

IMPROVING THE ROLES AND TASKS OF PRIMARY SCHOOL ADMINISTRATORS IN THE IMPLEMENTATION OF THE 2018 GENERAL EDUCATION PROGRAM

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The context of the implementation of the renovation of the 2018 General Education Program has been posing a requirement to improve the roles and responsibilities of educational institution management staff, including primary school administrators, following the trend of decentralization of management, strengthening the autonomy and accountability of schools in implementing educational plans. However, the current situation of the quality of management staff is still inconsistent with the program requirements. Stemming from the actual context, the article proposes measures to improve the roles and responsibilities of primary school administrators to meet the requirements of the 2018 General Education Program.

Keywords: Administrators; primary schools; educational programs.

1. Introduction

The industrial revolution 4.0 has had a strong impact on all areas of social life, including education. Under the impact of the revolution, the education system of other countries had to be constantly renewed and adapted, including Vietnam. These effects have also set new roles and tasks for educational institution management staff in the current context. Educational administrators who are “a key factor, deciding to make great and historic achievements of the renovation process” (Communist Party of Vietnam, 2018); and must be pioneers, breaking all barriers in thinking to attract the participation of a large number of forces inside and outside the school in the cause of educational innovation. To successfully take on a new role, it is required that an educational administrator must have “Quality, competence, prestige on par with the task” (Communist Party of Vietnam, 2013), in which the capacity to adapt to change is very important.

The implementation of fundamental and comprehensive renovation of education and training in the spirit of Resolution 29-NQ/TW requires teachers and administrators of educational institutions to have new qualities and competencies in program development, professional management, school administration, building learning communities, etc. To implement the 2018 General Education Program at all levels, the roles and responsibilities of administrators, including primary school administrators, are even more important (Communist Party of Vietnam, 2018). Managers of educational institutions, headed by the principal, act as the helmsman of the “ship of innovation”. The change in thinking and action in management and administration of the management team is extremely important when implementing educational innovation because it affects the philosophy and action plan of each unit.

2. Research content

2.1. New points of the 2018 General Education Program at primary level the challenges faced by primary school administrators when implementing the program

a. New points of the 2018 General Education Program at primary level

The 2018 General Education Program has an open approach, namely ensuring uniform orientation and core educational contents, compulsory for students nationwide, and at the same time give the initiative and responsibility to the locality and the school in selecting and supplementing a number of educational contents and implementing educational plans suitable to the educational subjects and conditions of the locality and educational institutions, contributing to ensuring the connection of the school's activities with the family, the government and the society.

The program only stipulates the general principles and orientations on the requirements to be achieved on the quality and capacity of students, educational content, educational methods and methods of evaluating educational results. In order to create conditions for textbook authors and teachers to promote initiative and creativity in program implementation, there are no overly detailed regulations. The program ensures stability and development ability during implementation in accordance with scientific - technological progress and requirements of reality.

For primary level, compared with the current 2006 Education Program (Decision No. 16/2006/QĐ-BGDĐT dated 5/5/2006) being implemented, the new general education program at primary school is oriented to both form knowledge and develop abilities and qualities of primary school students with the goal of teaching not only providing knowledge but also harmoniously developing both qualities and abilities such as a “tripod” in the process of developing students' personality and thinking.

The specific objectives of the 2018 primary school curriculum are to form and develop for students the basic elements, laying the foundation for the harmonious development of physical and mental, quality and capacity; with the main orientation on education about self-worth, family, community and necessary habits and routines in study and daily life (Ministry of Education and Training, 2018).

Primary education content includes compulsory education subjects and activities such as Vietnamese; Maths; Morality; Foreign language 1 (in grade 3, grade 4, grade 5); Nature and Society (in grade 1, grade 2, grade 3); History and Geography (in grades 4,

5); Science (in grades 4, 5); Informatics and Technology (in grade 3, grade 4, grade 5); Physical education; Arts; Experience activities. Elective subjects include Ethnic Minority Language, Foreign Language 1 (in grade 1, grade 2) (Ministry of Education and Training, 2018).

