world, to create learning in the 21st century with guidelines for learning management by applying support systems and learning skills of the 21st century to practice by organizing PBL, which encourages learners to ask questions and their curiosity to find the right answer. The students collaborated to discover the solution and then expanded their creativity by exchanging information with a group of friends in the classroom and working together to check the accuracy of the answers provided by the friends and groups. The

stages of learning management in the 21st century have been offered as a guideline for practice and innovations that make living quality in the 21st century (Udombunyanuphap, 2012).

Based on information gathered from a variety of sources, it has been determined that 21st-century learning management approaches focus on a variety of learning domains, including fundamentals of mastering core subjects, integrative knowledge for the 21st century, learning and innovation skills, and life and career skills. Concentration on reading, writing, and math abilities as a foundation for using information and communication technologies, professional competence, and organizing learning processes in innovative ways for teachers are some 21st century aspects that should be included. For instance, the classroom is turned upside down; it is a method of instruction that shifts the learning environment from the traditional classroom to whatever location that works best for the learner, allowing them to communicate with their peers or teachers online. Real-world education emphasizes taking the time necessary to fully understand a concept, learning more by doing less, and having tutors assist students in becoming better prepared for life.

Learning management in the twenty-first century is therefore a learning management that emphasizes developing new skills in line with the social conditions of the time, with a focus on information and communication skills, including life skills, where learners and teachers must each develop their own skills and processes in a unique way. Therefore, a new approach to learning management in the classroom is required. This approach should focus on encouraging students to learn on their own and promote lifelong learning. Methods such as teaching-less learning-learning, real-world learning, and inverted classroom-based learning management are all in accordance with 21st-century learning management, which aims to create people who are skilled and capable of surviving and working in society.

6. Conclusion

An education that is adaptable, imaginative, complicated, demanding, and full of difficulties and fresh, intriguing, and exciting opportunities and inventions is necessary to keep up with the rapidly changing world. In the 21st century, schools have curricula that emphasize providing students with real-world experiences or lessons from everyday life that they can use in their daily lives. These lessons are not just taught in the classroom; instead, students can learn from various sources and professors. Teachers themselves change their roles from educators to advocates and mentors as a result of students being able to connect coursework to the global storehouse of knowledge. Students, on the other hand, change their responsibilities from being merely learners to researching, finding information, and practicing

independently. This is learning to construct knowledge sustainably and establishing in learners a habit of appreciating learning constantly until it becomes a culture (Block, 1971).

The world has advanced more in terms of technology, communication, society, and governance; as a result, 21st-century society is very different from that of the past. Therefore, education is essential and crucial so that students can use their skills and knowledge to solve problems in daily life and apply what they have learned so that it can be further developed for future benefits. Understanding the fundamentals also requires thinking and communication skills, information management skills, and various technological learning abilities. Because 21st-century education is occurring in a rapidly changing environment, it must be modified to meet the needs of modern, 21st-century learners. Consequently, it is essential to adapt the teaching approach to fulfill the demands of the young society both now and in the future, rather than only doing so sometimes as a pure reform. This will help learners become prepared for life. Learners today lead different lives than learners from previous eras. Outdated technology and communication methods are ingrained in our daily lives. There will be much significantly different from what kids did in the past, such as most of them learning online rather than in a classroom. Because learners currently have greater freedom and are not being pushed to study anything, traits like responsibility and discipline in learning are fostered, and thinking abilities are systematically developed, helping learners to think effectively. The abilities to collaborate well, be a good leader and follower, delegate, transfer knowledge, experience, search skills, which are the learners' interests in doing research and acquiring new knowledge, and be enthusiastic about learning are all examples of the ability to effectively work with others. Nowadays, language is crucial for responding, communicating, and exchanging knowledge with others. This requires awareness and linguistic proficiency.

To develop knowledge and skills in the twenty-first century, one must manage learning with the aim of becoming a whole person—both physically and mentally—who has ethics in life, cultivates thinking, and learns to be independent, happy, and self-reliant while maintaining a balance between knowledge and morality. As an educational curriculum establishes the learning objectives and anticipated results for students across the nation, it is crucial to change the curriculum and teaching strategies. Thus, reforming the curriculum should result in the instillation of the information, attitudes, and values that young people should possess. Technology should be used to teach and learn so that students can use it in their daily lives. A variety of instructional arrangements should be designed, and students should be encouraged to study both in person and online. Online study is more convenient for

students and encourages them to use technology responsibly. The key is to have the students work on actual tasks rather than memorizing material; this will help them learn the situation that occurred. It will also help them learn quickly because they will exchange ideas with their classmates and teachers in the classroom. If one has any questions, they should feel free to ask. Learning in the 21st century is essential because everything in today's world is changing quickly and unexpectedly, and the changes are quite complicated. Because society is more open and free-flowing now than it has ever been, knowledge is also of utmost importance. Hence, education promotes skills for lifelong learning in addition to imparting information.

Therefore, the integration of the learning process into the integration of life is important. At the primary school level, teaching is structured in a way that incorporates the learning process into the integration of life, taking into account various potential of each individual. Introduce the learning process to help students reach their full potential and begin teaching them how to discover their own talents through introspection. Until you decide to study what you are interested in and integrate the learning process into your everyday life, try a range of learning activities that revolve around trial and error, seeking information, understanding oneself, and knowing how to plan. In addition, the school arranges extracurricular activities to support each student's unique talents, such as club activities, in addition to other essential skill development for teaching in the form of a technological basis, including woodworking, cloth work, computers, electricity, food, agriculture, and chemistry. Learning Thai language bases, such as those for mind maps, advertisements, little rituals, dialects, and other bases, goes along with learning a language that is more than just learning the language. Students are also taught environmental responsibility through group projects such as "Waste Bank" and "Tree Planting Activities", which allow them to develop their teamwork abilities, leadership, and followership skills while also practicing their math skills and studying the necessary academic material. A society with teachers, staff, and parents who have a developmental concept that recognizes the potential and curiosity in every child is most important for learning. This society is ready to give children a person who dares to think, do, and express, has knowledge, and keeps up with the changing world.

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