

**MINISTRY OF EDUCATION AND TRAINING  
HANOI PEDAGOGICAL UNIVERSITY 2**

**NGUYỄN ANH TUẤN**

**REFRESHER MANAGEMENT FOR PRIMARY  
SCHOOL TEACHERS ON DEVELOPMENT OF  
TEACHING COMPETENCY AT DISTRICT LEVEL  
IN HANOI**

**Profession: Education management**

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## PREFACE

### **1. Reasons for chosen topic**

The teaching competence of educators plays a vital role in the determination of their professional duties and responsibilities as educators.

The new Program in General Education will be deployed in the near future with the orientation and requirements to shift from equipping content knowledge to developing qualities and competencies of learners by integrative learning, differentiation, creative experience... meaning that the competence of educators is facing new challenges.

Resolution No. 29/NQ-TW dated November 4, 2013 of the Central Executive Committee on the fundamental and comprehensive renovation of education and training to meet the requirements of industrialization and modernization has emphasized the basic changes in the field of educational management, especially school management.

In current practice, there are many differences in the activities of refresher training among primary school teachers due to many objective and subjective factors. Primary school teachers mainly accumulate teaching competence through professional activities, not during the period of formal training.

In fact, many refresher activities have been consistently organized but are not highly effective for the reason that primary school teachers have previously attained certain professional competencies, non-innovative refresher activities will not attract educators to participate in refresher courses indicates that there is a need for innovation within the management of refresher activities.

There have been many studies on professional refresher development in education, capacity and competency approach in teaching, education and training, especially in refreshing. In addition, there are many research works on management and competency building for teachers in general and primary school teachers in particular, however, management of teaching in the direction of developing teaching competency is a new issue that has not been researched in depth, especially in primary education, but there has not been any research related to the participation of the district-level educational management to develop teaching competency for primary school educators. Therefore, the topic: *“Refresher management for primary school teachers on development of teaching competency at district level in Hanoi”* is selected to study for this doctoral thesis of Educational Management.

### **2. Research purposes**

To propose management measures at district level to refresh primary school teachers in Hanoi city towards developing teaching competency to meet educational development requirements and improve the quality of teaching staff.

### **3. Research objectives and research subjects**

#### **3.1. Research objectives**

Refresher activities for primary school teachers at district level in Hanoi city.

#### **3.2. Research subjects**

Refresher management for primary school teachers at district level in Hanoi city to read up on the direction of developing teaching competency.

### **4. Scientific hypothesis**

In the current context of educational innovation, especially the renovation of the General Education Program in 2018 with the goal of developing learners' competencies, there are requirements on the competencies of teachers, especially primary school teachers. Many refresher programs at all levels, including at district level, have been implemented, but the effectiveness is

not high, and the teaching competencies of teachers remain limited.

If the measures to manage the development of teaching competency among primary school teachers are proposed appropriately for the district level, it will positively impact the development of teaching competencies of educators to meet the current educational requirements.

## **5. Research aims**

5.1. To build a theoretical basis for the refresher management of primary school teachers in the direction of developing teaching competency.

5.2. To develop the ability to assess the current situation of refresher management for primary school teacher in the direction of developing teaching competency at district level in Hanoi city.

5.3. To propose measures in refresher management for primary school teachers in the direction of developing teaching competency at district level in Hanoi city.

5.4. To determine the correctness and appropriateness of management measures by scientific experiments and expert methods.

## **6. Limited scope of study**

- *About the content:* limited to management measures at district level in refresher training in teaching competency for primary school teachers in Hanoi city.

- *About the research area:* A few primary schools within 7 districts across Hanoi city.

- *About the research sample:* The sample size includes district administrators, school administrators and teachers from 21 primary schools. Specifically: 3 primary schools in Cau Giay district; 3 primary schools in Dong Da district; 3 primary schools in Ba Vi district; 3 primary schools in Bac Tu Liem district; 3 schools in Thanh Xuan district; 3 schools in Chuong My district; 3 schools in Hoang Mai district.

- *About the subject of management:* The topic of developing research content and proposal for management subject is department managers (Department of Education and Training at district level);

- *About the research approach:* The topic of approaching the requirements of the General Education Program in 2018 on meeting the teaching competencies among educators.

## **7. Research methods**

### **7.1. Theoretical research methods**

- To analyze, synthesize, compare, classify, systematize and generalize basic content related to: laws, directive documents of the Party, the government, the education sector as well as the general strategic direction...

- To research domestic and foreign documents and works on management science and human resource management, teacher refresher issues, teaching capacity and competency to determine the theoretical framework of the topic and build a method of assessment and measurement in practical research.

### **7.2. Practical research methods**

- To investigate in education, sociology and psychology: aims to collect necessary information on the current state of management of primary school teachers in the direction of teaching competency development.

- Methods of interviewing, consulting experts, analyzing management records to clarify the status of management activities, collect necessary information, and practical experience in refresher management.

- Experimental method: aims to demonstrate the need to implement measures and confirm the accuracy of measures to manage the refresher methods for primary teachers in the direction

of developing teaching competency.

### **7.3. Other methods**

- Expert methods to cultivate sense of urgency and feasibility of management measures.
- Methods of data processing and quantitative evaluation by descriptive statistics in the survey of experiment management.
- Case study method to analyze specific experimental results in 02 primary schools.

### **8. Thesis defense**

Compare to the goal of the previous general education program, the goal of the 2018 General Education Program is different as it forms students' competencies in which fostering and developing students' capacity is a prioritized. Meanwhile, to develop students' capacity requires teachers to have a breakthrough change in competencies from professional, pedagogical, to social competency which applies in the teaching process of educators within groups of necessary teaching competencies such as: *Group with competencies in teaching preparation time, group with competencies in teaching hours organization, group with competencies in learning results evaluation.*

Although this competency system has been implemented by educators in the teaching process of primary school teachers, it has not been paid much attention by teachers and educational administrators themselves, this is a shortcoming within the process of implementing professional development by teachers which leads to low educational efficiency.

There are various of reasons why teachers have not been able to and have not fostered their own teaching competencies, including the role of educational administrators, management staff needs to have a clear view of the current state of education, the reality of meeting primary education goals in the new educational program to see the weakness of teaching staff, thereby organizing the refresher training in teaching competency for the teaching staff.

The new General Education Program in 2018 was implemented on a large scale, indicating that there is a need to review and evaluate the responsiveness in competency of the entire system of primary school teachers, therefore, considering the scientific basis to propose solutions to organize refresher courses for primary school teachers at district level which is necessary and appropriate to contribute to improving the quality of primary education.

### **9. Novelty of the topic**

- This is the first scientific work to research on the topic of refresher management for primary school teachers in the direction of developing teaching competency at district level in Hanoi.

- The scientific argument of the thesis is analyzed from many angles, sticking to the objectives on the basis of the existing conditions of the district-level educational management unit, so the system of measurement presented in the thesis is feasibly evaluated in practice.

### **10. Thesis structure**

#### **The thesis is structured into 3 chapters as follows:**

Chapter 1: Theoretical basis for refresher management of primary school teachers in the direction of developing teaching competency.

Chapter 2: The current situation of refresher management for primary school teachers in the direction of developing teaching competency at district level in Hanoi.

Chapter 3: Management measures to refresh primary school teachers in the direction of developing teaching competency at district level in Hanoi.

## **Chapter 1**

### **THEORETICAL BASIS FOR REFRESHER MANAGEMENT OF PRIMARY SCHOOL TEACHERS IN THE DIRECTION OF DEVELOPING TEACHING COMPETENCY**

#### **1.1. Research overview of the issue**

*1.1.1. Studies on teaching competency and development of teaching competency of primary school teachers*

*1.1.2. Studies on refresher management of teaching competency for primary school teachers*

Overall results from domestic and foreign projects determine a learning experience on the orientation of refresher management for primary school teachers as follows:

- Countries around the world are interested in forming and developing professional standards in general, in which professional standards for primary school teachers are an integral part.

- To use professional standards as an important basis to organize the management system in order to utilize, train, refresh and evaluate educators, and at the same time as a basis for teachers to self-assess and identify measures to foster and improve their professional competencies.

- The organization and management of the refresher courses for primary school teachers according to their teaching competency should be implemented in the direction of promoting the active role of the school in determining the object, content, form and method of organizing refresher courses suitable to the school situation, pedagogical competency and needs of teachers.

- Requirements for the development of primary education, innovation in the management of primary school teachers' refresher activities according to their teaching competencies, and contributing to the preparation of human resources for society are important and necessary content.

Finally, a majority of the researches on refresher management of primary school teachers have been carried out at school level, but no work has been done at a higher level to create a synchronization between management and development.

