

# Development Of A Team Of Key Teachers At Lower Secondary Schools In Vietnam

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## **ABSTRACT**

Key teachers in lower secondary education play a vital role in the comprehensive and fundamental reform of education and training as a whole, as well as in the specific development of new education programs. This article proposes six solutions for developing key teachers in Vietnam using a competence-based approach, based on the clarification of several issues regarding key teachers in lower secondary education. These solutions include: raising awareness among teachers and staff about the importance of key teacher development activities, developing a plan for the development of key teachers that is appropriate to the size of the school and the capacity of the teachers, selecting and effectively utilizing key teachers in lower secondary education, regularly assessing key teachers at lower secondary schools, and creating a favorable environment and conditions for key teachers in lower secondary education to promote and develop their abilities.

**Keywords:** Competence-based approach; key teachers; secondary schools; Vietnam

## **1. Introduction**

Teachers, along with management staff, are the driving force behind the quality of education and the success of comprehensive and fundamental reform of education and training (Beall, 1999; Berry, 2001; Bradley, 1991; Lewis, 1998). The 11th Party Congress of the Communist Party of Vietnam's document affirms the top priority of education development as a national policy (Party Central Committee, 2011). The focus is on improving the quality of education, with a particular emphasis on moral education, lifestyle, creative capacity, practical skills, and entrepreneurial ability. The fundamental renovation of education is moving towards standardization, modernization, socialization, and international integration. Key aspects of this transformation include renovating the management mechanism and developing the contingent of teachers and

managers, which are critical stages of the process (Calderhead, & Shorrock, 1997; Chance, 2000; Clement & Vandenberghe, 2000). In the context of the comprehensive and fundamental reform of education and training in the country, the development of teachers and managers is regarded as a key solution in Vietnam.

In recent years, the education sector has implemented policies to build and develop a key contingent of managers and teachers, including those at the lower secondary level, in order to promote comprehensive and fundamental innovation in education and training and create motivation for improvement at secondary educational institutions (Nguyen, 2006; Party Central Committee, 2013; Party Central Committee, 2013; Tran, 2004; Vu, 2002). In fact, this team has played an instrumental role in the educational activities of the school,

particularly in training teachers and managers for the implementation of the general education program 2018.

The history of research on the development of key teachers in lower secondary education has followed a capacity-based approach, which is closely associated with the development of Vietnamese education. Over the past fifty years of construction and development, our country's education system has established a comprehensive and integrated system of education, covering early childhood education to higher education, and effectively meeting the needs of improving people's intellectual abilities, human resources, and talents for the betterment of society. Over the past fifty years of educational development, there has been a continuous emphasis on the development of key teachers in lower secondary education according to the capacity-based approach in the Vietnamese education system.

The development of key teachers in lower secondary education has been a matter of great importance to the Late President Ho Chi Minh, the Party, and the State. President Ho Chi Minh famously affirmed that without teachers, there can be no education. Furthermore, he also highlighted the critical role and significance of the teaching profession. What could be more noble than to educate future generations and inspire them to actively contribute to the construction of socialism and communism... As President Ho Chi Minh once said, "Teachers have the heavy yet glorious task of training cadres for the nation"... As President Ho Chi Minh emphasized, 'You have recognized your great responsibility, and at the same time, you also recognize the need to continuously improve your abilities to fulfill your tasks' (National Political Publishing House, Hanoi, p.114). In line with the vision of President Ho Chi Minh, over the past fifty years, our Party and State have provided ongoing direction and favorable conditions for the construction and development

of key teachers in lower secondary education. In accordance with this vision, the Ministry of Education and Training has directed the implementation of numerous studies on the development of key teachers in lower secondary education based on the capacity-based approach (Nguyen, 2004; Tran, 2004).