A comparison of the primary education plan in the general education curriculum in 2018 and 2006 shows certain changes as shown in Table 1.

Table 1: Comparing the primary education plan according to the General Education Program in 2006 and 2018

Subjects	Grade	Number of hours according to 2006 program (1)	Number of hours according to 2018 program (2)	Deviant (2) – (1)
Vietnamese	1	350	420	+70
	2	315	350	+35
	3	280	245	-35
	4	280	245	-35
	5	280	245	-35
Maths	1	140	105	-35
	2	Unchanged		0
	3			0
	4			0
	5			0
Foreign language 1	1	0	0	0
	2	0	0	0
	3	0	140	+140
	4	0	140	+140
	5	0	140	+140
Morality	1,2,3,4,5	Unchanged		0
Nature and Society	1	35	70	+35
	2	35	70	+35
	3	70	70	0
	4	0	0	0
	5	0	0	0
History and Geography	1,2,3,4,5	Unchanged		0
Science	1,2,3,4,5	Unchanged		0
Informatics and Technology	1	0	0	0
	2	0	0	0
	3	0	70	+70
	4	0	70	+70

Subjects	Grade	Number of hours according to 2006 program (1)	Number of hours according to 2018 program (2)	Deviant (2) – (1)
	5	0	70	+70
Handicrafts	1	35	0	-35
	2	35	0	-35
	3	35	0	-35
	4	0	0	0
	5	0	0	0
Technique	1	0	0	0
	2	0	0	0
	3	0	0	0
	4	35	0	-35
	5	35	0	-35
Physical education	1	35	70	+35
	2	Unchanged		0
	3			0
	4			0
	5			0
Arts	1,2,3,4,5	Unchanged		0
Experiential activities	1,2,3,4,5	105 (including Collective Education (70) + Extracurricular Education (35))	105	0
Ethnic minority language	1	None	70	+70
	2		70	+70
	3		70	+70
	4		70	+70
	5		70	+70
Foreign language 1	1	None	70	+70
	2		70	+70
	3		0	
	4		0	
	5		0	
Total number of hours by school year	1	805	875	+70
	2	840	875	+70
	3	840	980	+140
	4	910	1050	+140
	5	910	1050	+140

Table 1 shows that there is an increase/decrease in the number of hours of some subjects, some new subjects (Foreign Language 1, Informatics and Technology), some subjects increase or decrease the number of hours within each grade and the overall change of 5 years. The change in the number of hours of the program and of each grade level can lead to a change in the number of working hours and professional assignment to teachers, especially in the years of parallel implementation of the General Education Program of 2006 and 2018. This is something to keep in mind in the assignment of expertise and in the calculation of teachers' labor hours. In addition, the above-mentioned educational goals and plans require schools to innovate and be creative in teaching and equip teachers with integrated knowledge of many subjects; approach modern teaching methods, new teaching models such as integration, innovation, assessment and evaluation of students' ability, etc.

The 2018 General Education Program stipulates the length of education at the primary level as follows: conduct teaching 2 sessions/day, arrange no more than 7 lessons per day; 35 minutes each lesson. For educational institutions that are not yet qualified to teach two sessions per day, the educational plan shall be implemented under the guidance of the Ministry of Education and Training.

Methods of active student activity are applied to subjects and educational activities in school, in which teachers play the role of organizing and guiding students' activities, creating a friendly learning environment and problem situations to encourage students to actively participate in learning activities, self-discover their own abilities and aspirations, practice habits and self-study ability, promote the potential and the accumulated knowledge and skills for development.

