

MANAGEMENT OF PROFESSIONAL CAPACITY DEVELOPMENT ACTIVITIES FOR ELEMENTARY SCHOOL TEACHERS TO MEET THE 2018 GENERAL EDUCATION PROGRAM

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ARTICLE INFORMATION ABSTRACT

Journal: Vinh University

Journal of Sciences

ISSN: 1859-2228

Volume: 52

Issue: 1B

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Received: 03 January 2023

Accepted: 22 February 2023

Published: 20 March 2023

Citation:

Phan Thai Hiep (2023).

*Management of professional
capacity development activities
for elementary school teachers*

*to meet the 2018 General
Education Program.*

Vinh Uni. J. Sci.

Vol. 52 (1B), pp. 41-50

doi:10.56824/vujs.2023b001

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Professional capacity development for elementary school teachers to meet the 2018 General Education Program is a matter of both theoretical and practical importance. In order to effectively develop the professional capacity of elementary school teachers, it is necessary to strengthen the management of these activities. In this paper, the need for management of professional development activities for elementary school teachers is clarified, in which specific contents have been scientifically analyzed to meet the 2018 General education program. The need, orientation and content of professional capacity development for elementary school teachers to meet the 2018 General Education Program need to be mastered by management entities for effective management.

Keywords: Competency, professional capacity; professional capacity development; management; elementary school teachers.

1. Introduction

The implementation of the 2018 General Education Program requires professional capacity development for elementary school teachers, which is key and determines the success of the 2018 General Education Program. Professional competencies that need to be developed for elementary school teachers include: (1) The ability to develop plans for teaching subjects and educational activities; (2) The ability to use teaching and educational methods towards the development of students' quality and capacity; (3) The ability to use assessment methods and techniques in the direction of developing of students' quality and capacity; (4) Student counseling and support capacity; (5) The capacity to build an educational environment; (6) The ability to coordinate between schools, families and society in educating students; (7) The ability to use foreign languages and information technology in teaching and education.

In order to effectively develop the professional capacity of elementary school teachers, it is necessary to strengthen the management of these activities. Therefore, studying the issue of professional capacity development management for elementary school teachers to meet the 2018 General education program is of theoretical and practical importance.

2. Research content

2.1. The need to manage professional development activities for elementary school teachers to meet the 2018 General Education Program

Managing professional capacity development activities for teachers is a key and elementary task in the management and development of human resources in the school. To meet the 2018 general education program, elementary school principals need to have the cooperation of every teacher, all internal and external forces, including the professional forces of superiors in the management of professional capacity development activities for teachers. Understanding the need as well as the importance of managing professional capacity development activities for elementary school teachers to meet the 2018 General Education Program enable managers to conduct professional development processes for teachers, including: (1) Survey the needs of professional capacity development; (2) Identify requirements for professional capacity development; (3) Define the goals of professional competence development; (4) Formulating professional capacity development content and programs; (5) Determine the form of professional capacity development; (6) Determine the time and location of the activities, expected results to be achieved; (7) Estimated resources (human, financial and material resources) for professional capacity development activities; (8) Formulate a plan to coordinate forces in professional capacity development activities for teachers to meet the 2018 General Education Program.

In summary, managing professional capacity development activities for elementary school teachers to meet the 2018 General Education Program is very necessary in the current period. Under the management measures of the principal, professional competencies that meet urgent requirements in the current period of teachers will gradually develop, serving as a foundation for continuous development in the coming time.

2.2. Orientation for professional development for elementary school teachers to meet the 2018 General Education Program

According to Decision No. 732/QĐ-TTg dated April 29th, 2016 of the Prime Minister approving the project “Training and fostering teachers and administrators of educational institutions to meet the requirements of fundamental and comprehensive renovation of general education in the 2016-2020 period, with a vision to 2025” (Government, 2016) and according to Circular 32 on promulgating the 2018 General Education Program (Ministry of Education and Training, 2018), the teacher's professional skills need to:

- Ensure professional standardization in order to meet the requirements of reforming general education curricula and textbooks in particular and fundamentally and comprehensively renewing education and training in general.
- Ensure capacity, skills and pedagogical skills, sense of responsibility, public service ethics, and professional ethics; Continuously learning to improve qualifications and working capacity. The capacity of the teaching staff of the educational institution must be standardized on a par with advanced countries in the region and the world, meeting the goals and requirements of education and training innovation.

- Inherit and promote the professional development experiences of domestic teachers, and at the same time actively researching the advanced experiences of other countries, and appropriately applying them to Vietnam's educational practice.

- Improve foreign language and informatics capacity for teachers, orientate to build teachers with good professional capacity to become key teachers at general education institutions. Innovate teaching methods, conduct scientific research and effective application of information technology in teaching. Strengthening methodological innovation, organizing teaching and testing methods to meet the requirements of innovating teaching methods and forms in high schools.