Developing core secondary teachers with the competence-based approach is one of the basic contents in the revolutions of education reform, revival and national development (Clement & Vandenberghe, 2001; Fletcher, 1991; Harris, Guthrie, Hobart, & Lundberg, 1995; Little, 1990; Shaw, 1992). During the renovation period, the issue of teacher development is always considered by Vietnamese Government as one of the solutions for the development of education and training; for education to become the "leading national policy" in the cause of national renewal; both meet the requirements of the cause of national development and improve quality and effectiveness of education (Party Central Committee, 2013). The Education Development Strategy for the period 2021-2030 has identified that developing a sufficient number of teachers, reasonable in structure and quality standards (Vietnamese Government, 2022). This is considered as one of the important solutions for national education development. The of the teaching staff as the most important factors and raised the issue of improving the quality of education, it is impossible not to pay attention first of all to the quality of the teaching staff in quantity, synchronous in structure and increasingly improved skills (McBride, 1996; Smylie, 1995; Tran, 2003; Villegas-Reimers, 2003). The key managers and teachers of education, especially those in lower secondary education, play a vital role in organizing and implementing the aforementioned tasks and solutions. The research and development of key secondary teachers in Vietnam is a pressing and relevant issue.

## **2. Research content**

### **2.1. Key teachers at lower secondary education**

Key secondary school teachers refer to educators who perform teaching and educational tasks in secondary schools and share the responsibility of nurturing and guiding the development of secondary school students towards achieving educational goals set for this level of education. From a systemic perspective, the group of key teachers in a particular secondary school is referred to as the key teaching staff of that school." This is a system in which each element is related to each other, bound by deterministic mechanisms. Therefore, any impact on individual elements of the system is locally significant and has a significant impact on the system as a whole.

The key secondary school teachers are expected to possess good moral qualities, a deep understanding of the educational landscape, excellent professional skills, a respected reputation within the school community, and the ability to provide guidance, advice, support, and leadership to colleagues in professional development activities.

### **2.2. Criteria for selecting key teachers at lower secondary education**

Being a secondary school teacher with at least 05 years of direct teaching experience at the same level until the time of selection;

To be evaluated based on the professional standards of teachers and meet the good or higher level, where the criterion for professional development capacity must be evaluated as good;

Be capable of designing and implementing exemplary teaching plans, organizing seminars, workshops and training sessions on teaching methods, techniques, educational innovation, and professional

development for colleagues in their school or other schools in the reference area.

Demonstrating proficiency in foreign languages, utilizing information technology and technological equipment in teaching and education, creating and developing digital learning materials, and being capable of providing training to other teachers (Ministry of Education & Training, 2018).

### **2.3. Duties of the key teacher at lower secondary education**

Supporting and advising colleagues in local schools to enhance their professional qualities, competencies, and professional standards, in accordance with the specific conditions and needs of the school and the local area;

Supporting and advising colleagues in schools or schools in the locality on issues related to ensuring and improving the quality of teaching and education for students; participating in compiling subject-specific materials, instructional materials (for teachers and students); organizing guidance on scientific research topics for students as requested by the head of the general education institution and the management agency;

Supporting and guiding colleagues in schools or localities in developing and implementing school education plans and subject teaching plans; guiding them in attending teacher training and retraining courses online; providing guidance and training to improve the professional capacity of teachers in schools or schools in the area; participating in teacher training and development programs as per the annual requirements of the education sector (department, agency, ministry);

Providing advice and recommendations to direct managers on the development of school education plans that are tailored to local conditions, in order to ensure the objectives and quality of teaching and education and enhance

the professional and pedagogical capacity of teachers. Participating in organizing and reporting on professional matters at conferences and professional meetings of schools or educational institutions in the area.

The role of key general education teachers also includes connecting and cooperating with teacher training and retraining institutions, research, application and transfer units of educational sciences, especially applied pedagogical sciences (Ministry of Education and Training (2018).

### **2.3. The number and structure of key teachers at secondary education institutions**

According to the Ministry of Education and Training's report, as of the 2022-2023 school year, the total number of teachers and lecturers nationwide is 1.24 million, which is an increase of 14,383 teachers from the previous school year. This includes 277,684 preschool teachers, 856,730 lower secondary school teachers, 10,911 vocational teachers, 91,183 university and college lecturers, and approximately 300,000 educational administrators at all levels.