The form of evaluation of educational results is applied in a variety of ways, using both qualitative and quantitative methods through regular and periodical evaluation at educational institutions. The regular assessment is organized by the teacher in charge of the subject, combining the assessment of the teacher, the student's parents, the student being evaluated and other students (Ministry of Education and Training, 2020).

b. The challenges faced by primary school administrators when implementing the program

- Change in number and structure of teachers: Informatics and Foreign Languages are compulsory subjects, so the teaching staff of these subjects may be lacking in the current situation where there are not enough full-time teachers. Therefore, the school must calculate to arrange funding for contracts or find sources of proposals to recruit new teachers.

- Implement teaching requirements to develop students' capacity: The shift from content-based teaching to competency-based teaching has completely changed, while the awareness of administrators and teachers about capacity and capacity development is not clear, not familiar with teaching according to capacity development requirements.

- Implementation of a unified, flexible, open, multi-textbook program:

- The school education plan must be developed in the division of the number of hours of the subject for each topic/lesson; Schedule timetable, classrooms arrangement must be reasonable, etc. Therefore, the school education plan must be specific and suitable to the actual conditions of each school, from which to develop a

suitable financial plan for each school year.

- For so long, only one set of textbooks has been used, so administrators have the old approach, teaching and managing teaching according to textbooks. However, many sets of textbooks are used under the 2018 General Education Program, the direction and organization of implementation will have many changes to suit the program implementation process.

Meanwhile, the actual implementation of the current program still has a number of shortcomings and limitations that require primary school administrators to identify in order to successfully implement the 2018 General Education Program at primary level:

Firstly, the decentralization of education management in the locality is not complete and reasonable, so the initiative, self-responsibility and creativity of the heads of educational institutions have not been promoted. Some have not yet boldly implemented solutions to innovate management and educational methods of all grades; Some are not confident in the process of implementing innovative policies of the education sector; have not created motivation, encourage innovation and creativity of teachers.

Secondly, in some localities, there is still a proportion of contract teachers who have not been officially recruited, leading to psychological instability at work. The professional qualifications of the teachers are not uniform; The structure of the teaching staff is not reasonable; In some gifted subjects and foreign languages, there are also limitations in the ability to innovate teaching methods and forms of a part of teachers. The assessment of teachers and administrators according to professional standards and Decree 56/2015/NQ-CP in some primary schools is still formality, which does not properly reflect the capacity and work efficiency, and the training of teachers is not effective.

Third, funding for educational institutions is limited and difficult for the implementation of the 2018 General Education Program such as funding for teacher training and fostering, investment in teaching equipment and technology, organization of experiential activities, etc.

2.3. Measures to improve the roles and responsibilities of primary school administrators in the practical implementation of the 2018 General Education Program

2.3.1. Propaganda on the renovation of the 2018 General Education Program

- Fully grasp the directive documents of the Ministry/Department of Education - Training, People's Committees at all levels on the renovation of the General Education Program in 2018; aising awareness for administrators, teachers, students, parents and the social community about the 2018 General Education Program.

- Promoting the role of socio-political organizations in supervising and criticizing the implementation of the 2018 General Education Program.

- Disseminate the overall 2018 General Education Program, curriculum of subjects and educational activities in the 2018 general education curriculum, documents on the 2018 General Education Program of the Ministry of Education and Training to administrators, teachers and staff of schools to learn, research, deploy.

- Advise local authorities on the content and implementation time of the 2018 General Education Program, in order to synchronously influence the local government to

the institution and teachers directly teaching the new general education program.

2.3.2. Preparing teachers and staff to meet the requirements of the 2018 General Education Program

According to the subject system, educational activities and educational duration of the primary level according to the 2018 general education curriculum, each school must review the current status and determine the needs of teachers and staff of units, classes and subjects according to the program implementation roadmap. From there, develop a plan to effectively use the existing team, advising on recruitment and streamlining the staff in accordance with the characteristics of the school, ensuring a sufficient number of teachers and staff to implement the 2018 General Education Program.

