

Career Development and Professional Values should be the Basic to Teacher Development in Vietnam

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Abstract

The article provides the changes in the number of teachers from kindergarten to higher education over the past five years, to generalize the features of some models and ideas about teacher training, and some standards and criteria for teachers regulated in the current legislative documents. It also discusses to make clearer career development and professional values of teacher that should be regarded as the basis to teacher development in the context of Vietnam.

Keywords: Teacher criteria; Teacher development; Teacher management; Career development; Professional values

Introduction

Teacher development has been conducted by many authors, such as (Soler, Craft, & Burhess, 2001) *the professional development* from in early years education to *nurturing the expert within*, (Simon & Pleschova, 2013) the teacher development programmes and its relevant factors on the political agenda, (L.T.Heikkinen, Jokinen, & Tynjala, 2012) peer-group mentoring is a new model of supporting teaching profession, (P.Lipka & Brinthaup, 1999) the self-development perspective, and (Diaz & Maggioli, 2004) advocate the idea about teacher-Centered Professional Development.

It is accepted that teacher development is commonly recognized as the life cycle of those who spend all their lives on education generally and on teaching particularly, and it goes with many educational aspects. This article, however, provides an overview of teacher and pedagogical institutions, and mentions the meanings of career development and professional values in teacher development in Vietnam.

1. Teachers and Pedagogical Institutions are in Terms of Quantity and Roles

The number of **teachers** at all educational levels has been gradually increased during the past five years with unsteady rates. If compared to previous school years, the school year 2014-2015 experienced the highest level while the lowest rate was in the year of 2009-2010 (*see Table 1*), with the exception of the teachers of colleges and universities of the security and defense sectors. The roles of teacher, clearly defined in quite a few educational important documents issued in recent years, is considerably becoming more important than ever in education. They keep the decisive part of guarantee educational quality, of the success of the educational renovation. There are numerous issues relevant to teacher development because objectives of development of teachers are to meet standards; guarantee quality, sufficient quantity, and consistency of structure; especially enhance and develop professional ability and skills and improve ability of understanding and defending guidance and policies of the government, and moral quality; and timely update knowledge, skills, methods and new techniques of teaching, which helps teachers well achieve their aims and meet demands of the education renovation.

With regard to pedagogical schools, Nghiem Dinh Vy (Hanoi Education University- The Anniversary of 60th foundation, 2011) provided that “there are 134 institutions, including 14 pedagogical universities, 47 universities whose pedagogical disciplines or pedagogical faculties, 42 pedagogical tertiary colleges, 24 tertiary colleges have pedagogical disciplines or pedagogical faculties, 03 pedagogical technical secondary schools and 04 educational institutions of training and retraining of teaching and managing staff. Annually, the number of new students enrolled in pedagogical universities is 22,580 students and in pedagogical tertiary colleges are 26,135 students.”

With appropriately 1.2 millions of teachers (*see Table 1*) in the educational system and neatly 50,000 students of the pedagogical institutions every year, it is unimaginable to countless relevant tasks and works of training and managing this staff.

Besides, these institutions take responsibilities of training teachers that are

1) *“Renovating content, learning materials serving training activities, includes:*

- Defining 3 groups of content: Providing knowledge, fundamental skills to improve capabilities based on standards; provide training based on positions and profession; provide training based on new aims and objectives of general education and renovation of textbooks.
- Selecting experts, editing learning materials to meet demands on self-learning and self-training of teachers; adding to existing curriculums. Training materials should be diversified: soft and hard copies, PowerPoint lectures, videos, VCD, questions & answers books, and e- curriculums.

2) *Renovating ways, methods and forms of training:*

- Training directly focused on content that need discussing and consensus such as new and difficult issues, skills of practicing methods and techniques of teaching;
- Training through the Internet can develop self-learning; Online training can improve professional capabilities of teachers;
- Combination of Online training through the Internet and training with consultancy and support of lectures/core staffs at training organizations;
- Coordination with education and training organizations to select and to provide training and to guide core teachers in training process and meetings on discussing professional capabilities and skills.