#### **1.2. Theory of competency and teaching competency**

##### *1.2.1. Competency*

*Competency is a combination of knowledge, skills, attitudes and personal experiences that enable an individual to perform a job effectively under specific conditions and according to certain standards.*

##### *1.2.2. Teaching competency*

###### *1.2.2.1. Pedagogical competency*

Many views on pedagogical competency, according to the author, is understood as follows: *pedagogical competency combines knowledge, skills, attitudes, necessary pedagogical skills smoothly and inseparably to perform specific duties of educators under certain conditions.*

Through the study of perspectives on competency and pedagogical competency, the author believes that, in order to develop professional competencies for teachers in general, primary school teachers in particular need the following groups of competencies: *Group of professional competencies, group of pedagogical competencies, group of social competencies. In which, pedagogical competencies include: teaching competency and educational competency.*

This study focuses on the development of teaching competency in the pedagogical competency group of educators.

###### *1.2.2.2. Teaching competency*

Teaching competency is a component in the structure of pedagogical competency. With the

approach to teaching duties of primary school teachers, the teaching competencies of primary school teachers include the following groups of competencies: *Group with competencies in teaching preparation time, group with competencies in teaching hours organization, group with competencies in learning results evaluation.*

Within each of the above groups, there are specific competencies as follows:

**1. Group with competencies in teaching preparation time**

- Ability to research curriculums;
- Ability to design lessons;
- Ability to plan lessons;
- Ability to prepare teaching materials and equipment;
- Ability to digitize and apply ICT in teaching.
- ...

**2. Group with competencies in teaching organization**

- Ability to assess students;
- Ability to organize lessons;
- Ability to lead and manage learning behavior;
- Ability to apply teaching methods and techniques to organize learning activities;
- Ability to apply ICT in teaching.
- ...

**3. Group with competencies in learning results evaluation**

- Ability to identify criteria for evaluation content;
- Ability to utilize evaluation results to adjust the teaching process;
- Ability to design assessment tools and organize evaluation;
- Ability to digitize and apply ICT in managing student records.
- ...

Among these three groups of competencies, there are basic competencies that must be met within professional standards and have been integrated in many refresher programs. However, there are competencies that, although implemented, still need to be fostered in order to meet the requirements of general education in the current period. In this study, we selected these competencies to research on refresher courses for primary school teachers.

To meet educational requirements in each specific period, these teaching competencies have to be adjusted accordingly. Teaching competencies that need to be refreshed to meet the 2018 General Education Program include:

*\* Group with competencies in teaching preparation time includes component competencies such as:*

- *Ability to research curriculums:* the ability to detect, analyze and fully identify the curriculum and curriculum structure to design appropriate learning activities.

- *Ability to design lessons:* is a group of competencies aim at creating a learning environment suitable for students' characteristics in order to attract learners to participate in learning activities including: Ability to define teaching objectives; Ability to design teaching activities; Ability to design teaching media; Ability to design learning materials and use teaching media; Ability to design learning environment.

- *Ability to digitize and apply ICT in teaching:* in the current educational context, in order to meet the requirements of information exploitation and promote the strengths of Industry 4.0 in teaching and learning, especially in the context of social distancing because of the epidemic, the ability to digitize and apply ICT in teaching is an indispensable competency among educators.

This group of competencies is intended to support teachers in program research, organizing teaching activities, especially in online teaching. These competencies include: Ability to research and acquire information, Ability to analyze, Ability to digitize documents, Ability to exploit digital information, Ability to utilize IT equipment, Ability to apply ICT in teaching.

*\* Group with competencies in teaching organization:*

- *Ability to assess students:* is the ability to observe, detect and diagnose accurately and promptly the mental and physiological development of students, educational requirements for each student.

- *Ability to apply ICT in teaching:* is the ability to exploit and use ICT equipment including hardware and software to serve the teaching process.

- *Ability to lead and manage learning behavior:* is a group of competencies aim at detecting needs, psychological characteristics, observing, measuring and orienting students' learning behavior, including: Ability to observe students and learning behavior, Ability to measure physiological characteristics of learners, Ability to carry out conventional technical investigation, Ability to collect and analyze learning data.

- *Ability to organize lessons:* is the teacher's ability to directly perform the teaching, including: Ability to communicate and behave in class; Ability to instruct and adjust learning behavior; Ability to monitor, assess and evaluate the teaching process; Ability to use teaching methods, means and technology; Ability to implement teaching methods and techniques is classified in the group of direct instruction competencies.

- *Ability to apply teaching methods and techniques to organize learning activities:* Competencies such as cognitive ability, language perception; Ability to express language, demonstrate model manipulation; Language creativity; Ability to analyze and guide students to analyze knowledge; Ability to detect and solve problems in teaching practice; Ability to support, discover and foster students' talents...

*\* Group with competencies in learning results evaluation:*

- *Ability to identify criteria for evaluation content:* is integrated in the teacher's program research competency, through which teachers identify the content and criteria to evaluate the teaching results.

- *Ability to design assessment tools and organize evaluation:* is the ability to standardize and digitize assessment content and evaluation criteria so that they can be measured in the form of a specific measure score, levels of pass and fail...

- *Ability to digitize and apply ICT in managing student records:* is the ability to manage student records, including grades and assessment scores, in order to achieve the goal of managing and assessing students' responses to learning requirements.

#### *1.2.2.3. Developing teaching competency*

Developing competency is the development of personal competency to help individuals complete their assigned duties, which includes their own positivity, perseverance in learning, training and accumulating experience in practical activities. Developing the ability to successfully accomplish the set goals in a given context through the integrated mobilization of knowledge and skills and the development of other personal attributes such as interest, faith, will...

Developing teaching competency according to the author is the development of teachers' ability to succeed in teaching activities in which knowledge, skills and attitudes are mobilized to complete teaching duties including preparing for teaching activities, organizing teaching activities and managing student learning activities, developing individual research and



professional competency.

Developing teaching capacity is the development of the following competencies: *Ability to research curriculums; Ability to design lessons, Ability to digitize and apply ICT in teaching; Ability to assess students; Ability to apply ICT in teaching; Ability to lead and manage learning behavior; Ability to organize lessons; Ability to apply teaching methods and techniques to organize learning activities; Ability to identify criteria for evaluation content; Ability to design assessment tools and organize evaluation; Ability to digitize and apply ICT in managing student records...*

### **1.3.Theory on refreshing primary school teachers towards developing teaching competency**

#### **1.3.1.Primary school teachers**

*Primary school teachers undertake the responsibilities of teaching and educating students in primary schools and other educational institutions implementing the primary education program. [Error! Reference source not found., tr.24].*

*Primary teacher professional standards is a system of basic requirements on political, ethical, and lifestyle qualities; knowledge; pedagogical skills that primary school teachers need to achieve to meet primary education goals [Error! Reference source not found., tr.1]. Professional standards for primary school teachers require teachers' competencies to be demonstrated in three disciplines: 1) Political qualities, ethics, lifestyle; 2) Knowledge; và 3) Pedagogical skills (Circular No. 20/2018/TT-BGDĐT dated October 1, 2018 Regulations on professional standards of general education program teachers).*

Primary school teachers, in addition to meeting the competency requirements in professional standards, teachers in general and primary school teachers in particular need to have teaching competencies in order to perform effective teaching duties.

#### **1.3.2. The role of a teacher in primary school**

Primary education plays a fundamental role as it helps forming students' individuality. From this age, students begin to form perceptions such as the impression of an exemplary teacher, a subject for them to learn from and look up to, and even dream of being like their teachers. Therefore, the role of primary school teachers is of great significance in shaping the personality of learners.

#### **1.3.3. Refreshing teachers**

In this thesis, refreshing is understood as *improving professional competency, which includes knowledge, professional skills and teaching skills to meet the requirements of the current position.*

#### **1.3.4. Refreshing primary school teachers towards developing teaching competency**

*Refreshing primary school teachers in the direction of developing teaching competency is the process of equipping teachers with knowledge, skills and attitudes through performance, regular practice, and a system of related activities. directly or indirectly related to the teaching process in order to form teaching competencies for teachers.*

#### **1.3.5. Content of refresher in the direction of developing teaching competencies of primary school teachers**

The content of refresher towards developing teachers' teaching competencies include:

*1.3.5.1. Objectives of refresher towards the development of teaching competencies of primary school teachers*

*1.3.5.2. Content of refresher for primary school teachers in the direction of developing teaching competency*

*1.3.5.3. Methods of refresher primary school teachers in the direction of developing teachers' teaching competencies*

*1.3.5.4. Forms of refresher and developing the teaching competencies of primary school teachers*

*1.3.5.5. Examine and evaluate teaching competencies of teachers*

#### **1.4. Theory on refresher management of primary school teachers towards the development of teaching competency at district level**

##### ***1.4.1. Management***

There are many different views on the concept of management.