In the 2020-2021 school year, the Ministry of Education and Training instructed localities to review teacher recruitment, placement, and utilization practices in a reasonable and effective manner. Additionally, the ministry implemented long-term solutions to ensure adequate recruitment and placement of teachers in all subjects, regulating the number of teachers from areas of excess to areas suffering from shortage of teaching staff, and ensuring that "for every classroom, there must be teachers who deliver lessons to students". The ministry also prioritized ensuring that teachers were able to effectively implement the 2018 General Education Program.

Based on the latest data, there is still a shortage of 94,714 teachers across the country,

including 10,178 teachers at all levels. The Ministry of Education and Training has requested that the Ministry of Home Affairs report to the Government to allocate additional payrolls from 2021-2025, with a proposed addition of about 30,000 payrolls in 2021 alone. This includes 20,000 teachers for new subjects at primary and high school levels, and 10,000 preschool teachers for remote, disadvantaged, and ethnic minority provinces. It should be noted that this figure does not include the 5 Central Highland provinces and 14 provinces that received additional payrolls of preschool teachers in 2019.

Thus, the key teachers of lower secondary schools in Vietnam appears to have a relatively balanced mix of both trained and experienced teachers, with no major discrepancies in terms of quantity or quality based on actual surveys." The majority of teachers in Vietnam meet or exceed the required standards for training qualifications, and there are no teachers who do not meet these standards. However, it should be noted that the distribution of good teachers, key teachers, and teachers with high professional qualifications in schools is uneven. Many schools lack a specific plan for developing a key team of teachers.

### **2.4. Moral qualities and personalities**

Teachers, especially key teachers in lower secondary schools, are expected to possess fundamental values related to political, ethical, and lifestyle qualities. These qualities facilitate other skills, promote efficiency, and benefit the school and the community. In general, the majority of key lower secondary teachers have a patriotic spirit, love for socialism, and a commitment to national interests. They set an example in following the Party's guidelines and adhere strictly to the laws, policies, and regulations of the State, as well as the regulations of branches and localities. Active participation in political and social activities and

a strong determination to overcome challenges and complete assigned tasks are common traits among key lower secondary teachers.

Regarding the capacity to develop teaching and educational plans, it can be observed that most key teachers are able to adhere to the school year plan and create a teaching plan for the year, as well as prepare lesson plans in accordance with regulatory requirements. The plan is flexible and can be adjusted and supplemented according to the actual situation. However, there are a limited number of teachers who have developed teaching plans that ensure the close combination of teaching with education, diverse activities, and extracurriculars, demonstrating coordination and cooperation with colleagues and meeting the needs of their students.

## **2.5. General assessment of the current situation of key teachers at lower secondary schools**

### **Strengths**

The development of education and training is always a priority for the state and government bodies at different levels. The district's economy has experienced quite a well growth and the stability of people's lives has been maintained. There has been an increase in the effectiveness of coordination and collaboration between the Department of Education and Training, the Education and Training Offices, as well as departments, agencies, unions, provincial and district associations, and Party committees, commune and township governments. The number of key teachers at lower secondary schools is gradually stabilizing and their quality is improving. They have a strong political awareness and maintain internal unity. In recent years, the education and training sector in Thanh Hoa has emerged as a shining example of the country's educational system, and has made significant achievements in all areas.

### **Limitations**

Although leaders and managers at schools have made efforts to improve the quality of education, including the quality of key teachers, difficulties and shortcomings persist. These include insufficient numbers of teachers meeting standardization requirements, making it challenging to build and improve the quality of key teachers. The key teachers of lower secondary schools in Vietnam possess commendable political qualities, exhibit patriotism and love for socialism, and demonstrate a good understanding and adherence to guidelines, policies, and laws of the State. However, certain limitations have also been observed. Many key teachers at lower secondary schools have limited qualifications, lack professional capacity, and have inadequate foreign language skills and proficiency in using information technology.

The educational managers have not fully and properly paid attention to the low quality of key lower secondary teachers resulting from the development of this team. The planning, selection, and training activities for key teachers at lower secondary schools have not adhered to the standards expected of teachers at this level. A major limitation in the management and development of key teachers at lower secondary schools in Vietnam is the lack of specific mechanisms and policies aimed at encouraging and promoting the development of these teachers.