3) *Renovating ways of testing and assessing results of training*

- Developing tools of assessment: assessing results of training teachers based on grade levels, subjects and assessing content, ways of training includes: Tools of testing and assessing results of direct training; tools of testing and assessing results of Online training through the Internet;
- Renovating ways of testing and assessing: Develop role of core staffs and training organizations which provide training of testing and assessing results; testing and assessment should be diversified in many ways: writing tests, summaries, reports, interviews, multiple choices, observation during class, and answering questions. Selection of ways of testing and assessing depends on each content and individuals as well as period of training;
- Providing certificate on training based on grade levels and different ways of training.

4) *Renovating mechanisms of coordination between teacher training organizations and primary and secondary schools based on contracts and responsibilities of both sides:*

- In recent years, teacher training organizations have actively and proactively provided training for teachers, contributing to development for teachers who have moral qualities and political awareness, to sufficient quantity, structures; professional ability has been met or above training standards; career capability has been standardized, meeting requirements of improving quality of teachers.”

2. Teacher training

In addition to the quantity, there is a number of managing the teacher training which can minimally be examined in the factors of the educational management or the activity process of pedagogy et cetera. In the larger scope, however, some general theoretical tendencies of managing teacher training are frequently defined in models and new ideas adapted from experience in business management. Teacher training models, thus, can include one or all of the following processes: *teaching, training, organizing and researching*. These four processes are essential components for planning of the teacher education and training (Lynch, Modgi, & Modgi, 1997). “These processes reflected on three groups of the teacher training.

- 1) The *pedagogical* model, focused on the roles of teaching and developing in individual teacher.
- 2) The *organizational* model concentrated on preparation of teacher, able to organize to participate in informal education.
- 3) The *research* model kept the role of creating new ideas to educate, train, and teaches with better quality.”

Apart from the training models, the adjusted ideas from business management and experiences applied successfully to education in some countries have been recommended to use in Vietnam education, for examples, Nguyen Quang Uan (Hanoi Education University- The Anniversary of 60th foundation, 2011) discussed that training quality should be based on the theory of total quality management. In the line with vocational and technical training, Tran Khanh Duc (Hanoi Education University- The Anniversary of 60th foundation, 2011) ascertained that the standards of output and competency-based training development must be applied in the higher education. His supportive examples extracted some criteria from the training regulation of Hanoi National University and “concept of UNESCO of the products of the higher education”.

Relevant documents included detail standards and competencies that are necessary for teachers in vocational and technical training (the *Decree on the standards of the teacher and lecture of the vocational and technical training*, No: 30/2010/TT-BLĐT BXH, Hanoi, 29 September 2010 in which 4 criteria and 16 standards have been set), teachers in (*Professional standards of the teacher of the lower secondary school and upper secondary school* (enclosed with Circular No 30/2009/TT-BGDĐT dated 22 October 2009 by Minister of Education and Training), consists of 16 standards and 25 criteria), and teachers of kindergarten (Decision No 02/2008/QĐ-BGDĐT dated 22 January 2008 by Ministry of Education and Training regulated *Professional standards of the teacher of the kindergarten* reflected in the Article 5, Article 6 and Article 7 of this document.

The MOET has jointly published the important circulars on new criteria that teachers must be met, those markedly are:

- The joint Circular¹No 20/2015/TTLT-BGDĐT-BNV (Ministry of Education and Training and Ministry of Internal Affairs) (issued 14th September 2015) regulates the code, criteria on the job position of the *public pre-school education* teacher.
- The joint Circular² No 21/2015/TTLT-BGDĐT-BNV (Ministry of Education and Training and Ministry of Internal Affairs) (issued 16th September 2015) regulates the code, criteria on the job position of the *public primary education* teacher.
- The joint Circular³ No 20/2015/TTLT-BGDĐT-BNV (Ministry of Education and Training and Ministry of Internal Affairs) (issued 16th September 2015) regulates the code, criteria on the job position of the *public lower secondary education* teacher.
- The joint Circular⁴ No 23/2015/TTLT-BGDĐT-BNV (Ministry of Education and Training and Ministry of Internal Affairs) (issued 16th September 2015) regulates the code, criteria on the job position of the *public upper secondary education* teacher.
- The joint Circular⁵ No 36/2014/TTLT-BGDĐT-BNV regulates the code, criteria on the job position of the people who are teaching at the *public university*.