According to the author: Management is the intentional influence of the subject of management on the object of management through the activities of planning, organizing, directing and commanding to make the organization operate stably and develop to achieve organizational goals.

##### ***1.4.2. Education management at district level***

Educational management is approached from two angles: macro perspective and micro perspective.

Education management at district level in this study is understood at the macro level as the process of planned and purposeful impact of the district educational management department (Department of Education and Training) on educational activities to achieve management objectives where management impact is considered at both district and school level.

##### ***1.4.3. Refresher management of primary school teachers towards developing teaching competency at district level***

Refresher management of primary school teachers at district level in the direction of developing teaching competency is the process in which the district-level education management agency (Department of Education and Training) organizes the implementation of refresher programs to improve the quality and knowledge and skills of primary school teachers in the direction of developing teaching competencies.

District-level refresher programs include:

- Refresher programs to update specialized knowledge and skills to meet the requirements of performing school year duties for all levels of general education (referred to as Refresher Program 01);

- Refresher programs to update specialized knowledge and skills to perform general education development duties in each period of each locality (referred to as Refresher Program 02);

- Refresher programs to develop professional competency according to job position requirements (referred to as Refresher Program 03);

Refresher management of primary school teachers towards competency development at district level is through refresher programs No. 01, 02, 03 above to foster teaching competencies for teachers.

##### ***1.4.3.1. The position and role of the state management agency in education at district level***

The state management agency for education at district level is the Department of Education and Training. The Department of Education and Training is a specialized agency under the People's Committee of the district; assisting the district-level People's Committee in performing the state management function of education and training in the locality and perform a number of duties and powers as assigned or authorized by the district-level People's Committee, the President People's Committees of districts and according to the provisions of law. The

Department of Education and Training has its own legal status, is subject to the direction and management of the organization, staffing and work of the district-level People's Committee, and at the same time is subject to the direction, guidance and inspection of expertise and profession of the Department of Education and Training.

#### *1.4.3.2. Types of primary school teacher refresher at district level*

Refreshing teachers is considered a retraining activity, helping teachers update specialized scientific knowledge, new methods, acquire advanced educational experiences, thereby improving their professional qualifications and pedagogical profession.

Types of teacher refresher at district level include:

1. Refresher programs to update specialized knowledge and skills to meet the requirements of performing school year duties for all levels of general education (referred to as ***Refresher Program 01***): The Ministry of Education and Training specifies each school year the refresher content on general education development guidelines and policies, general education curriculum, content of subjects and educational activities, general education program. These refresher programs include both regular and ad hoc refresher training.

2. Refresher programs to update specialized knowledge and skills to perform general education development duties in each period of each locality (referred to as ***Refresher Program 02***): The Department of Education and Training specifies each school year the refresher content on the development of general education in the locality, the implementation of the general education program and the local education program; coordinate with projects to implement regular refresher plans (if any). Teacher are retrained according to the program actively implemented by the district educational management agency. This is the main refresher program at district level, these programs are diverse including both regular and ad hoc refresher training. Objectives and content of refresher are decided by the Department of Education and Training.

3. Refresher programs to develop professional competency according to job position requirements (referred to as ***Refresher Program 03***): Teachers of general education institutions choose the refresher modules themselves in order to develop professional qualities and competencies to meet job requirements. For this type of training, a majority of educational institutions proactively propose refresher needs, objectives and content to improve staff capacity to district-level education management agency, from which the education management agency at district level reviews and organizes local education requirements. This type of refresher takes place the least out of the 3 types. The refresher objectives and content are developed based on the needs of the educational institution.

For all 3 types of refresher programs above, there must be the active participation of the Department of Education and Training as well as the cooperation of educational institutions.

Refreshing primary school teachers in the direction of developing teaching competency at district level must be implemented through 3 types of refresher programs No. 01, 02, 03 and other refresher programs or a specific refresher program to form teaching competencies for primary school teachers including: competency groups such as group with competencies in teaching preparation time, group with competencies in teaching hours organization, group with competencies in learning results evaluation. Specifically include the following competencies: *Ability to research curriculums; Ability to design lessons, ability to digitize and apply ICT in teaching; Ability to assess students; Ability to apply ICT in teaching; Ability to lead and manage learning behavior; Ability to organize lessons; Ability to apply teaching methods and techniques to organize learning activities; Ability to identify criteria for evaluation content; Ability to design assessment tools and organize evaluation; Ability to digitize and apply ICT in managing student*

records...

#### **1.4.4. Content of refresher management at district level for primary school teachers in the direction of developing teaching competency**

##### **1.4.4.1. Organize the implementation with the objective of refreshing primary school teachers in the direction of developing teaching competency**

Managing refresher objectives for primary school teachers in the direction of developing teaching competency is one of the important content of the refresher management of primary school teachers in the direction of developing teaching competency, ensuring management activities to get the expected results.

In order to manage the refresher objectives for primary school teachers in the direction of developing teaching competency, there are three things that require attention:

**Firstly**, determining the objectives of the refreshing of primary school teachers in the direction of developing teaching competency in all different refresher programs must always meet the requirements of forming the following competencies: *Ability to research curriculums; Ability to design lessons, ability to digitize and apply ICT in teaching; Ability to assess students; Ability to apply ICT in teaching; Ability to lead and manage learning behavior; Ability to organize lessons; Ability to apply teaching methods and techniques to organize learning activities; Ability to identify criteria for evaluation content; Ability to design assessment tools and organize evaluation; Ability to digitize and apply ICT in managing student records...*

**Secondly**, organizing a review of all periodic refresher programs, district level refresher programs to ensure the objective is towards the formation and development of teaching competencies for primary school teachers.

**Thirdly**, organizing the development of refresher objectives and orient the training implementation to meet the refresher objectives given.

##### **1.4.4.2. Directing the development of content and refresher programs for primary school teachers in the direction of developing teaching competency**

Managing the development of plans, content, and refresher programs for primary school teachers in the direction of developing teaching competency is the process in which administrators directs the development of refresher content and programs in line with the refresher objectives including the formation and development of teaching competencies for teachers.

Content management include:

- To review and supplement refresher content in the refresher programs on the basis of being in line with the objectives in order to form the competencies for teachers, including: Ability to research curriculums and assess students; Ability to lead and manage learning behavior; Ability to design lessons; Ability to carry out direct instruction; Ability to implement measures and techniques.

- To organize the development of refresher content on the basis of maintaining the objective of each refresher program and providing additional content to form teaching competencies for teachers.

- To plan and organize the implementation of program content, to review, evaluate and adjust regularly during the refresher process.

Attention should be directed towards coordinating the content of the refresher program at district level with the refresher program for across the industry to avoid duplication of refresher content, leading to educators feeling discouraged when participating in repetitive refresher courses.

#### *1.4.4.3. Managing forms and methods of organizing training for primary school teachers towards developing teaching competency*

On the basis of the refresher objectives and content, administrators consider and decide which form of refresher method to use in order to maximize the effectiveness of the training in line with the objectives of each refresher program, in which the formation of teaching competencies for teachers needs to be paid attention to.

The content of management practices of organizing refresher programs include:

- Organizing the selection of refresher methods including: Selecting the method of discussion, exchanging and sharing information, knowledge and experience of refresher staff with teachers, teachers among teachers; Performing pedagogical skills; Practicing to develop the teaching competencies of teachers; Applying in real life situations and profession, at the same time associating intellectual activities with practical activities... through forms of refreshing such as online, face-to-face, online training combined with face-to-face and online training focusing mainly on refreshing through group activities among school clusters as well as self-refreshing among teachers...

- Directing the implementation of refresher methods: Directing the implementation of specific methods and forms.

#### *1.4.4.4. Managing the coordination of educational forces in refreshing primary school teachers in the direction of developing teaching competency*

Managing the coordination of educational forces in refreshing primary school teachers in the direction of developing teaching competency is a process of researching and examining the influence and relationship of educational forces on the refresher of primary teachers in the direction of developing teaching competency, thereby identifying a favorable mechanism, encouraging educational forces to participate in teacher refreshing, actively contributing towards the achievement of refreshing primary school teachers in the direction of developing teaching competency.

#### *1.4.4.5. Managing the self-refreshing activities of primary school teachers in the direction of developing teaching competency*

The results of training and self-refreshing of primary school teachers in the direction of developing teaching competency are the dual objectives to be achieved in the refresher of primary teachers in the direction of developing teaching competency. The quality of primary school teacher retraining towards the development of teaching competency is reflected in the results of training and self-refreshing of primary school teachers. Therefore, managing the self-refreshing activities of primary school teachers in the direction of developing teaching competency is of vital content.