### **Causes of the situation**

The development of key teachers at lower secondary schools has not received sufficient attention from Party committees and authorities, and there is a lack of consensus among local managers on developing key teachers at the lower secondary level in accordance with school standards. Inspection, evaluation, and fostering of key teachers at lower secondary schools according to standards have not received

enough attention. The evaluation and inspection of key teachers at lower secondary schools have not been given adequate attention in terms of adhering to standards. The evaluation process mainly follows general regulations and lacks quantifiable measurements. The training period for key teachers at lower secondary schools is short and theory-heavy, with insufficient emphasis on pedagogical skills, particularly modern teaching knowledge and skills, and little attention paid to updating scientific and technological changes, socio-economic changes, and new achievements in educational science.

The working environment of key teachers at lower secondary schools, including facilities and equipment, has not received sufficient attention from governments at all levels. Additionally, social forces have not been fully involved in the comprehensive development of key teachers at lower secondary schools. The rules and regulations that govern how teachers are treated have been slow to change and haven't kept up with the changes happening in the economy and society. The current policies for teachers are insufficient, outdated and slow to change. Many teachers face financial difficulties, and their salaries and bonuses are not enough to motivate them to work with dedication and continue their professional development.

### **3. Solutions to develop key secondary school teachers in Vietnam**

#### **3.1. Raise awareness of teachers and administrators of lower secondary schools about the need for development of key teachers**

##### **3.1.1. Aim of this solution**

The solution aims to increase the awareness and recognition of the key teachers' important role in the innovation and development of local education among lower secondary school

teachers and administrators (Danielson, 2001). It also seeks to emphasize the need to prioritize the development of key teachers in the context of the ongoing comprehensive renovation of general education, and to encourage appropriate actions and attention to be given to this team. The ultimate goal is to promote the quality of education and ensure the success of educational reforms in the country.

##### **3.1.2. The significance of the solution**

The solution is significant as it aims to increase the understanding among key teachers at lower secondary schools about their crucial role in the innovation and development of local education. It helps raise the awareness of key teachers at lower secondary schools about the crucial role they play in the innovation and development of local education, and emphasizes the need to develop this group in the current context. This will lead to a change in the perception, evaluation, and facilitation of managers at all levels towards key teachers at lower secondary schools.

##### **3.1.3. Content and procedures of the implementation of the solution**

The solution involves organizing research and discussions among key teachers at lower secondary schools, school administrators, Department of Education and Training managers, and District People's Committee managers to promote the role of key teachers at lower secondary schools. The solution also involves assigning clear responsibilities to key teachers at lower secondary schools for the development of their team (Berry, 2001; Bourdoncle & Robert, 2000). Finally, the solution involves correcting any incorrect or incomplete perceptions of the role of key teachers at lower secondary schools.

##### **3.1.4. Conditions for the implementation of the solution**

To ensure the effectiveness of this solution, it is

crucial to promptly assign specific tasks and responsibilities to key teachers at lower secondary schools. The provincial People's Committees should promptly renovate the management and leadership mechanisms of lower secondary schools, including those for key teachers, in order to ensure effective implementation of the solution. It is necessary to allocate sufficient resources for professional training of key teachers at lower secondary schools and invest in communication activities to raise awareness of the importance of their role in the education system (Beall, 1999).

### **3.2. Develop a plan for building the key teacher team at lower secondary schools that is appropriate to the size of the school and the capacity of the teachers**

#### 3.2.1. Aim of this solution

The solution aims to proactively identify and select teachers with professional capacity to build a team of key teachers at lower secondary schools, ensuring that the team has the appropriate quantity, structure, and high quality to meet the requirements of general education innovation (Berry, 2001).

#### 3.2.2. Content of the solution

The solution aims to ensure that the development of key teachers at lower secondary schools is conducted in a scientific and effective manner (Lewis, 1998; Little, 1990; Nguyen, 2006). Planning for key teachers at lower secondary schools involves implementing a range of guidelines and measures from the Party Committee, the Department of Education and Training, and the District People's Committee. The goal is to create a pool of skilled teachers and build a cohesive team of key teachers at lower secondary schools. This will help to ensure the overall improvement of education quality.