The evaluation of administrators and teachers according to professional standards must be carried out annually, conduct training and fostering for unqualified administrators and teachers. The structure, quantity and quality must be ensured when considering appointing administrators and teachers to participate in training and fostering. Continue to mobilize teachers to participate in completing the university level.

In teacher training, the core is the selection of administrators and teachers to participate in fostering and training core teachers for the school's professional groups; participate in fostering and training according to the plan of the Ministry/Department of Education and Training. Mass-based training and fostering activities at the school must be in centralized form in conjunction with online, ensuring 100% of teachers assigned to teach the 2018 General Education Program complete the training program before applying it in schools and classes. At the same time, there must be an annual plan for selecting teachers to participate in training each year.

2.3.3. Increasing investment in facilities, equipment - teaching technology, documents and learning materials to implement the 2018 General Education Program

- Existing facilities, equipment - teaching technology should be properly arranged and used effectively. The investment in facilities, additional procurement of equipment - teaching technology to implement the 2018 General Education Program must have an investment plan, ensure practicality, efficiency, anti-waste, prioritize investment in Informatics room, equipment for teaching foreign languages in school.

- Advise the competent authorities to invest in classrooms, room of specialized groups to meet the requirements of Circular 13/2020 - BGDDT dated May 26, 2020 on the criteria of school facilities; at the same time, save the unit's regular expenses or carry out socialization work to invest in small facilities, equipment, documents and learning materials to implement the 2018 General Education Program.

- Evaluation of facilities, equipment - teaching technology for each grade according to the year of implementing the class program, develop a master plan for each year of implementation, ensuring compliance with the roadmap for application of the general education program and the standards of school and classroom facilities as prescribed. Prioritize investment in classrooms to ensure one class/classroom to conduct teaching according to the requirements of all levels, art, English, Informatics classrooms, delete degraded classrooms; continue to build national standard schools associated with education quality accreditation.

- Evaluate the effectiveness of investment and use of information technology

facilities and equipment to meet the requirements of the Ministry of Education and Training's implementation of the online teacher training and fostering.

2.3.4. Developing and implementing local educational content

- Attend training in local educational content at the provincial level under the guidance of the Department of Education and Training to provide students with basic knowledge about the local culture, history, tradition, geography, economy, career guidance, socio-political and environmental aspects.

- Organize training courses to teach local educational content for teachers to ensure the implementation roadmap of the 2018 General Education Program of each class.

2.3.5. Implement professional activities of the school according to the requirements of the General Education Program at all levels

a. Improving the quality of professional activities

- Using the website “Connecting Schools” in fostering the implementation of new programs and textbooks, consolidating the activities of the professional groups in the direction of exchange and discussion when researching new subject programs, helping the team understand the differences between the two programs.

- Directing professional groups to actively develop group professional plans and individual plans; forecast advantages and difficulties and propose solutions/measures to deal with difficulties when implementing the 2018 General Education Program; evaluate the work of the members to promptly propose to the school handling measures; synthesize ideas and report to school leaders during the program implementation.

b. Organizing seminars on teaching, testing, evaluation method and form in the direction of promoting innovation

- The requirements for “educational products” and changes in textbook compilations in the 2018 General Education Program have been set out for schools to promote innovation and creativity when deploying to match reality.

- Promote the development of interdisciplinary learning topics, STEM education... to ensure that students learn by experiential, hands-on methods and come up with creative ideas. Through learning projects, teachers become program designers and students engage in collaborative problem solving.

- The principal, together with the pedagogical team, through seminars and workshops to design practical action programs with appropriate roadmaps. Simultaneously directing all members of the school, parents and stakeholders to act together to maximize the potential of each student.

2.3.6. Strengthen internal inspection and supervision on the preparation of conditions and implementation of the 2018 General Education Program

- Inspect, supervise, support and evaluate the performance of specialized groups/groups, promptly report to the direct management agency according to the management decentralization.