In order to successfully implement this management content, it is necessary to carefully study the objectives, content and refresher programs in the direction of developing the teaching competency of teachers, from which administrators organize appropriate methods and forms of training to turn the refreshing process into a self-improvement process: *Ability to research curriculums and assess students; Ability to lead and manage learning behavior; Ability to design lessons; Ability to carry out direct instruction; Ability to implement measures and techniques; Ability to digitize and apply ICT in teaching;*

#### *1.4.4.6. Management of conditions for the refreshing process of primary school teachers in the direction of developing teaching competency*

Management of conditions for the refreshing process of primary school teachers in the direction of developing teaching competency is the administrators responsibilities to arrange,

organize and operate human resources, time resources, financial resources, physical and technical resources, equipment, documents, means and the environment and space where the primary school teacher refresher activities take place in accordance with the form of training and methods of refreshing is selected based on the objectives and content of the refresher program in the direction of competency development for learners.

Management of conditions for the refreshing process of primary school teachers need direct attention towards the combination of resources and materials, in periodic refresher programs at district level and industry refresher programs to avoid repetitive training content that does not focus on the development of competencies for teachers.

#### *1.4.4.7. Examining and evaluating the results of competencies refreshing for teachers*

Managing the assessment of the results of the refresher training for teaching competencies is the administrators responsibilities based off of the management functions to direct the inspection and evaluation of the refresher results. Administrators direct the inspection and evaluation, including planning the examination and evaluation, organizing the examination and evaluation, including the evaluation of the content, programs, plans, progress, and results of the refresher training. Examining and evaluating refresher results helps administrators assess whether the results of the refresher activities have achieved the refresher objectives, thereby making specific adjustments to improve the quality of teacher retraining.

### **1.5. Factors affecting the refresher management of teachers in the direction of developing teaching competency**

Refresher management of primary school teachers in the direction of developing teaching competency always takes place in specific periods, with specific conditions and circumstances, and are influenced by many different factors. A number of factors affecting the refresher management of primary school teachers in the direction of developing teaching competency can be summarized as follows:

#### *1.5.1. Group of factors under the leadership of the Party and management of the State*

#### *1.5.2. Group of factors related to socio-economic development*

#### *1.5.3. Group of factors under the management of the Department of Education*

#### *1.5.4. Group of factors under the management of educational institution*

#### *1.5.5. Group of factors under the role of the teaching staff*

### **Chapter conclusion 1**

Refresher training for teachers in general and the refresher management of primary school teachers in the direction of developing teaching competency in particular is one of the component content of educational management that has been appreciated by many domestic and foreign authors in research center, reflected in the published theoretical and practical studies. The research works contribute to changing primary education through each stage of development, educational innovation and improvement of quality of teaching staff.

In a teacher's competency structure, teaching competency belongs to the group of pedagogical competencies that all teachers must have, which includes such competencies as: *Ability to research curriculums; Ability to design lessons; Ability to digitize and apply ICT in teaching; Ability to assess students; Ability to apply ICT in teaching; Ability to lead and manage learning behavior; Ability to organize lessons; Ability to apply teaching methods and techniques to organize learning activities; Ability to identify criteria for evaluation content; Ability to design assessment tools and organize evaluation; Ability to digitize and apply ICT in managing student records...*

These are the core competencies teachers are required to develop to perform their

professional duties.

In order for the quality of teachers to be uniform, the competencies of primary school teachers to be synchronously improved requires the participation in refresher management and organization of the district-level education management agency. Refresher management of primary school teachers is a duty of educational management and teaching staff management, in which managing the refresher training of primary school teachers in the direction of developing teaching competency is an activity of the subject of management with a system of management tools, performance management functions, to organize and control the refresher training process to ensure that primary teachers achieve certain professional competencies.

In order to achieve the objectives of refresher management of primary school teachers in the direction of developing teaching competency at district level, the management agency needs to be well-organized with the refresher content from the administrators to develop refresher objectives, plan, program content to necessary resources and conditions to conduct refresher training activities. At the same time, administrators need to apply flexibility and creativity to the regular refresher programs at district level, through those training courses the teaching competency of teachers will be enhanced.

Refresher management for primary school teachers in the direction of developing teaching competency at district level is an important and urgent activity that both fulfills the guidelines and requirements of the management levels and at the same time demonstrates the role and responsibility of school administrators to ensure the refresher training of primary school teachers in the direction of developing teaching competency is in accordance with the current situation of the school and the needs of teachers.

## **Chapter 2**

### **THE CURRENT SITUATION OF REFRESHER MANAGEMENT FOR PRIMARY SCHOOL TEACHERS IN THE DIRECTION OF DEVELOPING TEACHING COMPETENCY AT DISTRICT LEVEL IN HANOI**

#### **2.1. Overview of the economy, society and education of Hanoi city**

In recent years, education in Hanoi has seen many positive changes, including primary education, the education reform in accordance with the development strategy clearly states “To comprehensively develop education and training towards standardization, advanced and modern; to build a number of high-quality general schools; to promote bilingual teaching and learning in schools to meet the requirements of human resource development in the context of international integration; to modernize gifted schools to create a source of talent formation and development for the future”.

Among the teaching staff, teachers and staff at primary schools consist of 38,067 people, of which the number of teachers is 29,349. Undergraduates and postgraduates are at 69.4%. College level is at 37.3 %, intermediate level is at 3.4%; The percentage of qualified educators is at 100%.

To ensure the response to the 2018 General Education Program: The Department of Education and Training cooperates with the Teacher Training School in Hanoi to organize competency building classes, standardized approaches direction of the 2018 General Education Program for 100% of teachers in districts, towns during the period from August to November 2019.

Despite being trained and retrained, the realistic competencies of teachers to meet the requirements of primary education in general and meet the implementation of the 2018 General Education Program remains limited, especially the indispensable group of competencies that is

teaching capacity.

## **2.2. Introduction to the survey process**

### ***Investigation objective***

The objective of investigation is to evaluate the current situation of refresher management primary school teachers in the direction of developing teaching competency at district level in Hanoi. Evaluation of achievements and causes acts as a scientific basis for proposing management measures.

### ***Survey scale and area***

- Survey scale:

- District samples: To ensure practicality and objectivity, we have selected survey subjects located in 7 districts, the sample structure is selected to ensure the representative of favorable and disadvantaged areas in the locality of Hanoi city. This provides us a general and realistic view of the situation of refresher management of primary school teachers in the direction of developing teaching competency in different geographical areas in Hanoi.

- School samples: 21 primary schools among 7 districts across Hanoi city.

The survey sample consisted of 815 primary school administrators and teachers from 7 districts in Hanoi city (including 50 administrators, 750 teachers and 15 district-level education administrators). Specifically as follows:

- 50 administrators of primary schools in Hanoi city. For school-level administrators, we considered as follows: Principals, vice principals and professional team leaders. Because in primary schools, these are the subjects who directly manage the professional activities of the school.

- 750 teachers of primary schools in Hanoi city.

- 15 district level administrators of the Department of Education and Training in Hanoi city.

### ***Survey content***

- Current situation of refresher training in primary school teachers towards developing teaching competency at district level.

- Current situation of refresher management for primary school teachers in the direction of developing teaching competency in which the content of survey and assessment of the situation includes: *Assessing the awareness of administrators and teachers about the need to retrain primary school teachers towards developing teaching competency; Assessing the current situation of refresher training primary school teachers towards developing teaching competency; Assessing the current situation of refresher management for primary school teachers in the direction of developing teaching competency.*

Management content and measures primarily concentrate at district level, measures are proposed for the Department of Education and Training.

### ***Methods and techniques***

*Survey method:*

*Dialogue method:*

*Alket method:*

*Exxpert method:*

## **2.4. The current situation of refresher training for teachers in the direction of developing teaching competency at district level in Hanoi city**

### ***2.4.1. Current situation on implementation of refresher training objectives***

The refresher training objectives are developed in accordance with the objectives of the refresher programs to form and develop competencies for teachers to meet each specific objective



of the refresher program, which aims at the general development in competency for primary school teachers such as specialized groups of competencies; group of pedagogical skills, group of social skills. *In the group of pedagogical competencies, which consists of educational competency and teaching competency, however, in refresher programs, there are not much focus on developing teaching competencies, including competencies such as: Ability to research curriculums and assess students; Ability to lead and manage learning behavior; Ability to organize lessons; Ability to apply teaching methods and techniques to organize learning activities; Ability to carry out direct instruction; Ability to digitize and apply ICT in teaching.*

The results of evaluation of teachers of the implementation of refresher programs on a 5-step scale, of which level 1 is the lowest, shows that the refresh training of staff towards developing teaching competencies has not been paid much attention to. Currently, the results of the implementation of the objectives to develop teaching competency are receiving little attention with the highest number of opinions reaching 45% of the rating at level 2 during the implementation of the training, the main reason is the objectives of refresher programs does not prioritize the development of teaching competencies for primary school teachers.