2.3. Management content of professional capacity development activities for elementary school teachers to meet the 2018 General Education Program

2.3.1. Manage the development of the capacity to construct lesson plans and educational activities

These activities include organizing for teachers to study curricula, textbooks, rearranging teaching content and educational activities in the direction of developing the quality and capacity of students and according to the 2018 General Education Program; Adjusting knowledge and educational content to suit local realities, and at the same time updating and supplementing new knowledge and educational content in accordance with the cognitive level, psychological characteristics of students, socio-economic conditions of the region; Develop integrated teaching and educational contents according to subject or interdisciplinary topics; etc. Teachers need to be trained and guided to firmly grasp and develop the capacity to develop teaching plans and educational activities, specifically:

- Teachers need to clarify the purpose of lessons and educational activities to determine teaching and educational content in order to form and develop students' qualities and abilities.

- Cognitive characteristics, qualities, and abilities of students need to be learned by teachers before developing a plan to ensure suitability for each student.

- Before formulating and implementing a plan of teaching and educational activities, need to thoroughly study the facilities, school equipment, local socio-economic conditions to ensure the organization of teaching and education activities to form and develop quality and capacity for students.

- Based on teaching plans and educational activities, it is necessary to redistribute the program of subjects and educational activities suitable to students and actual conditions of schools and localities.

2.3.2. Manage the development of teaching and education methods

In order to manage the development of teaching and educational methods in the direction of developing quality and quality of students, educational managers need to firmly grasp the requirements of this in the 2018 General Education Program. To well perform the task of managing this content, the following specific contents should be noticed by the elementary school principal:

Firsly, enhance awareness about the importance of managing development activities to develop competencies using teaching and educational methods towards

developing quality and student capacity for elementary school teachers. The following contents need to be focused on implementation: (1) Organize the learning, fostering and unifying awareness about the innovation of teaching methods according to the approach of developing students' capacity; (2) organize the implementation of the policy, guidelines, viewpoints and regulations on innovation of teaching methods; (3) Introduction of documents on management innovation of teaching methods and documents on innovation of teaching methods for administrators and teachers to self-study; (4) organize exchanges between schools.

Second, improve the management of the planning of capacity development in the use of teaching and educational methods in the direction of developing the quality and capacity of students for elementary school teachers. The following stages should be paid attention to, including: (1) Manage the process of planning to innovate teaching methods; (2) Manage the formulation of activity plans to innovate teaching methods of specialized groups; (3) Manage the development of teachers' teaching plans in the spirit of teaching innovation; (4) Directing teachers to design lessons in the direction of teaching innovation; (5) Organizing inspection, evaluation and consultation on the implementation of teacher's plan to innovate teaching methods.

To effectively implement planning for capacity development using teaching and educational methods, it is necessary to study the instructions and resolutions of the Party, the Government, of the education sector on school management, management of the teaching staff, management of innovation in teaching methods, and at the same time properly analyze the current situation of innovative management of teaching methods in elementary schools.

Third, strengthen the management role of the principal in organizing and directing the capacity development using teaching methods and educational activities in the direction of developing students' quality and capacity. The following contents need to focus on principal's direction to achieve high efficiency, including: (1) The implementation of improving the quality of class time in the direction of innovating teaching methods; (2) Flexibility in using teaching methods; (3) Strengthen the organization, direction and inspection of the use of teaching facilities and equipment; (4) The organization and implementation of time attendance, training and innovation of teaching methods; (5) Instructing students to innovate their learning methods.

The last content is about improving inspection and evaluation. The criteria for evaluating the innovation of teaching methods need to be developed, ensuring the assessment of the requirements of the lesson objectives, the selection of teaching content, and the selection of appropriate teaching methods. Regulations on quality control of specialized groups need to be developed in combination with inspecting the implementation of the regulations on preparing - teaching - marking - returning lessons of the teacher to compare with the report of the specialized groups.

2.3.3. Manage the development of capacity to use assessment methods and techniques

Testing and assessment activities in the direction of developing the quality and capacity of students at elementary schools in order to identify the student's development level, and at the same time contribute to guide and modify the teaching style of the

teacher as well as the learning style of the students. For this activity to be effective, school administrators need to have appropriate management measures for teachers to develop their capacity to apply appropriate evaluation methods and techniques, specifically include: (1) The implementation of testing and evaluation objectives; (2) The planning of improving methods and forms of testing and assessment; (3) The organization of testing and evaluation; (4) Processing of test and evaluation results; (5) Feedback of results.

Currently, to develop competence in the use of assessment methods and techniques, teachers need to be trained and firmly grasp the regulations on assessment of elementary school students according to the Circular No. 27/2020/TT-BGDĐT dated September 4th, 2020 of the Minister of Education and Training (Ministry of Education and Training, 2020). The most suitable environment for teachers to develop this capacity is in specialized groups.