- Synthesize and evaluate the situation and results of implementation of the renovation of the general education program on a quarterly and annual basis to promptly supplement problems arising during the implementation process.

- Synthesize and evaluate the implementation of renovation programs and textbooks, draw on the experience to make it better for next year.

2.3.7. Develop a suitable implementation roadmap

- Phase 01: Construction and implementation of the 2018 General Education Program at the school level.

- Phase 02: Review and evaluate the current status and needs of teachers in each subject, class, and grade level to develop a plan for arrangement and supplementation.

- Organize research and discussion on the contents of the 2018 General Education Program and of the primary school level.

- Appointing administrators, teachers to participate in training and fostering; deploying centralized training and fostering for management staff and teachers to implement grade 1 curriculum and textbooks under the direction of the Department of Education and Training.

- Advise on adding enough teachers to prepare for teaching grade 1 of the 2018 General Education Program in the school year 2020-2021.

- Consulting with professional management levels of the Department of Education and Training, with the District People's Committee to prepare additional personnel report.

- Phase 03: Deploying and applying new curricula and new textbooks for grades and classes. Training and fostering teachers to implement new programs and new textbooks for the remaining classes under the direction of the Department/Department of Education and Training. Report and evaluate the implementation process of the 2018 General Education Program, the removal of difficulties and problems that need to be resolved.

- Phase 04: Continue to apply new curricula and new textbooks for all grades and classes. Training and fostering teachers to implement new programs and new textbooks for the remaining classes. Report and evaluate the implementation process of the 2018 General Education Program.

- Phase 05: Continue to apply new curricula and new textbooks for grades 1 and 2; Deploy the application to grade 3. Training and fostering teachers to implement new programs and new textbooks for the remaining classes. Report and evaluate the implementation process of the 2018 General Education Program.

- Phase 06: Continue to implement new programs, new textbooks for classes that have been implemented; deploy and apply in the form of rolling slides for the remaining classes 4, 5. Training and fostering teachers to implement new programs and new textbooks for the remaining classes. Report and evaluate the implementation process of the 2018 General Education Program.

3. Conclusions

To effectively implement the 2018 New General Education Program at all levels, the role of management staff is demonstrated in identifying groups of tasks and solutions, and depending on the actual conditions of each school, the administrator must know how to prioritize the position of each need so that the implementation plan is feasible.

Management and leadership staff need to coordinate and carry out consultation with local education management levels, with students' parents to organize propaganda, disseminate and thoroughly understand to officials and employees the plan to implement the Education Program for the period of 2019-2025 of the Education sector; implementing synchronously the tasks and solutions in the plan associated with the functions and tasks of the unit, ensuring the plan is implemented on schedule and effectively.

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TÓM TẮT

NÂNG CAO VAI TRÒ, NHIỆM VỤ CỦA ĐỘI NGŨ CÁN BỘ QUẢN LÝ TRƯỜNG TIỂU HỌC TRONG THỰC HIỆN CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG 2018

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Bối cảnh thực hiện đổi mới Chương trình giáo dục phổ thông (CT GDPT) 2018, đã và đang đặt ra yêu cầu cần phải nâng cao vai trò, nhiệm vụ của đội ngũ cán bộ quản lý cơ sở giáo dục trong đó có cán bộ quản lý trường tiểu học theo xu hướng phân cấp quản lý, tăng cường quyền tự chủ và trách nhiệm giải trình của nhà trường trong thực hiện kế hoạch giáo dục. Tuy nhiên, thực trạng về chất lượng cán bộ quản lý hiện nay còn mâu thuẫn với yêu cầu chương trình. Xuất phát từ thực tiễn bối cảnh, bài viết đề xuất các biện pháp nâng cao vai trò, nhiệm vụ của đội ngũ cán bộ quản lý trường tiểu học nhằm đáp ứng yêu cầu thực hiện Chương trình GDPT 2018.

Từ khóa: Cán bộ quản lý; trường tiểu học; chương trình giáo dục.