#### ***2.4.2. Current situation on implementation of refresher training content***

Currently, in the refresher programs for primary school teachers at district level (implemented by the Department of Education and Training) are the main refresher programs implemented under the direction of the Department of Education and Training, refresher programs at district level according to the development plan of the district, proposed refresher programs for schools are carried out less.

The content of refresher programs is formed in accordance with the refresher course objectives. A majority of the refresher courses under Circular 17/2019/TT-BGDĐT are carried out regularly and periodically, the content of these courses include:

*Content 01:* To update specialized knowledge and skills to meet the requirements of performing the duties of the school year. In particular, the Ministry of Education and Training specifies the refresher content on general education development guidelines and policies, the general education program, the content of the subjects and educational activities of the general education program.

*Content 02:* To update specialized knowledge and skills to perform the duties of general education development in each period of each locality, implemented by the Division and the Department of Education and Training, specifying the content of refresher training on educational development of local general education, implementing the general education program, the local education program; coordinate with projects to implement regular refresher plans (if any).

*Content 03:* Refresher training according to job position requirements, teachers of general education institutions choose the refresher modules themselves in order to develop professional qualities and competencies to meet job requirements.

Each of these refresher content meets a specific requirement, although it has formed and developed teaching competency for primary teachers, it is not entirely oriented towards competency development, but mainly according to the annual plan of the department, therefore, the training content is not completely appropriate, the level of assessment is not appropriate enough to develop teaching competency for teachers.

The results of the survey of administrators and teachers about the relevance of the refresher content to the development of teaching competency for teachers were analyzed through the *Likert scale consisting of 5 levels from strongly agree to strongly disagree. Specifically as follows:*

A majority of opinions from administrators and teachers presume that the refresher content

in the direction of competency development is not appropriate. The rate of dissatisfaction reaches from 30% to 40% of the evaluation opinions, of which the satisfactory level is only at 2% for teachers, 4% for school administrators and 0% for district administrators. This shows that the assessment of administrators and teachers about the implementation of refresher content in the direction of developing teaching competency for primary teachers remains limited, the content only stops at professional development to ensure in accordance with professional standards without paying attention to the development of teaching competency for teachers.

The analysis results indicate that there is a need for consistency, coordination and management of the district-level education management agency in all refresher programs for general education institutions from the development of objectives, content, method selection, lecturers... To be able to control to avoid repetition and meet the refresher needs at educational institutions.

#### ***2.4.3. Current situation on refresher methods towards the development of teaching competency for primary school teachers***

Since the annual refresher training plan and goals are primarily in accordance with Circular 17/2019/TT-BGDĐT, which specifically stipulates that the refresher objective is to meet the requirements of performing the duties of the school year, which includes the following: Specific content on general education development guidelines and policies, general education programs, subjects and educational activities under the general education program and local education programs mainly focus on the Presentation Method; Discussing, exchanging and sharing information, knowledge and experiences between refresher staff with teachers, teachers with teachers.

Methods and forms of refresher training to promote the teacher's positivity, initiative and creative thinking; Methods to practice essential pedagogical skills such as discussion on pedagogical situations, psychological developments of students, how to design lessons, how to plan lessons, skills in direct instruction... mainly focuses on content 03 of refresher training, which is to meet the requirements of job positions in order to develop the quality and professional competency of teachers. However, these forms of refresher training are rarely implemented in the regular refresher program, but mainly in projects and programs in collaboration with other projects.

#### ***2.4.4. Current situation on the evaluation of refresher training results in the direction of developing teaching competency for primary school teachers***

The evaluation of refresher results depends heavily on the development of refresher objectives and refresher content. Therefore, the assessment of refresher results is mainly based on the criteria to achieve the objectives of refresher training, in which the development of teaching competency for primary school teachers is hardly focused on.

The evaluation results indicate that there are similarities in the respondents on the assessment of the results of refresher training in the direction of developing teaching competency for primary school teachers and in teachers, school administrators, district managers, a majority of the respondents said that the evaluation towards the formation of competencies for learners was at standard level, with 27% to 32% of respondents. For teachers, people who directly participating in refresher training for teaching competencies, the assessment of performance competencies is considered inadequate among 24% of respondents.

### **2.5. The current situation of developing teaching competencies of primary school teachers**

#### ***2.5.1. Ability to research curriculums and assess students***

This analysis indicates that the results of refresher training among this competency group of teachers are inadequate and inconsistent among teachers, mainly focusing on a small number of excellent teachers, so it is necessary to consider measures management and implementation of this competency refresher training for primary school teachers in order to improve these competencies: Ability to observe students and learning behavior; Ability to measure physiological characteristics of learners; Ability to carry out conventional technical investigation, Ability to collect and analyze learning data; Ability to develop curriculum and didactic materials. Teaching competencies need to be accumulated on the basis of personal competencies that teachers are required to achieve according to professional standards.

#### ***2.5.2. Ability to lead students and manage learning behavior***

The analysis results indicate that the efficiency of refresher training among this competency group of teachers are inadequate and inconsistent. A majority of teachers with the ability to assess learning behavior only reach the level of good (25%) and average (46%) but barely at advanced (3.6%) and still have (5.5%) weak ratings.

#### ***2.5.3. Ability to design lessons***

Evaluation of the current situation of refresher training in designing lessons of teachers from the administrators indicate that a majority of teachers portray good and average lesson designing competency of 28.1% to 41.1% while the number of teachers who achieved the level of advanced is only 4.2% in average, especially the percentage of teachers who achieve the weak level is 49.2%, indicating that the lesson designing competency of teachers as assessed by administrators is limited.

The comparison between the assessment of administrators and teachers shows that the evaluation results are inadequate and inconsistent, many teachers are aware that their design competency is imperfect and inaccurate. This leads to low awareness of teachers about this ability and their limitations, which reduces the desire to self-study and self-develop within this competency in teachers.

#### ***2.5.4. Ability to carry out direct instruction***

The primary competencies in the group of direct teaching competency are: Ability to communication and classroom behavior; Ability to instruct and adjust learning behavior; Ability to monitor, assess and evaluate the teaching process; Ability to utilize methods, means and technology in teaching; Ability to implement teaching methods and techniques classified in the group of direct instruction competency among teachers. The results indicate that the percentage of teachers within this competency group is mainly at the average level. This is the group of competencies that directly affect the quality of lessons.

Evaluation of the results of direct instruction competency of teachers after the refresher training indicates that: the average number of results in the survey of administrators and teachers for the competencies in the group of direct instruction competency portray the statistics in the order of 82.45%; 84.3%; 81.55%; 85.5%; 71.7% 81.10% while the number of teachers within this competency group at an advanced level is only about 3%-14%; the number of good ratings is less than 50%.

This statistical result is also consistent within the assessment of teachers and administrators.

#### ***2.5.5. Ability to apply teaching methods and techniques to organize learning activities***

Similar to other competency groups, evaluation of the results of refresher training for this competency group of teachers indicates that a majority of them are at a fairly average level (24% to 54%).

Evaluation results of administrators and teachers are consistent. Among the competencies in

this group of competencies, the teacher's perceptual ability to perceive language is considered to more significant than other competencies, followed by the ability to express language, demonstrate model manipulation, language creativity and the weakest is the ability to detect and foster gifted students (weak ratings from 23% to very weak at 28.1%).

Among the general assessment of the group's ability to implement teaching methods and techniques, the number of teachers who achieve good evaluation is only at 2% to 10.4%; The weak level reaches from 10% to 20% and there are teachers portraying inadequate evaluation level, up to 12% for the competency group to assist in detecting and fostering students' talents.

#### ***2.5.6. Ability to digitize and apply ICT in teaching***

Ability to digitize and apply ICT in teaching consists of: *Ability to research and exploit information, ability to analyze information, ability to digitize documents, ability to exploit digitized information, ability to utilize IT equipment, ability to apply ICT in teaching.*

The results of the assessment of digitization competency and ICT application in teaching show that a majority of teachers are familiar with and capable of implementing digitization as well as applying information technology in teaching, which is reflected at a respectable level from 0.05% to 35%.