These theories of the models as well as the policies with the standards and criteria are a crucial base for management of the teacher training though this issue needs to be considered in a larger scope of teaching staff management.

3. Career Development and Professional Values

If the activities or phenomena of teacher management are classified as the results of administrative management such as there are full of quantity but lack of retraining and professional constructing et cetera, the management of teacher training should be examined to some extent of the management of teaching staff. This issue, more particularly, accompanies with the whole life of teachers and can possibly be specified in two primary aspects comprising *Career and employment* and *Professional values*.

In that regards, Career and employment are often categorized as three components: (1) salary, allowance and other benefits; (2) Training and development (that are initial training, professional skills, professional supportive skills such as research and assessment et cetera); (3) Employment opportunities relied on the needs of the market labor in both institutions where teachers are working or from other schools. Much more importantly are professional values because it is beyond the scope of professional requirements and in a school or within a class.

¹(Assessed 31 June 2016) available from http://www.moet.gov.vn/resources/eduportal/uploads/2015/tt968_20_2015_TTLT_BGDDT_BNV.PDF

²(Assessed 31 June 2016) available from <http://moet.gov.vn/?page=6.9&view=987&opt=brpage>

³(Assessed 31 June 2016) available from http://www.binhphuoc.gov.vn/3cms/upload/binhphuoc/File/2015/VB%20TW/22_2015_TTLT-BGDDT-BNV_292333.pdf

⁴(Assessed 30 June 2016) available from http://moj.gov.vn/vbpb/lists/vn%20bn%20php%20lut/view_detail.aspx?itemid=30682

⁵(Assessed 31 June 2016) available from <http://www.moet.gov.vn/?page=6.10&view=515&opt=brpage>

In other words, those are abstract norms as (Arthus, Davision, & Malcolm, 2005) stated “...*high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic background; they treat pupils consistently, with respect and consideration...;.....demonstrate and promote the positive values, attitudes and behavior...; ...communicate sensitively and effectively with parents and careers...;..Contribute to, and share responsibly in, the corporate life of schools...*” Moreover, these values must be performed by teachers during their working time and that is the way to pass on or improve the awareness of learners about these values in the whole time of learning process. It is rightly professional values are the things that each of the society require to teachers. Teachers will be more respectful if in the process of teacher training in the future the focus will be put on how teacher recognize and carry out their own professional values, hence.

Based on these factors, management of the teacher training is not limited within the **learning** in the pedagogical schools but to be prolonged during the working time of teacher, from the initial training to improvement of re-training and supportive training. At the same time, income from wages, salary, other incentives and employment chances should be clearly clarified in order to meet requirements for teaching staff. Though the identification and evaluation of professional values are by far the most difficult of the characteristics of career and employment, it is, however, the more clearer and simpler in the way of expressing of professional values the more effectiveness of management of the teacher training and teaching staff development. The most challenge of setting up professional values comes from policies of teachers, process of policy implementation and teacher themselves.

