

BUILDING THE CRITERIA FOR ASSESSING THE CHIEF SPECIALISTS IN SECONDARY SCHOOLS

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Abstract: One of the important management tasks of the principal in secondary schools is to evaluate the ethical quality, the capabilities and the working efficiency of the chief specialists. This assessment activity will help the principal to grasp the real situation of the chief specialists, from which to adjust the appropriate personnel plan. From the professional personality model of the chief specialists of secondary school, the criteria for assessing their professional competence have been built.

Keywords: Professional personality model; chief specialists; secondary school.

1. Introduction

In secondary schools, each specialized group is responsible for managing one or a group of subjects in the same field. The head of the specialized groups is chief specialists, who is considered an extension of the school's leadership, directly manages the teaching and educational activities of the group.

The chief specialists in secondary school must perform "dual" functions and missions, specifically they are both classroom teachers as well as the grassroots-level managers of the establishment. This "dual" function and missions requires the chief specialists in secondary school to have the qualities and capabilities not only of the administrator but also the teacher.

To firmly develop the staff of chief specialists in secondary school to meet the 2018 General Education Program, it is necessary to pay due attention to the evaluation of this staff. The current reality shows that the staff of chief specialists in secondary school has not been regularly and objectively evaluated to serve as the basis for this team's development. One among the major reasons for this limitation is that the criteria for assessing the professional competence of the chief specialists at secondary schools have not been developed yet. Therefore, developing criteria for evaluating professional leaders of secondary schools in the current context is an urgent issue.

2. Research content

2.1. Professional personality model of the chief specialists in secondary school

The professional personality model of the chief specialists in secondary school is considered in terms of training qualifications, the quality of professional ethics, professional competence to be achieved to carry out teaching and educational tasks, and the governance capacity. The specific contents are as follows:

2.1.1. Training qualifications

The chief specialists in secondary school must ensure the requirements for training qualifications. According to the Circular No. 30/2009/TT-BGDĐT on October

22nd, 2009 of the Minister of Education and Training, the chief specialists in secondary school “is a teacher, therefore must qualify the training qualifications and the quality of professional ethics of a teacher which are specified in the profession standards of secondary teachers”.

Pursuant to Clause 1, Article 72 of the 2019 Education Law on the standard qualifications of the educators, secondary school teachers must hold a bachelor’s degree of teacher training sector or higher. In the absent of a bachelor’s degree in the field of teacher training, a secondary school teacher must hold a bachelor’s degree in relevant discipline and a certificate of pedagogical training.

2.1.2. The quality of professional ethics and professional competence

A chief specialist in secondary school is the chosen one among the teaching staff of a secondary school to undertake additional management specification of a group, which consists of teachers who have the same or near speciality with each other. Therefore, the chief specialist must first be a member of the group and must perform the prescribed duties.

According to Circular No. 32/2020/TT-BGDĐT on September 15th, 2020 of the Minister of Education and Training promulgating the Charter of secondary schools, high schools and multi-level high schools, the duties of secondary school teachers have been identified and defined in Article 27 as follows:

(1) Performing the organizing teaching and educational activities according to the plan of the school and of the group; responsible for managing students in educational activities organized by the school; participate in professional activities; responsible for the quality and effectiveness of education.

(2) Cultivating morality, uphold the sense of responsibility, preserving the quality, honor and reputation of the teachers; be exemplary before students; behave with love, fairness and respect their personality; protect the legitimate rights and interests of students; Respect, solidarity and mutual assistance among colleagues.

(3) Studying and practicing for improving health, political degree, professional expertise, innovate teaching and educational methods.

(4) Participating in the professional expertise fostering and training.

(5) Participating in education universalization of secondary high school in the locality.

(6) Performing civic duties, regulations of the law and the educational sector; implementation of the principal's decisions; perform tasks assigned by the principal, comply with the inspection and evaluation of the principal and educational management levels.

(7) Collaborated with Ho Chi Minh Young Pioneers Team, Ho Chi Minh Communist Youth Union, Vietnam Youth Union, students' families and relevant social organizations to organize educational activities.

(8) Perform other duties in accordance with the law.

To properly perform the above tasks, the teaching staff should strive to meet the professional standards of teachers of general education institutions according to the Circular No. 20/2018/TT-BGDĐT on August 22nd, 2018 of the Minister of Education and Training, which includes 5 standards with a total of 15 criteria. The specific

standards are as follows:

Standard 1: Teacher qualities.

Standard 2: Professional competence development.

Standard 3: Building an educational environment.

Standard 4: Developing the relationship between school, family and society.