However, each teacher performs at different levels, in which there are competencies that are assessed as relatively good, such as the ability to search and exploit information (35% of respondents rated good); the ability to exploit digital information (33% of respondents rated good) and the ability to apply ICT in teaching (0.36%). In addition, the ability to digitize documents and exploit information is rated at a low level (0.05% to 0.17% of respondents are good) and 0.61 is inadequate for digitization competency among teachers.

In general, assessment of the current situation of digitalization competency and ICT application in teaching indicates that educators' ability to digitize documents, analyze information and exploit digital information remains limited. Teachers are aware of how to exploit information, utilize available information and software to apply it to teaching activities, but have not been appreciated in the remaining competencies and in fact required to be refreshed in training of digitizing documents for teachers.

#### **The general assessment of the results of refresher training of teaching competencies indicates**

Through refresher courses and training sessions, teaching ability has seen improving. However, the quality remains limited, a majority of the intensive training sessions on professional training under district-level programs and refresher programs have not made teachers aware of the importance of teaching competencies. What are the components of this system of competencies to raise awareness for teachers, so that teachers can consciously cultivate and develop teaching competencies?

Combining the survey from administrators and teachers indicates that, among the teaching competencies, Ability to assess students is rated as the best (18% of respondents are good). However, 47.2% of respondents is at average level; Ability to assess students and curriculums, ability to lead students and manage learning behavior is rated as the second highest achieved by teachers (12% to 43% of respondents are of average and good) while the competency for direct instruction is assessed at the lowest level (weak and very weak assessment results of 9.8% to 44.1%).

### **2.6. The current situation of refresher management of primary school teachers in the direction of developing teaching competencies**

#### ***2.6.1. Perceptions of administrators and teachers on the necessity of refresher***

### ***management of primary school teachers in the direction of developing teaching competency***

A majority of teachers and administrators are aware of the importance of teaching competencies and the requirements to have teaching competencies of primary school teachers, which is demonstrated by assessing the importance and level of necessity of these competencies as well as the refresher of teaching competencies for primary school teachers.

The results of the discussion with the district management officials stated that it is necessary to develop teaching competencies for primary school teachers, teaching competencies must be respected in all refresher programs, is an indispensable objective of refresher programs for teachers (87% of respondents).

#### ***2.6.2. Managing the refresher objectives of primary school teachers in the direction of developing teaching competency***

Managing the refresher objectives of primary school teachers in the direction of developing teaching competency is one of the vital content of managing the refresher training of primary teachers in the direction of developing teaching competency in order to ensure the achievement of developing teaching competencies for primary school teachers. Managing the refresher objectives of primary school teachers in the direction of developing teaching competency must be oriented towards the realization of the general and specific objectives of the refresher training of primary school teachers in the direction of developing teaching competency.

An assessment of the current situation of organizing the formation of teaching competency development objectives of primary school teachers indicates that the assessment of frequent implementation is only 19%, while the level of performance evaluation which is not regularly and not implemented reaches 58% of the opinions, only 20% states that it is implemented and mainly because the goals of developing teaching competencies among teachers were integrated in the refresher programs at district level though incomplete.

The organization that develops the criteria for assessing the teaching competency of primary school teachers in the districts is also not highly appreciated, in which 16% of respondents rated good and advanced, 55% respondents are at the level of not yet implemented and not regularly implemented.

The biggest difficulty for the education management agency at district level is the overlap in refresher programs at different levels, many refresher programs are directed by superiors and implemented directly at grassroots level education, so a majority of content are repetitive, making it especially difficult to retrain in the direction of developing teaching competencies for teachers (100% respondents).

#### ***2.6.3. Managing content and refresher programs for primary school teachers in the direction of developing teaching competency***

Nowadays, the refresher training of primary school teachers at the departmental level is mainly professional training, retraining to improve the teaching competencies of teachers, new teaching methods... Objectives and content of refresher training are set up by the superiors. Division level (Department of Education and Training) at district level mainly follows the directives of their superiors, that is, organizes refresher activities according to the objectives and content available.

In general, the reality of developing refresher plans, content and programs shows that the role of the Departments of Education and Training has not been active, especially in organizing refresher training to improve teaching competency expresses through the evaluation respondents of 805 administrators and teachers. The results of the evaluation are shown in the table 2.6.

Administrators and teachers both have similar assessment on the current situation of refresher

management of primary teachers in the direction of developing teaching competency. This content is limited in portraying specific rating results: Ability to assess students and curriculums are weak with 21% of respondents, the average level is 26%, while only 9.2% to 16.7% of respondents rated good.

The refresher content for teachers in the direction of competency development has not been developed independently, mainly integrated within refresher programs.

Specifically as follows:

- To review and supplement content in refresher programs on the basis of sticking to the objectives in order to form competencies for teachers that have not received much attention and have not been evaluated effectively (91% respondents).

- To organize the development of refresher content, maintaining the objective of each refresher program and provide additional content to form teaching competencies for teachers which has not been implemented (87% of respondents).

- To plan and organize the implementation of program content, review, evaluation and adjustment in the refresher process is notable but only meet the requirements of the refresher programs but not in the direction of competency development for teachers (88% of respondents).

#### ***2.6.4. Managing the methods of organizing the refresher training of primary school teachers in the direction of developing teaching competency***

The district-level education management agency organizes refresher training in accordance with pre-planned programs under the direction of superiors. Methods and forms of refresher training are therefore limited in the content of refresher training. The results of the analysis of discernment by administrators and teachers about the management of forms and methods of organizing refresher training for primary school teachers in the direction of developing teaching competency have the same discernment: “Depends on the objectives of the refresher program at the time” although the detailed digitization statistics of the answer options indicate that the percentage of respondents is different. The cause of this situation is mainly due to the absence of a separate refresher program with the main objective of forming and developing teaching competencies for teachers.

Throughout refresher courses, teaching competencies are fostered but are very limited, only direct teaching competency, ability to lead and manage learning behavior are assessed by a proportion of teachers at an advanced level, approximately 20%, but mainly at average level, reaching 25% to 29%, weak level is around 40%, so it is necessary to implement formal management measures, refresher methods to obtain high efficiency.

A survey of district administrators (Department of Education and Training at district level) shows that difficulties among educational management agencies at district level are mainly due to the coordination mechanism between units and difficulties in classifying role and decentralizing between superiors and district levels in the organization of refresher training, leading to the method of refresher being difficult to implement independently (92% of respondents).

#### ***2.6.5. Organizing the coordination of educational forces in the refresher training of primary school teachers towards developing teaching competency***

Currently, in teacher refresher programs, there are four main participating forces: Department of Education and Training, Department of Education and Training, Unit invited to bid, Educational institution; These units are assigned specific roles in implementing training programs. The Department of Education and Training develops plans, invites bids; Department of Education and Training receives direct instructions to organize refresher training; Educational

institutions implement refresher courses for teachers to participate in; The unit invited to bid is responsible for performing the duties of teaching and training for teachers.

The current coordination is being carried out, however with this assignment, the management, organization and quality control of education at district level is limited, so it is necessary to have specific measures in combining coordination units and forces to carry out this work.

The reality shows that the coordination with educational institutions in refreshing primary school teachers at district level is achieved with an average score of 3.98, while the coordination with the superior unit only received an average score of 2.86 at best.

The management of the coordination units at district level is relatively good, however, the coordination mechanism between the units is unsuitable, leaving the efficiency of coordination unappreciated. The following segment is the evaluation of the efficiency of the coordination between units in refresher training and development towards teaching competency.

#### ***2.6.6. Examining and evaluating the refresher training of primary school teachers in the direction of developing teaching competency***

During the training and refreshing sessions for primary school teachers in the districts of Hanoi, the training results were evaluated.

The content of the assessment is formed on the basis of the refresher objectives, a majority of refresher sessions have their own objectives and the refresher objectives are formed on the basis of the direction of developing teaching competency have not received much attention.

Therefore, the content of assessment in the direction of developing teaching competency for teachers has not been followed closely and the results show that the assessment of teaching competency is not performed at a good level, reaching 55% of respondents while according to the objectives of refresher training, the level of poor performance is only at 17%, good performance reaches 37% of respondents; The evaluation of the coordination in the assessment of both refresher objectives and teaching competency is also not sufficient, in which the implementation is inadequate, reaching 32% of respondents.

Assessment tools for refresher training in the direction of developing teaching competency are one of the necessary requirements, while in teacher refresher activities in general as well as in refreshing teaching competency in particular, there is a lack of a set of tools to evaluate the training and self-refreshing process; Lack of forms of recognition and identification of the professional progress of primary school teachers, leading to a general assessment and classification that is not specific to each teacher, and has not created motivation for teachers to self-improve their teaching competencies. After the professional refresher courses, there remains a lack of rigorous testing and evaluation of the results of the course, especially when assessing the development of teaching competencies of teachers.