2.3.4. Manage the development of student counseling and support capacity

This content is carried out through activities for teachers in order to well implement the 2018 General Education Program. The purpose of these activities is to provide knowledge, form and develop skills for teachers to advise and support students in education and teaching, thereby helping to improve learning efficiency, develop a healthy psychology for students, and contribute to building a friendly and positive school environment.

In the current period, towards the formation and development of students' qualities and capacities, the teacher's role of advising and supporting students is very important and needs to be developed. Principals need to focus on the following core contents to effectively manage the development of primary school teachers' ability to counsel and support students: (1) Training and deploying to teachers on general issues of counseling and supporting students in educational and teaching activities; (2) Planning, selecting and implementing psychological counseling topics for students and analyzing practical cases in educational and teaching activities; (3) Organizing and guiding teachers to establish a coordinated communication channel with families in counseling and supporting students; (4) Guiding and directing teachers to develop self-study plans and support colleagues to carry out counseling and support activities for students in educational and teaching activities.

2.3.5. Manage the development of the capacity to build an educational environment

In connection with this, teachers need to have the capacity to build school culture; exercise democratic rights in schools; implementing and building safe schools, preventing school violence. At a higher level, appropriate management measures are needed so that teachers can support colleagues in: (1) building a healthy cultural environment in elementary schools; (2) exercise and promote the democratic rights of students, teachers themselves, students' parents or guardians and colleagues; (3) building safe schools, preventing school violence.

2.3.6. Manage the development of the ability to cooperate between school, family and society in educating students

The specific management contents are as follows:

- Regarding the ability to build collaborative relationships with students' parents and stakeholders: Teachers need to be able to apply current regulations and measures to forge cooperative relationships with parents or guardians of students and stakeholders. In addition, colleagues should be supported in developing measures to strengthen close collaboration with the student's parents or guardians and stakeholders.

- Regarding the coordination capacity between schools, families and society to carry out teaching activities: Teachers need to have skills in providing and receiving information from families about the learning and training situation of students. In addition, it is necessary to have skills to promptly deal with feedback from family and society about students' learning and training process, thereby guiding, supporting and motivating learning, implementing programs and teaching plans of students. It is also very important to support colleagues in effectively implementing the plan of coordination between school, family and society in teaching activities at elementary school.

- Regarding the coordination capacity between schools, families and society to carry out moral and lifestyle education: It is necessary to apply the regulations and etiquette rules should be applied to promptly resolve feedback and implement a plan for coordination between school, family and society in moral and lifestyle education for elementary school students.

2.3.7. Manage the development of the ability to use foreign languages and information technology in teaching and education

Regarding the ability to use foreign languages, it is reflected in the selection of resources and the application of foreign language self-study methods to improve the effectiveness of using foreign languages in practice and in supporting colleagues. For the capacity to apply information technology, exploit and use technology equipment in teaching and education, the application of software, digital learning materials and technology devices need to be mastered and applied to design lesson plans, educational plans and manage students in elementary schools. In addition, this ability is also reflected in activities of self-study, self-improvement, and colleague support.

2.3.8. Ensuring the conditions for effective management of professional capacity development activities for elementary school teachers to meet the 2018 General Education Program

In order for the professional capacity development activities for elementary school teachers to meet the 2018 General Education Program to be highly effective, administrators need to ensure the conditions for effective management. Therefore, these conditions become one of the important contents of the principal in professional management of elementary school teachers, which includes:

- Strengthen facilities, financial conditions, equipment for professional capacity development activities.

- Build a healthy pedagogical environment on the basis of well implementation of regulations on school culture.

- Create motivation for professional capacity development for teachers through serious, complete and timely implementation of regimes and policies.
- Create motivation for professional capacity development for teachers through objective, fair and public implementation of emulation and commendation.
- Reduce pressure on teachers while still ensuring the quality of teaching and education, thereby creating good conditions for professional capacity development activities of teachers in primary schools.

2.4. Executing entities managing professional capacity development

2.4.1. Head of Education and Training Department

At the district-level state management agency for education, the head of the department has the following duties: (1) Is the main responsible person for formulating plans to develop professional capacity for teachers according to the direction and policies of the Ministry of Education and Training and the Department of Education and Training; (2) Manage professional expertise for the District People's Committee; (3) Organize the application of educational scientific achievements, experiences and initiatives in educational management, improve the quality of education and teaching in the locality; (4) Develop a reasonable teaching staff in terms of quantity, quality and structure of elementary schools according to local objectives. Therefore, the duties of the head of the department in managing professional capacity development activities for elementary school teachers to meet the 2018 General Education Program as a manager are as follows:

- Managing the quality of teaching, including at the elementary level, the quality of teachers' teaching and the learning quality of students in the district under their management.
- Acquire specific and accurate information about elementary school teachers in terms of quantity and quality, including conditions and aspirations of individual teachers.
- Organize and manage professional capacity development activities for elementary school teachers to meet the 2018 General Education Program with many favorable conditions in terms of geographical location, with compact forms, in accordance with the identified focus, in accordance with practical requirements, meeting the requirements and aspirations of teachers.