Standard 5: Ability to use foreign languages or ethnic languages; apply information technology, exploit and use technological equipment in teaching and education.

2.1.3. Governing the specialized group

Article 14 of the Circular No. 32/2020/TT-BGDĐT on September 15th, 2020 of the Minister of Education and Training promulgating the Charter of secondary schools, high schools and multi-level high schools has specified that the task of the specialized group includes:

(1) Actively develop teaching and educational plans according to the teaching program, building educational activities in the field of responsibility by week, month, semester, academic year; collaborate with other specialized groups to develop the school's education plan.

(2) Proposing the selection of textbooks and reference publications for the students according to regulations of the Minister of Education and Training.

(3) Implement the education plan of the specialized group according to the school's educational plan approved by the school board.

(4) Participate in the assessment and classification of teachers in general education institutions according to professional standards as prescribed by the Minister of Education and Training.

(5) Participate in professional training according to the plan of the group and the school.

(6) Perform other tasks assigned by the principal.

Pursuant to Article 14 of Circular No. 32/2020/TT-BGDĐT, when performing management tasks, the chief of a specialized group has the following responsibilities:

a. Develop the educational plan of the professional group and manage the implementation of the teaching program

The chief specialist is responsible for developing various type of educational plans of the group in accordance with the development goals of the school such as school year plan, monthly plan, weekly plan, etc. In addition, the chief specialist is also responsible for guiding teachers to develop educational plans of specialized group on the basis of collecting opinions from all members of the group, coming to an agreement on the purpose, requirements, content, implementation measures, assignment of teachers in charge, completion time, the goal to be achieved, which based on the school's educational plan for the school year. The chief specialist also organizes, directs and inspects the implementation of the educational plans of the members. In addition, it is necessary to closely coordinate with other groups to develop the school's educational plan for the school year.

The chief specialist is responsible for managing the implementation of the educational program to ensure that the implementation of the general education program

takes place according to the plan, the correct distribution of the program, the right standards of knowledge and skills or each grade in accordance with the regulations of the Ministry of Education and Training. The purpose of the educational program implementation management is to accomplish the goals and the teaching program through the implementation of the professional regulations of teachers in the school.

To effectively implement the 2018 General Education Program, teachers need to be guided and supported by the chief specialist on the execution procedure, including providing documents, inspecting and supervising the participation in training modules according to the plan of the Ministry of Education and Training and of the Department of Education and Training; organize professional activities in the direction of studying the lecture; assign teachers to be in charge of new teaching programs suitable to their own capacity and circumstances; support teachers to overcome difficulties in the implementation of the general education program...

b. Manage professional training activities

The purpose is to continuously improve the professional capacity of teachers as required by the 2018 General Education Program because the renovation of the educational program is carried out synchronously from the objectives, contents, methods, forms and means of supporting education. The professional training plan should be developed in accordance with the requirements of reforming the educational program at all levels, the requirements of the course to foster the necessary knowledge and skills for teachers. The chief specialist can also adjust the training plan in accordance with the actual situation of the school.

The chief specialist is responsible for implementing professional training activities in diverse forms to engage teachers such as organizing contests for excellent teachers at school level, encouraging and supporting teachers to participate in competitions for excellent teachers at district and city levels; organize educational activities such as lecturing, thematic activities on the innovation of teaching methods; organizing exchange events, seminars, sharing experiences, guiding the implementation of scientific research; implementing solutions to support teachers with limited professional expertise, etc.

There are also other professional training activities, implemented according to the teacher training and foresting plan of the Department of Education and Training. In that case, it is necessary to consult the chief specialist in appointing and creating favorable conditions for teachers to participate.

c. Evaluate and classify teachers according to professional standards and recommend reward and disciplined teachers

This responsibility of the chief specialist is to evaluate the teacher's level of completion in performing assigned tasks. Among them, the evaluation of teaching results at the end of the school year is carried out through the targets which registered by the teachers at the beginning of the school year, the level of completion of the targets compared with the plan.

The evaluation and classification of teachers is determined according to the professional standards of teachers of general education institutions, from which the chief

specialist the form of commend and reward or discipline to the School Council.

It can be said that the management activities of the chief specialist in the secondary school play an important role in the specialised management systems of the school. In which, the management capacity of the chief specialist plays a key role, which is a decisive factor to the quality and effectiveness of the specialized groups.