#### ***2.6.7. Managing the conditions for the refresher training of primary school teachers in the direction of developing teaching competency***

One of the management duties of the Department of Education and Training in the refresher work is to ensure the conditions for the training. In fact, the conditions for training are fully implemented to meet the refresher training needs at an average level. Resources must be ensured such as finance, teaching staff serving the refresher training, legal documents serving the training work, and physical facilities such as classrooms meeting criteria and supported equipment with lecture time, service conditions such as sound, lighting, water...

The coordination between forces in allocating and using funding sources for refresher training, exploitation and utilization of facilities is relatively well done.

The results of the assessment of these assurance conditions through the analysis of survey information indicates that 74% of respondents stated that in the refresher sessions, the conditions for the training were guaranteed, of which 28% assesses service at a good level. 24% of respondents rated ordinary, of which 21% of respondents rated average.

Overall, the Department of Education and Training have performed well the management of the assurance conditions on the basis of promoting the resources of coordination between the forces.

## **2.7. The current situation of factors affecting the refresher management of primary school teachers in the direction of developing teaching competency**

### ***2.7.1. Group of factors under the leadership of the Party and management of the State***

Departmental education management is a link in the system of educational management agencies. The Department of Education is responsible for receiving instructions from superiors on management activities, including competency building and development for teachers. However, the majority of refresher activities are through bidding (87% of respondents). Bidding methods and content, beneficiaries such as schools and Department of Education do not implement, so they cannot follow the content of refresher training for teaching competency of primary teachers (82% of respondents).

On the other hand, in many refresher programs, the training plan that is directed to implement does not have both content and roadmap, leading to the Department of Education becoming passive, making it difficult to plan their own, overlapping as well as struggling to continue to develop advanced refresher activities after teachers have been granted training by the Department.

### ***2.7.2. Group of factor related to socio-economic development***

The socio-economic development has a great influence on educational activities, as seen during the first covid epidemic in February 2020 and its impact on the socio-economic situation has caused a lot of consequences in the education sector, many private educational institutions have to close their assets due to inability to operate, many teachers at private schools have to diligently look for work. Professional refresher activities are paused to ensure time for teachers to complete their school year duties...

### ***2.7.3. Group of factors under the management of the Department of Education***

Every year, the Department of Education and Training performs the function of organizing refresher activities, however, the training results depend heavily on the competencies of teachers as well as the funding provided by the People's Committee. With the teaching staff who have a sufficient and accurate awareness of the importance of teaching competencies, they actively participate in training and self-refreshing, which helps improve their competencies. In addition, with the limited budget allocated, it creates conditions for the Department of Education and Training to be bolder in taking measures to overcome difficulties and limitations in training, leading to more assurance of refresher quality.

Every year, although the Department of Education and Training carries out professional refresher activities, the means and methods of implementation are not diverse, the content only meets some general requirements, the assessment of refresher results has not been carried out nor implemented in general while teaching competency is often an individual talent of each teacher, the lack of specific competencies in each group of competencies of each teacher are different.

Assessment tools for the refresher activities in general are lacking, especially the tool to evaluate the results of each individual's training and self-refreshing process as well as the teaching competencies that have or have not been achieved, teachers themselves who do not realize the



lack of sub-competencies in their teaching competency will not have a proper awareness of the need to retrain and self-refresh these competencies.

#### ***2.7.4. Groups of factors under the role of the teaching staff***

Looking at the above issues, it is shown that, in addition to having an accurate and sufficient awareness of teaching competencies, the responsiveness of each educator is necessary, the construction of competency measures help teachers leave their egos behind and help them reconsider their position. What are the missing components of the required teaching competencies?

### **2.8. General assessment of the current situation**

#### ***2.8.1. Achievements***

For staff refreshing: The evaluation results show that despite meeting the objectives set out in each training session in refresher programs no. 01, 02, 03, however, in order to be able to transform the requirements of each refresher program into awareness and into permanent competencies, including teaching competencies of teachers requires going through a training process and inclusion of specific requirements on teaching responsiveness.

The refresher training of teaching competency of primary school teachers remains limited, with refresher courses being primarily professional training under refresher programs no. 01 02, 03; training in teaching according to didactic materials or new teaching methods, new teaching models. The objectives of these refresher courses are not entirely for the development of teaching competency, so the training of the component competencies constituting the basic groups of teaching competency remains lame.

The training objectives are not completely oriented towards the development of teaching competencies, there is no system of criteria for assessing teaching competencies, so the results of refresher training for these competencies remain limited and not effectively up to desire yet.

The roles of the Department of Education and Training remain unspecific, there is an overlap in management work, and the role of the Department has not been promoted in setting goals and proposing training content even though the Department is the supervisory unit in partnership with schools in developing teaching staff.

Some private schools have fewer teachers and exchange staff very often, so teaching competency is limited due to lack of regular professional contact and difficulties in organizing research-oriented professional activities. While this is a form of professional activities that can improve teaching competency if organized consistently.

#### ***2.8.2. Reasonings***

The unclear decentralization in the performance of functions and duties leads to the Department of Education and Training not following closely to promote their roles in the implementation of goals, content, and refresher programs.

The refresher program has not directly come from the team and the demands of the school. There is no suitable form of assessment yet.

The awareness of administrators and teachers about the requirement to meet the teaching competency of teachers is inaccurate and insufficient.

There is no system of criteria and indicators that require to be met as well as criteria for assessing the teaching competency of teachers in refresher programs.

Methods, means and forms of implementing refresher courses remain generic, undiversified, and do not meet the requirements of teaching competency development.

The competency of teachers in applying information and communication technology - ICT remains limited.

## **Chapter conclusion 2**

The current situation of primary school teacher refresher training towards teaching competency development was conducted in a survey across 7 districts in Hanoi city, including 815 administrators and primary school teachers (50 school level administrators, 750 teachers and 15 district-level education administrators). The situation to be considered and assessed includes two contents: assessment on the current situation of refreshing teaching competencies for primary school teachers and the current situation of managing activities of refreshing teaching competencies for teachers at district level.

The results of the assessment of the current situation of competency development of primary school teachers in the direction of developing teaching competency indicate that: the assessment of administrators and teachers about teaching competencies remain limited, and is corresponded with professional competencies, so the training of these competencies has not been implemented with a clear goal where these competencies are recognized but implemented in integrated training in professional refresher courses, curriculum content and teaching methods. Therefore, when assessing the competencies of teachers according to specific competency groups, many teachers have not achieved the expected level for a primary school teacher.

The current situation of managing activities of refreshing teaching competencies for teachers has not been effective, many sub-competencies in teaching competency groups have been integrated in refresher programs at district level but have not been efficient. The main reason can be seen that the district Department of Education and Training is limited in management decentralization, many refresher management operations do not have the right to decide such as objectives, content of training, selection of units to participate in training, maintenance, allocating funds for training... while the Department is the unit that understands the reality of educational institutions, the shortcomings of primary teachers at each educational institution... Therefore, it is difficult to adjust the goals and form refresher contents towards developing teaching competencies for teachers.

Furthermore, the factors affecting the refresher management of primary school teachers in the direction of developing teaching competency such as factors related to management agencies, management decentralization, directing documents, overlapping in the implementation of training, economic factors, factors related to schools and teachers play a significant role as well.

The current situation shows that it is necessary to have measures in terms of mechanisms and policies, professional and synchronous management, which are feasible so that the refresher management as well as the results of the refresher training of primary school teachers in the direction of developing teaching competency carry out effectively.

The Department of Education and Training needs to pay attention to the small-scale, private schools with constant changes in teaching staff to develop professional competency to take active measures in managing professional competency development for these groups of teachers.

## **Chapter 3**

### **MANAGEMENT MEASURES OF REFRESHER TRAINING FOR PRIMARY SCHOOL TEACHERS IN THE DIRECTION OF DEVELOPMENT IN TEACHING COMPETENCY**

#### **3.1. Principles of proposing measures**

#### **3.2. Proposing measures for refresher management of primary school teachers in the direction of developing teaching competency**

##### ***3.2.1. Organizing training and communication to raise awareness of administrators and***

*teachers on teaching competency*

**3.2.2. Promulgating a system of criteria to evaluate the teaching competencies of teachers**

**3.2.3. Developing a plan to improve teaching competency for teachers and issuing documents**

**3.2.4. Transferring applications in refresher management activities**

**3.2.5. Organizing assessment and self-assessment activities of competency building activities**

**3.2.6. Cluster refresher training in order to improve the competency of teachers at institutions**

**3.3. Assessing the urgency and feasibility**

**3.3.1. Introduction to the assessment process**

**3.3.1.1. Quantity and composition**

The total number of participants to evaluate 100 people includes: 100 teachers, 60 school-level administrators and professional teams, 40 district-level managers and education experts.