2.4.2. Principal of elementary school

As the leader and responsible for professional capacity development activities for elementary school teachers to meet the 2018 General Education Program and as a manager, the principal's duties in managing these activities are as follows:

- Develop and implement action plans to develop professional capacity for elementary school teachers.
- Guide the construction and management of individual teachers' professional capacity development activity plans according to the school's general plan.
- Organize professional capacity development activities for elementary school teachers in various methods and forms.

- Carry out the inspection, evaluation and professional classification of teachers according to the provisions of the professional standards of teachers of general education institutions.

In addition, in the practical implementation of the General Education Program 2018, elementary school principals need to:

- Well implement the propaganda on the renovation of the General education program in 2018.

- Prepare a contingent of teachers and staff to meet the requirements.

- Invest in facilities, equipment - teaching technology, documents and learning materials.

- Manage content on learning and fostering to improve professional and personal capacity of teachers.

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

- Develop an appropriate implementation roadmap.

2.4.3. Chief specialist

The specialized group is an integral part of the organization and management tool of the elementary school. The school's development strategy, educational program and other activities towards educational goals are carried out by the coordination between professional groups, departments and organizations in the school. In particular, the most important task is to develop professional capacity for teachers in the group (Tran Thi Hai Yen, 2015). The head of the specialized group is the chief specialist, considered as a “core teacher” in order to perform the above tasks well, the chief specialist needs to:

- Implement the plan to develop professional capacity of the school in accordance with practical conditions and teachers in the group.

- Organize the implementation of the professional capacity development plan of the school in the group through daily professional activities.

- Conduct training to develop the professional capacity of teachers in the group in various forms: training in innovation of teaching methods, training in testing - assessing students, professional activities in the direction of studying lessons, organize specialized activities on professional, regularly organize exchange - learning and fostering, etc.

- Be responsible for urging, reminding, checking - evaluating the effectiveness of professional capacity development of teachers in the group, reporting and making recommendations to the principal as prescribed.

- Be always taking the lead, being exemplary in self-study and self-improvement activities to develop professional capacity.

In short, the specialized group is the smallest grassroots unit, closest to the teachers, is the most favorable environment for professional development. As the leader, the chief specialist must be the “leading bird”, creating the most favorable conditions for teachers in the group to have many opportunities to improve their professional capacity.

3. Conclusion

The goal of the 2018 General Education Program is to form and develop the quality and capacity of students, which requires teachers, including elementary school teachers, to constantly improve their professional capacity, practice skills, be active, flexible and creative in the educational process. Therefore, professional development for teachers is one of the regular tasks of the school. The content mentioned in the article has scientific and practical significance, is a topical issue in the current context. The contents of management of professional capacity development activities for elementary school teachers to meet the 2018 General Education Program have been analyzed. Managing professional capacity development activities for elementary school teachers is one of the factors ensuring the successful implementation of the 2018 General Education Program. To be effective, management entities need to master the necessity, orientation and content of professional capacity development for primary school teachers to meet the 2018 General Education Program.

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TÓM TẮT

QUẢN LÝ HOẠT ĐỘNG PHÁT TRIỂN NĂNG LỰC CHUYÊN MÔN CHO GIÁO VIÊN TIỂU HỌC ĐÁP ỨNG CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG 2018

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Ngày nhận bài 03/01/2023, ngày nhận đăng 22/02/2023

Phát triển năng lực chuyên môn cho giáo viên trường tiểu học đáp ứng Chương trình giáo dục phổ thông 2018 là vấn đề có tính cấp thiết về lý luận và thực tiễn. Để phát triển năng lực nghề nghiệp của giáo viên tiểu học một cách có hiệu quả, cần tăng cường công tác quản lý các hoạt động này. Trong bài báo này, tác giả làm rõ sự cần thiết của công tác quản lý hoạt động phát triển nghề nghiệp giáo viên tiểu học, phân tích các nội dung đáp ứng Chương trình giáo dục phổ thông 2018. Sự cần thiết, định hướng và nội dung bồi dưỡng phát triển năng lực nghề nghiệp giáo viên tiểu học đáp ứng Chương trình giáo dục phổ thông 2018 cần được các cơ quan quản lý nắm vững để quản lý hiệu quả.

Từ khóa: Năng lực; năng lực nghề nghiệp; phát triển năng lực nghề nghiệp; quản lý; giáo viên tiểu học.