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Article

Curriculum Development for Enhancing Teachers' Learning Management Skills to Foster Creativity and Innovation among Learners: A Case Study of Thai Educators

Sameer

Prince Sattam Bin Abdulaziz University, Saudia Arabia.
* Correspondence: sunf06117@gmail.com

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Abstract: Thai teachers in primary schools need to develop their learning management skills to promote learners' creativity and innovation. This study developed a training curriculum aimed at enhancing teachers' learning management competencies. The objective was to create and evaluate a curriculum that improves teachers' skills in fostering students' creativity and innovation abilities. The sample comprised primary school teachers in Suphanburi Province under the Office of the Basic Education Commission, Ministry of Education, Thailand, totaling 49 teachers and 104 students. The study adopted a research and development (R&D) methodology. Results indicated that teachers' learning management skills after implementing the curriculum were significantly higher than before, at the 0.01 level of significance. Likewise, learners' creativity and innovation abilities improved significantly after implementation. The final curriculum consisted of three units, each based on an action learning approach. Findings suggest that a Professional Learning Community (PLC) should be integrated into future training programs to strengthen outcomes.

Keywords: Training curriculum; Learning management; Creativity and innovation

1. Introduction

In the 21st century, learners must develop a range of essential skills for future success, including higher-order thinking skills, learning skills, and life skills. Creativity and innovation are among the most critical competencies that students need to thrive in a dynamic and competitive global environment [1,2]. Creativity refers to the ability to generate new ideas, while innovation involves applying those ideas to develop practical outcomes [3].

According to prior studies, creativity and innovation consist of three main components. The first component, *creative thinking*, involves initiating and generating new ideas, using various thought processes, and sharing ideas with others effectively. The second component, *creative work with others*, focuses on communication, collaboration, and teamwork, emphasizing respect for diverse opinions and collective problem-solving [4,5]. The third component, *successful innovation*, pertains to transforming ideas into tangible results and evaluating the effectiveness of developed innovations [6,7].

To enhance learners' creativity and innovation, teachers must integrate these skills into daily classroom management and instructional design. Effective learning management involves creative teaching practices, active learning strategies, and inquiry-based approaches that engage students in meaningful exploration and problem-solving [8,10]. Teachers should design activities that encourage learners to apply creativity and innovation in real-world contexts, thereby fostering independent and critical thinking.

Moreover, continuous professional development is essential for teachers to cultivate these skills effectively. Training programs should combine theory and practice, emphasizing collaborative learning and reflective teaching [9]. Integrating professional learning communities (PLCs) within schools can provide ongoing peer support and promote sustained improvement in creative and innovative teaching.

2. Research Objectives

This study aimed to develop a training curriculum to enhance teachers' learning management skills for promoting learners' creativity and innovation.

Population: The population consisted of primary school teachers in Suphanburi Province under the Office of the Basic Education Commission, Ministry of Education, Thailand, totaling 3,844 people.

Sample: The sample group included primary school teachers in Suphanburi Province under the same educational office, comprising 49 teachers and 104 learners.

Variables:

- Independent variable: Implementation of the developed training curriculum.
- Dependent variables: Teachers' learning management skills for promoting learners' creativity and innovation ability, and learners' creativity and innovation ability.

3. Conceptual Framework

The conceptual framework of the study is illustrated in Figure **??**. The model integrates the concept of the Professional Learning Community (PLC) as a foundation for designing the training curriculum. The framework focuses on strengthening teachers' learning management skills, which in turn enhance learners' creativity and innovation ability.

4. Research Methodology and Results

4.1. Step 1: Study of Information for Training Curriculum Design

At this stage, the researcher collected information from teachers regarding their opinions and attitudes toward learning management skills that promote creativity and innovation. Additionally, teachers provided input on preferred training methods and participation styles.

Teachers' opinions were surveyed using a five-level Likert scale questionnaire to assess their learning management skills and readiness to promote learners' creativity and innovation. The data collected served as the foundation for designing the initial draft of the training curriculum.

4.2. Training Curriculum Design Approach

Based on the findings, the training curriculum was structured around the principles of action learning and professional collaboration. The Professional Learning Community (PLC) approach was integrated to facilitate reflective teaching practices, peer observation, and continuous improvement. Activities emphasized authentic practice, experiential learning, and shared professional experiences.

5. Discussion

The findings of this research indicate that teachers' learning management skills for promoting learners' creativity and innovation improved significantly after implementing the training curriculum, at the 0.01 level of statistical significance. The integration of the Professional Learning Community (PLC) concept within the training curriculum contributed substantially to these results.

The PLC approach provided teachers with opportunities to share ideas, exchange experiences, and engage in reflective teaching practices that enhanced their professional performance [11–13]. Through collaboration, teachers developed their capacity to foster students' creativity and innovation by applying the principles of creative thinking, teamwork, and innovation-based problem-solving.

The researcher applied five key principles of the PLC model within training activities, including sharing values and goals, collaborative lesson planning, co-teaching, and peer reflection. These practices improved communication among teachers, encouraged the use of innovative teaching methods, and built a culture of continuous professional development. This aligns with the recommendations of previous studies emphasizing that effective PLC implementation supports teachers' growth and pedagogical competence [14–16].

The results also showed that learners' creativity and innovation abilities increased significantly after teachers implemented the curriculum. This improvement may be attributed to the student-centered teaching methods that emphasized experiential learning and active engagement [17–20]. These methods encouraged learners to explore new ideas, collaborate with peers, and apply creative solutions to real-life problems.

Furthermore, teachers were found to integrate formative assessment strategies into their learning management processes, allowing them to monitor students' progress and adjust instruction accordingly [21,22]. This continuous feedback cycle helped strengthen both teaching quality and learner achievement. The research thus confirms that incorporating PLC-based training with active learning strategies enhances both teacher performance and learner creativity.

6. Conclusion

This study successfully developed a training curriculum designed to enhance teachers' learning management skills for promoting learners' creativity and innovation. The curriculum emphasized collaborative learning, reflective practice, and the integration of the Professional Learning Community (PLC) framework as a means to improve teaching effectiveness.

Findings demonstrated that teachers who participated in the PLC-based training significantly improved their ability to manage creative and innovative learning activities. Consequently, learners exhibited higher levels of creativity and innovation following implementation, also at the 0.01 significance level.

The study highlights that a well-structured, PLC-supported training curriculum contributes to sustained professional growth and improved student learning outcomes. It is recommended that schools and educational policymakers adopt similar models to foster continuous professional development and strengthen teachers' capacity to promote creativity and innovation in 21st-century education.

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