#### 3.2.3. Steps for the implementation of the

solution

In order to develop a plan for managing a team of lower secondary school teachers, the following factors should be considered: Resolution 29-NQ/TW on fundamental and comprehensive renovation of Education and Training to meet the requirements of industrialization and modernization in the context of socialist-oriented market economy and international integration; the Education Development Strategy 2011-2020 issued by the Prime Minister; the socio-economic development strategy of the locality; and the current status of key teachers at lower secondary schools, which can be evaluated through surveys and assessments conducted in districts and provinces.

- Organize the planning according to a certain process.
- Identify problems of concerns regarding the development of teachers at lower secondary schools.
- Identify key teachers at lower secondary schools for the planning process, both within the school and from other schools in the district and province.
- Expanding the pool of potential candidates for the planning process enables the selection of key teachers at lower secondary schools who possess desirable qualities such as dedication to the education profession, dynamism, creativity, innovative thinking, and a willingness to take risks. Additionally, selecting younger teachers allows for opportunities to train and develop their skills.

The process of team planning serves as the foundation for organizing and utilizing key teachers at lower secondary schools in a logical and efficient manner. The arrangement of key teachers at lower secondary schools is crucial in determining the success or failure of individual teachers as well as the overall quality of lower

secondary education in the area. It is important to note that the arrangement and rational use of key teachers, including ethnic minority teachers, can greatly enhance their individual abilities and overall work efficiency, ultimately leading to higher quality work outcomes (Little, 1990; Little, 1992).

#### 3.2.4. Conditions for the implementation of the solution

To implement this solution effectively, it is essential for the Party committees to provide strong guidance in building a team of key teachers at lower secondary schools to ensure that the planning is scientific, feasible, and aligned with the guidance of the Central Government, province/city, and in line with the education development strategy.

### **3.3. Selection and use of the team of key teachers at lower secondary schools**

#### 3.3.1. Aim of the solution

The solution aims to assist the Department and the Office of Education and Training in selecting teams of key teachers at lower secondary schools who are enthusiastic, dynamic, creative, willing to take risks and responsibilities, and capable of meeting the requirements of local general education renovation (McBride, 1996; Nguyen, 2004). The solution is also aiming at facilitating the development of key teachers at lower secondary schools by providing them with opportunities and necessary conditions to enhance their skills, and encouraging those with good talents and political qualities to participate in the leadership and management of lower secondary schools. This will contribute to the successful implementation of the fundamental and comprehensive renovation of local general education.

#### 3.3.2. Content of the solution

The implementation of the solution involves

developing and submitting a scheme to authorities for approval on the selection and utilization of a team of key teachers at lower secondary schools, including a process for selecting and appointing key lower secondary school managers. The Department, Office of Education and Training draft selection plans. Inform the purpose, requirements and criteria for selecting key teachers at lower secondary schools and selection documents. Secondary schools have teachers to register as key teachers at lower secondary schools. Departments and Offices of Education and Training establish a council to review applications and conduct interviews based on the criteria for recruiting key teachers at lower secondary schools.

The Departments and Offices of Education and Training issue a decision to recognize and establish a mechanism for utilizing and treating teachers with high keys in the selection process for key teachers at lower secondary schools. The selection and placement of key teachers at lower secondary schools should prioritize finding the most suitable candidates for the positions available, ensuring that each teacher is assigned to the right job based on their strengths and foster a sense of solidarity among the team. The utilization of key teachers at lower secondary schools must be linked with management, inspection, and supervision to assess their performance (Shaw, 1992). To make the best use of key teachers at lower secondary schools, it is essential to provide them with comprehensive training and refresher programs.

#### 3.3.3. Steps and necessary conditions to implement the solution

Implement an open and democratic approach in the selection and utilization of key teachers at lower secondary schools based on their quality, professional qualifications, foreign language proficiency, information technology skills, understanding of the Party's guidelines and



policies, knowledge of laws and policies related to education and lower secondary education. Organize opportunities for teachers to provide feedback and vote on their trust in the key teachers at lower secondary schools.