There are many meanings of professional values to teachers, for example, they are standards and criteria for assessment and evaluation. Based on the professional values that have been established, in fact, almost of the graduates from pedagogical schools are even able to be qualified in their professionals or they have solid foundations of modern knowledge do not mean have possessed the professional values. This aspect is possibly a cause of mistaking in the societal norms in certain societies where teachers are being assessed and valued in excess of their real capability and contributions to the field. It is true that many teachers are successful in establishing professional values because they have **sacrificed** all their lives for education or few of them are extremely distinguished in their discipline. It should be normally true that if pedagogical graduates do not succeed in setting up any of the professional values. Other people have not graduated from pedagogical schools, in turn, have abilities to **obtaining** educationally professional values. For the most part, this is also a reason why new pedagogical students should consider one way of approaching the professional values is to start working out what professional values and responsibilities are involved and, from then on, they identify the specific responsibilities in real situations every day.

4. Conclusion

The levels of development or expectations of each country should be surely run by manifold areas, but it would be better begin with teacher training. These people will shape the human resources of the nation by the career that they will be involved and the professional values they will have been pursuing and imparting these values to the next generations. In addition, from then on these abstract values will be closely combined with concrete values which turn into developmental motivations. The management of teacher training and teaching staff has been never been more buoyant, and is complicated issue or an arduous task to provide a **fully** satisfactory explanation.

It, however, can be seen from the quantity and quality aspects, from how pedagogical schools take their duties, and especially from professional values and career development. From the fact and recent policies mentioned, it seems that the career development and professional values have radically changed in the ways teacher and pedagogical institutions work because the new methods are comprehensively different from the conventional **ones**. It can be said that however many relevant policies maybe, the Vietnamese teacher development and management should be recognized and developed based on the clear, established career development and professional values that make it easier for teachers and pedagogical schools to do their best to meet the demands of educational renovation both in the short –term and in the years to come.

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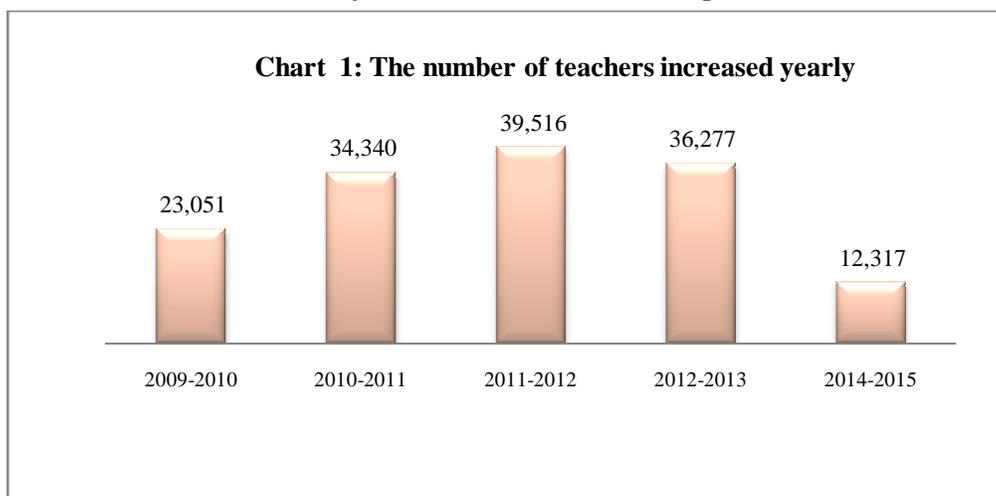
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Table 1: The number of teachers in five school years, from 2009-2010 to 2014-2015

School years	Kindergarten	Primary secondary education	& Technical secondary education	Higher education	Total
2009-2010	195,852	804,183	17,488	45,961	1,063,484
2010-2011	211,225	818,538	18,085	50,951	1,098,799
2011-2012	229,724	828,148	19,956	59,672	1,137,500
2012-2013	244,478	847,752	18,302	61,674	1,172,206
2014-2015	277,648	856,730	10,911	65,206	1,210,531

Source: Ministry⁶ of Education and Training, 2013, 2015



Source: Ministry⁷ of Education and Training, 2013, 2015

⁶ Available from <http://www.moet.gov.vn/?page=11.11&view=5251>

⁷ Available at <http://www.moet.gov.vn/?page=11.11&view=5251>