2.2. Developing criteria for evaluating the chief specialist in secondary schools

According to the missions of the chief specialist in secondary school, a set of criteria for assessing the professional competence of the chief specialist in secondary school has been proposed, which is built based on 5 standards (including 15 criteria) in the professional standards of teachers in general education institutions specified in the Circular No. 20/2018/TT-BGDĐT on August 22nd, 2018 of the Minister of Education and Training. Three standards 6, 7, 8 (include 6 criteria) related to administrative activities of the chief specialist in secondary school, have been supplement. Thus, the proposed criteria for evaluating the chief specialist in secondary school includes 8 standards, including 21 specific criteria (Table 1).

Table 1: Criteria for evaluating the chief specialist in secondary school

| Criteria | Standard level | Contents |
|--|----------------|--|
| Standard 1: Teacher's qualities | | |
| Comply with the regulations and practice the ethics of the teacher; experience-sharing and support colleagues in in moral training and creating a teacher style. | | |
| Criteria 1: Ethics of teachers | Qualified | Strictly comply with the regulations on teacher ethics. |
| | Average | Have the spirit of self-study, self-training and strive to improve the teacher's moral qualities. |
| | Good | Being an exemplary model of teacher ethics; experience-sharing and support colleagues in moral training. |
| Criteria 2 : Teacher's style | Qualified | Having a working style and manner suitable to the work of a teacher in education institutions. |
| | Average | Consciously self-training to create an exemplary teacher style; good influence on students. |
| | Good | Being an exemplary model of a teacher's style; positively influence and support colleagues in shaping the teacher's style. |
| Standard 2: Professional skills development | | |
| Mastering expertise and being proficient in professional operations; regularly update and improve professional capacities to meet educational innovation requirements. | | |
| Criteria 3: Personal expertise development | Qualified | Meet the standard of training qualifications and fully complete professional knowledge training courses as prescribed; have a plan to regularly study, foster and develop professional skills. |

| Criteria | Standard level | Contents |
|--|----------------|--|
| | Average | Actively research and timely update requirements for professional knowledge innovation; creative and appropriate application of forms, methods and the choice of content for learning, fostering, and improving their professional capacity. |
| | Good | Guiding and supporting colleagues; sharing experiences in professional development to meet the requirements of educational innovation. |
| Criteria 4: Develop teaching and educational plans towards developing students' quality and capacity | Qualified | Develop a teaching and educational plan. |
| | Average | Actively adjust the teaching and education plan in accordance with the actual conditions of the school and the locality. |
| | Good | Guide and support colleagues in the development of teaching and educational plans. |
| Criteria 5: Using teaching and educational methods in the direction of developing students' quality and capacity | Qualified | Apply teaching and educational methods to develop the quality and capacity of students. |
| | Average | Actively update, flexibly and effectively apply teaching and educational methods to meet innovation requirements and in accordance with actual conditions. |
| | Good | Guiding and supporting colleagues in knowledge, skills and experience in applying teaching and educational methods in the direction of developing students' qualities and competencies. |
| Criteria 6: Examination and evaluation towards the development of students' quality and capacity | Qualified | Use test methods to evaluate learning outcomes and the advancement of students. |
| | Average | Actively updating and creatively applying forms, methods and assessment tools in the direction of developing students' quality and capacity. |
| | Good | Guiding and supporting colleagues to effectively implement the assessment of learning outcomes and the advancement of students. |
| Criteria 7: Student counseling and support | Qualified | Understand the students and master the regulations on student counseling and support; integrate counseling and support activities for students in teaching and educational activities. |
| | Average | Effectively implement appropriate counseling and support measures for each student in teaching and educational activities. |

| Criteria | Standard level | Contents |
|--|-----------------------|---|
| | Good | Guiding and supporting colleagues with experiences in effective implementation of counseling and student support activities in teaching and educational activities. |
| Standard 3: Building an educational environment | | |
| Building a safe, wholesome and democratic educational environment, preventing and combating school violence. | | |
| Criteria 8: Building school culture | Qualified | Fully comply with the rules and the school's cultural code of conduct as prescribed. |
| | Average | Proposing measures to effectively implement the rules and the codes of conduct of the school in accordance with regulations; have solutions to promptly and effectively handle violations of rules and codes of conduct in the classroom and at school in the area of responsibility. |
| | Good | Be an exemplary role model, share experiences in building a wholesome cultural environment in the school. |
| Criteria 9: Exercising democratic rights in school | Qualified | Fully implement the regulations on democratic rights in schools, organize students to exercise their democratic rights in schools. |
| | Average | Proposing measures to promote the democratic rights of students, teachers themselves, students' parents or guardians, and colleagues in the school; detect, reflect, prevent and promptly handle cases of violations of democratic regulations of students. |
| | Good | Guiding and supporting colleagues in implementing and promoting democratic rights of students, teachers themselves, students' parents or guardians, and colleagues. |
| Criteria 10: Implementing and building safe schools, preventing school violence | Qualified | Fully comply with the school's regulations on safe schools and prevention of school violence. |
| | Average | Proposing measures to build safe schools and prevent school violence; detect, reflect, prevent and promptly handle cases of violations of regulations on safe schools and prevention of school violence. |
| | Good | Being an advanced example in implementing and building safe schools, preventing school violence; sharing experiences in building and implementing safe schools and preventing school violence. |