### **3.4. Organizing training programs for key teachers at lower secondary based on the standards set for this group of teachers**

#### 3.4.1. Aim of this solution

The solution aims to enhance the knowledge, skills, and experiences of key lower secondary teachers, as well as develop their operational and moral/psychological qualities, in order to establish a fundamental model of key teachers at lower secondary schools teachers (Villegas-Reimers, 2003; Vu, 2002). This approach aims to address the limitations of key teachers and highlight their strengths, while also compensating for their shortcomings during their work. Ultimately, this will result in the comprehensive development of the team and the cultivation of new qualities of key teachers at lower secondary schools

#### 3.4.2. Content of the solution

The training program should be designed and managed in a scientific manner, with strict adherence to various stages such as analyzing the training needs, developing the training content, planning the training process, and evaluating the results of the training (Huberman, 1989; Koehnecke, 2001; Little, 1990; Tran, 2004). Offices of Education and Training should develop a training plan for key teachers at lower secondary schools in 4 steps as follows:

Step 1. Determine the training needs of each key teacher at lower secondary schools;

Step 2. Orient the selection of contents, programs, and training methods suitable for each key teacher at lower secondary schools;

Step 3. Draft financial resources and propose suitable time and location for the training sessions;

Step 4. Submit to authorities for approval.

#### 3.4.3. Steps for the implementation of the solution

The training is conducted using a top-down approach. The "top-down" approach is a traditional training method that has been used for a long time to help the team of key teachers at lower secondary schools to master professional knowledge, understand the major guidelines of the Party and the State on education, comprehend the renovation of general education, and be familiar with the directives and plans of the Ministry of Education and Training for the education sector. It is recommended to focus on directly nurturing key teachers at lower secondary schools in batches or clusters of schools. It is recommended to primarily utilize learner-centered and self-improvement methods for key teachers at lower secondary schools (Chance, 2000).

#### 3.4.4. Conditions for the implementation of the solution

The Provincial People's Committee should instruct the Department of Education and Training to ensure that the team of key teachers at lower secondary schools fully understands that they cannot fulfill their duties in meeting the requirements of innovation and development of general education without undergoing training and retraining to improve their qualifications and capacity (Tran, 2004).

### **3.5. Regularly assess the key teachers at lower secondary schools**

#### 3.5.1. Aim of this solution

The solution aims to create a set of standards for evaluating the team of key teachers at lower secondary schools, reflecting their essential

qualities and competencies, and meeting the requirements of innovation in general education (Beall, 1999). At the same time, the solution aims to develop a set of standards that will serve as a basis for all levels of management to plan, train, foster, and evaluate the team of key teachers at lower secondary schools. This set of standards will also serve as a basis for the team of key teachers at lower secondary schools to self-assess and strive to meet the new task requirements in the context of the fundamental and comprehensive renovation of Education and Training.

### 3.5.2. Content of the solution

The solution aims to develop a set of standards for the team of key teachers at lower secondary schools, taking into account the legal and practical bases of each locality. The development of team standards for key teachers at lower secondary schools can be based on various legal and practical bases, such as Resolution 29-NQ/TW on the renovation of Education and Training to meet modernization requirements, Circular 58/BGDĐT on student assessment, and the Education Development Strategy. The Ministry of Education and Training has also issued Occupational Standards for teachers of general education institutions (Issued together with Circular No. 20/2018/TT-BGDĐT dated August 22, 2018 of the Minister of Education and Training), which can be used as a reference for developing team standards for key teachers at lower secondary schools.

### 3.5.3. Steps for the implementation of the solution

To ensure that the evaluation of key teachers at lower secondary schools is objective, democratic, fair, and accurate, it is essential to involve multiple participants in the evaluation process (Danielson, 2001). Based on the established standards and evaluation criteria, the team of key teachers at lower secondary schools

will conduct a self-evaluation and rank themselves according to their performance. The Department of Education and Training should collect feedback on the evaluation results of key teachers at lower secondary schools from various sources such as staff, teachers, and other reliable sources of information. The comments should be analyzed and reviewed for accuracy and consistency, and then provided to the key teachers for further improvement.