| Criteria | Standard level | Contents |
|---|----------------|--|
| Standard 4: Developing relationships between school, family and society | | |
| Participating in organizing and implementing activities to develop relationships between schools, families and society in teaching and educating about ethics and lifestyle for students. | | |
| Criteria 11: Build a collaborative relationship with the student's parents or guardians and related parties | Qualified | Comply with all applicable regulations with respect to the student's parents or guardians and related parties. |
| | Average | Creating wholesome, trustful relationships with students' parents or guardians and related parties. |
| | Good | Proposing measures to strengthen close coordination with parents or guardians of students and related parties. |
| Criteria 12: Coordinating between schools, families and society to carry out teaching activities for students | Qualified | Provide adequate and timely information on the learning and training of students in class, about training programs, teaching plans and educational activities for parents or guardians of students and related parties; receiving the information about the learning and training situation of students. |
| | Average | Actively coordinate with colleagues, parents or guardians of students and related parties in implementing of instructions, support and encouragement of students in learning, implementing the training programs, the teaching plans and other teaching activities. |
| | Good | Timely resolution of feedback from parents or the guardians of students and related parties about the learning, practicing and implementing process of the curriculum, lesson plans and educational activities of students. |
| Criteria 13: Coordinating between schools, families and society to carry out moral and lifestyle education for students | Qualified | Participating in organizing and providing information about the school's rules and codes of conduct for parents or guardians of students and related parties; receiving information from the student's parents or guardians and related parties about the student's ethics and lifestyle. |
| | Average | Actively coordinate with colleagues, parents or guardians of students and related parties in implementing ethics and lifestyle education for students. |
| | Good | Timely resolution of feedback from parents or |

| Criteria | Standard level | Contents |
|--|----------------|--|
| | | guardians of students and related parties about moral and lifestyle education for students. |
| Standard 5: Application of foreign languages, information technology, exploitation and use of technological equipment in teaching and education Able to use foreign languages, apply information technology, exploit and use technology devices in teaching and education. | | |
| Criteria 14: Use a foreign language | Qualified | Can use simple communication words in foreign languages (English is preferred) or a second foreign language (for teachers of foreign languages) or ethnic language for job positions that require the use of ethnic languages. |
| | Average | Able to communicate on simple, familiar daily topics or topics related to teaching and educational activities (preferably English) or a second foreign language (for teachers of foreign languages) or ethnic language for job positions that require the use of ethnic languages. |
| | Good | Can write and present simple passages on familiar topics in teaching and educational activities (preferably English) or a second foreign language (for teachers of foreign languages) or ethnic language for job positions that require the use of ethnic languages. |
| Criteria 15: Application of information technology, exploitation and use of technology equipment in teaching and education | Qualified | Use basic application software and technology equipment in teaching, education and student management; completed training courses, fostering, exploiting and applying information technology and technological equipment in teaching and education as prescribed. |
| | Average | Apply information technology and digital learning materials in teaching and educational activities; updating and effective use of software; exploiting and using technology equipment in teaching and educational activities. |
| | Good | Guiding and supporting colleagues to improve their information technology application capacity; exploiting and using technology equipment in teaching and educational activities. |
| Standard 6: Develop the educational plan of the professional group and manage the implementation of the educational program Develop educational plans of specialized groups in accordance with the development goals of the school and manage the implementation of educational programs in order to develop the quality and capacity of students. | | |

| Criteria | Standard level | Contents |
|---|----------------|--|
| Criteria 16: Formulate an educational plan of the specialized groups | Qualified | Building and implementing the specialized groups education plan, which has been approved by the school board. |
| | Average | Actively adjust the educational plan of the specialized group in accordance with the actual conditions of the school. |
| | Good | Guiding and supporting members in the development of the group's educational plan; coordinate with other specialized groups to develop the school's educational plan. |
| Criteria 17: Managing the implementation of the educational program | Qualified | Managing the implementation of the educational program of the specialized group in the direction of developing the quality and capacity of students. |
| | Average | Proactively propose effective measures in the implementation of educational programs to promote the quality and capacity of students. |
| | Good | Guiding and supporting colleagues in the implementation of educational programs, effectively organizing teaching and educational activities in the school. |
| Standard 7: Management of expertise training activities | | |
| Formulate a plan for expertise training activities to meet the requirements of the 2018 General Education Program and implement the plan to ensure its effectiveness. | | |
| Criteria 18: Formulate a plan for expertise training activities of the specialized group | Qualified | Formulate a plan for expertise training activities of the specialized group to foster knowledge and skills for teachers, meeting the requirements of the 2018 General Education Program. |
| | Average | Actively select priority content to formulate expertise training plan of the group; adjust the plan in accordance with the requirements of the 2018 General Education Program and the actual conditions of the school. |
| | Good | Guiding and supporting group members in formulating expertise training plan for the group and themselves. |
| Criteria 19: Implement the expertise training | Qualified | Administer expertise training activities for teachers according to the plan of the group. |
| | Average | Proactively propose and diversify forms of organizing |

| Criteria | Standard level | Contents |
|--|----------------|---|
| plan of the specialized group | | expertise training in order to attract the participation of members; The training contents must ensure the subject requirements in order to foster knowledge and skills for teachers, meeting the requirements of the 2018 General Education Program. |
| | Good | Being an example of self-study and self-training to improve expertise and professional skills; instruct other members in their expertise and professional skills development to meet the requirements of the 2018 General Education Program. |
| <p>Standard 8: Evaluate and classify teachers according to professional standards and recommend reward and disciplined teachers</p> <p>The evaluation and classify of teachers must be in accordance with the prescribed procedure and the professional standard of teachers; the recommendation of reward and discipline for teachers must ensure fairness, accuracy and reasonableness.</p> | | |
| Criteria 20: Evaluate and classify teachers according to professional standards | Qualified | Properly implementing the assessment, scoring and classifying procedure of according to the professional standards of teachers in education institutions of the Ministry of Education and Training, specifically: (1) Teacher's self-assessment and rating; (2) Opinions and comments about teachers from other members of the specialized group; (3) Directly evaluated and classified by the Principal. |
| | Average | Actively organize and instruct teachers in systemizing and updating evidences in the evaluation and classifying of professional standards for teachers of education institutions; answer questions of members in the assessment and classification according to the professional standards of teachers. |
| | Good | Consulting with the principal on fostering activities to improve the quality, professional capacity of the teaching staff based on the assessment results according to the professional standards of teachers of education institutions. |
| Criteria 21: Recommend reward and disciplined teachers | Qualified | Based on the results of evaluation, classification, recommend reward and disciplined teachers in accordance with regulations. |
| | Average | Exchange information, listen to and answer questions about the recommendations for reward and discipline |

| Criteria | Standard level | Contents |
|----------|----------------|--|
| | | of teachers in the specialized group. |
| | Good | Exemplary, fair, skillful in rewarding and disciplining teachers, able to gather teachers and create unity in the specialized groups, capable of inspecting and evaluating teachers' expertise, recommend rewarding and disciplining teachers of specialized groups in a reasonable way. |

3. Conclusions

Evaluation of the chief specialist staff in secondary schools is a management activity of the principal, which is conducted at the end of each school year in order to determine the level of satisfaction of the chief specialist on the criteria specified in the professional competency standard of the chief specialist of the secondary school. The criteria development for evaluation and classification of the chief specialist of secondary schools in the current period is very necessary and has profound practical significance, which helps the assessment activities always be towards fairness and science, ensuring the proper assessment of the quality, capacity and work efficiency of the chief specialists in the school.

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TÓM TẮT

XÂY DỰNG BỘ TIÊU CHÍ ĐÁNH GIÁ TỔ TRƯỞNG CHUYÊN MÔN TRƯỜNG TRUNG HỌC CƠ SỞ

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Một trong những nhiệm vụ quản lí quan trọng của hiệu trưởng trường trường trung học cơ sở là đánh giá phẩm chất, năng lực, hiệu quả công việc của tổ trưởng chuyên môn. Hoạt động này giúp hiệu trưởng nắm bắt được tình hình đội ngũ tổ trưởng chuyên môn, từ đó có sự điều chỉnh kế hoạch nhân sự phù hợp. Dựa vào mô hình nhân cách nghề nghiệp của tổ trưởng chuyên môn trường trung học cơ sở, tác giả xây dựng bộ tiêu chí đánh giá năng lực nghề nghiệp của họ.

Từ khóa: Mô hình nhân cách nghề nghiệp; tổ trưởng chuyên môn; trung học cơ sở.