### 3.5.4. Conditions for the implementation of the solution

The set of key teachers at lower secondary schools should be designed to fit the work characteristics and the team personality model of key teachers at lower secondary schools, as well as the specific characteristics of each locality (Danielson, 2001). This is aimed at developing a team with sufficient quantity, reasonable structure, and high quality to meet the requirements of fundamental innovation and comprehensive education and training. The Department of Education and Training should consider this set of standards as the basis for evaluating, using, and fostering key teachers at lower secondary schools. Additionally, the department should promptly reward key teachers at lower secondary schools who perform well.

## **3.6. Create a favorable environment and conditions for a team of key teachers at lower secondary schools to promote and develop their capacity**

### 3.6.1. Aim of this solution

The solution aims to provide both material and spiritual incentives for key teachers at lower secondary schools, taking into account the economic capacity of each locality (Finn & Madigan, 2001). This will encourage those who work with productivity, quality, and efficiency, and promote the talents of the team in the context of general education innovation. Proper

implementation of policies for key teachers at lower secondary schools not only shows responsibility and interest in them, but also builds their belief and unity, ensuring their compliance with the Party's guidelines, state laws, and local regulations. This will help them overcome difficulties and complete their assigned tasks, contributing to the successful implementation of the cause of general education innovation.

### 3.6.2. Content of the solution

Based on the regulations of the Government and the Ministry of Home Affairs, each year, provinces are granted funds for training and retraining cadres, civil servants, and employees. However, many education management/school training courses for key teachers at lower secondary schools are unable to use this funding due to the lack of specific regulations from the Government, the Ministry of Home Affairs, the Ministry of Education and Training, and the People's Committees of the provinces. Providing financial support for key teachers at lower secondary schools to attend professional training courses and improve their pedagogical skills using the funding allocated for the training of cadres, civil servants and employees every year would create favorable conditions for their participation (Fletcher, 1991). This will encourage them to strive for higher standards and improve the quality of education at lower secondary schools.

### 3.6.3. Steps for the implementation of the solution

One step to implement the solution is to organize a self-improvement emulation movement among the team of key teachers at lower secondary schools (Ganser, 2000). The second step involves creating a work environment that motivates and challenges key teachers at lower secondary schools, while providing timely recognition and encouragement for their accomplishments and

successful completion of assigned tasks. It is necessary to build an effective working environment. Policies should be implemented to support the self-improvement and professional development of key teachers at lower secondary schools, with funding and time allocated for on-site training and development. Rewarding and honoring policies for key teachers at lower secondary schools who demonstrate outstanding achievements, creativity, and effective contributions to the innovation of general education. This includes prioritizing early salary increases and approving titles such as excellent teachers and people's teachers.

### 3.6.4. Conditions for the implementation of the solution

Departments and Offices of Education and Training at both provincial and district levels should provide recommendations for the development of specific policies tailored to the local context, which aim to motivate and incentivize the work of key teachers at lower secondary schools. They should also allocate sufficient budget to support the development, publication, and implementation of these policies (Koehnecke, 2001). The District People's Committee, in collaboration with the Department of Education and Training, should propose policies to develop and promulgate policies for key teachers at lower secondary schools, and allocate local funds to implement such policies. The Department of Education and Training should establish a system for rewarding and recognizing the implementation of policies for key teachers at lower secondary schools.

## 4. CONCLUSION

The development and development of key teachers at lower secondary schools is influenced by many factors. The solutions are designed to leverage the strengths of key teachers at lower secondary schools, address their weaknesses, seize opportunities, and tackle

challenges in the management of lower secondary teachers. The solutions proposed have received widespread support and regarded as crucial for effective education management in the current period. They are highly feasible and can be implemented with reasonable effort. If the principal of each secondary school applies our proposed management solutions flexibly, tailored to the specific circumstances of their school, the quality of education can be significantly improved to meet the demands of the new education.

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