**3.3.1.2. Content assay**

- Urgency of management measures: the urgency of the measure is to confirm the accuracy and suitability of the measure, the judgment of administrators and teachers about the necessity of the measure also shows the importance of measures. interest of administrators and teachers in retraining this teaching competency.

- Feasibility of management measures: the measure that is considered feasible brings high efficiency in implementation, a measure with high feasibility is easier to implement and the evaluated results are closer to the set objectives.

**3.3.2. Evaluation results**

**3.3.2.1. Urgency of management measures**

A majority of the measures are evaluated as urgent and highly urgent, of which the measure of raising awareness reaches a highly urgent level of 0.69%, the measure of building and promulgating a system of evaluation criteria to assess the level of achievement of teaching competencies of teachers, the criteria for evaluating the training process reached a very urgent level of 71%.

**3.3.2.2. Feasibility of management measures**

Considering the feasibility of the measures, we can see that most of the measures are evaluated as highly feasible, in which the measure of information technology application and building a system of evaluation criteria is considered to be less feasible due to initial assessment of administrators as limited in terms of funding as well as initial resources.

**3.4. Scientific experiment**

**3.4.1. Introduction to the experimental process**

**3.4.2. Analyzing experimental results**

Since the study period is limited, more time is required to measure whether a management measure has a positive effect. Meanwhile, it is urgent to organize experiments and evaluate experimental results to ensure the accuracy and feasibility of the proposed method in a research work, so we only choose one that is considered the most feasible to perform the experiment.

The experiment is conducted consisting of 3 primary schools of 3 districts with 36 teachers and 288 students divided into 2 experimental and case-control classes, in which 18 teachers of experimental class, 18 teachers of case-control class; 143 students in experimental class and 145 students in case-control class.

**3.4.3. Overview of the experimental process**

### **3.5. Processing experimental results**

#### **3.5.1. Data description**

#### **3.5.2. Evaluation of experimental results**

Experimental results show that: The application of the measure "Organize training and communication to raise awareness of administrators and teachers about raising the importance of teaching competency and the necessity of retraining and self-refreshing to improve teaching competency" highly effective, shown as follows:

- Teachers understand and develop criteria for assessing their teaching competency in both theoretical part and teaching practice part.
- Teachers after experimental process are able to perform better at teaching duties as presented by test results for students.
- Students are engaged in learning activities, assessment activities.
- Students improve their attitude towards learning, more positive and more interested.
- Exciting class hours, students actively participate in exploration and discovery; Students actively practice skills through the guidance of teachers.

Learning results improving significantly, and students' learning competency has also changed in a positive direction, which is reflected in: *Ability to actively participate in class, learning results improve, students actively become open to discovery.*

Teachers have remarkably improved in teaching practice, teaching competencies are more noticeable, component competencies in the teaching competency groups are carefully reviewed by teachers and applied regularly, the results show that teachers have understood, evaluated and synthesized, analyzed their level of achievement on the performance competencies and ways to overcome the remaining weaknesses.

However, besides positive changes, we also need to create conditions for more feasible measures such as:

Strengthen urgency in management, collect information to evaluate teachers, closely follow the application process of teachers, especially in the early stages of their awareness.

Create conditions for teachers to be flexible in arranging work and time and encourage teachers to make breakthroughs in the application of teaching competencies.

### **Chapter conclusion 3**

Based on the theoretical basis in Chapter 1, the practical basis in Chapter 2, we have proposed a number of refresher measures to improve teaching competency for primary school teachers on the basis of compliance with a number of important principles. These principles set management requirements for the Department of Education and Training to conduct refresher training to improve teaching competency for teachers to meet the educational requirements of primary school students in the current period.

Based on the results of the situation analysis, we form a system of 06 management measures: Adjusting objectives, content and developing refresher programs according to the teaching competency approach; Organizing training and communication to raise awareness of administrators and teachers about teaching competency, the urgency for training and self-refreshing; Developing and promulgating a system of criteria for assessing teaching competencies of teachers, criteria for assessing learning, self-studying and self-refreshing process of teachers; Developing a long-term plan on refreshing teaching competencies for teachers and issuing documents in guiding schools to manage and organize training competency building for teachers; Strengthening the application of information technology in online training to save costs; Researching and developing a set of assessment tools and self-assessment tools of teachers who

interact online during the training process; Organizing assessment and self-assessment activities for competency building activities of teachers. In each measure, we also clearly define the purpose, content and implementation method; Organizing training in specialized clusters to improve the competencies of teachers at private educational institutions. These six measures are closely related, supporting and organically linked together to create a system. There is no independent measure that can promote the management and development of vocational colleges if as uncoordinated with the remaining measures. Depending on practical conditions, each measure offers a different priority position. In the process of management, arrangement in measures can be made to produce the highest efficiency.

Due to the limitation of time and scope of study, we did not test the urgency and feasibility of all 06 solutions and only selected one “Organize training and communication to raise awareness of administrators and teachers about teaching competency, the necessity of retraining and self-refreshing of teaching competencies.” to conduct experiments. From the experimental results, the following conclusions can be drawn:

- Compared with the quality of the initial survey before the experiment, the awareness and teaching competencies of teachers have improved remarkably, teachers have been able to understand, perform, synthesize and self-assess their teaching competencies. The learning outcomes of students participating in the experiment have improved significantly. The percentage of students who receive advanced grades increases, the rate of average and weak students decreases compare to before the experiment. This is a very important quantitative assessment result to show the urgency and feasibility of the measure.

- Experimental results show that teachers and students are initially familiar with the process of implementing the proposed measures, which confirms the suitability and accuracy in applying the management measures to improve teaching competencies for teachers.

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

From the research results on management measures to refresh primary school teachers in the direction of developing teaching competency, it is possible to conclude:

*1.1.* Theoretically saying: Teaching competencies of teachers and the urgency to obtain these competencies have been studied and applied in many countries around the world, this is a positive approach in forming teaching competencies for teachers. Studies have shown that primary school teachers play an important role in educating primary school students to form individuality, helping them acquire basic knowledge, life skills and the ability to integrate and interact well with the surrounding environment. Studies also confirm that in order to perform these duties, teachers must have urgent teaching competencies and must change their awareness to transform the training process into a self-refreshing process.

*1.2.* In terms of practice: Department-level administrators, school-level administrators, and teachers all have a relative awareness of the requirements for teaching competencies and the need to refresh these competencies for the teaching staff. However, the reality shows that from the management stage at the departmental level to the school level, issues remain, the refresher sessions are fragmented without a long-term strategy, teaching competencies are not yet oriented on how to self-assess, how are the competencies shown through the educational process and the process of interacting with students? The decentralized mechanism for managing refresher activities at city, district and school levels is still overlapping, the responsibility to ensure he quality of training is being ignored. The results of the investigation into awareness and application

of management measures to develop teaching competency in primary school teachers indicate that the development and application of measures is urgent and feasible.

**1.3.** The process of applying management measures to refresh primary school teachers in the direction of developing teaching competency shows that transforming the perception of managers and teachers plays an important role; besides that is building a convincing scientific basis for the application of measures; selecting and combining measures according to the characteristics of each primary education institution create positive impacts suitable for each institution.

**1.4.** The research results in the thesis allow the conclusion of: Changing the perception of administrators and teachers is an important first step; Measures help district managers accurately, fully and comprehensively plan all refresher management activities; Good awareness, good implementation of conditions and finally, improvement of the management competency of district administrators in the direction of developing teaching competencies for teachers is one of the core criteria for success of the refresher management of primary school teachers in the direction of developing teaching competency.

## **2. Recommendations**

In order to be able to effectively apply management measures in refresher training for primary school teachers in the direction of developing teaching competency in primary schools to meet the needs of primary education in the current period, we would like to propose some recommendations as follows:

### ***2.1. Education management agency at the State and city level***

- With the requirements of the immediate and long-term epidemic situation, the Ministry of Education and Training is required to amend the regulations on teacher retraining to suit the new situation and serve as a basis for synchronous implementation with the Department of Education in general, in which it is necessary to emphasize on changing the ways and methods of refreshing to meet the requirements of the strongly ongoing digital transformation process.

- Developing policies, programs, schemes, and target programs on teaching development to meet the requirements of use in general education institutions. Promulgating additional criteria for evaluating primary school teachers, with special emphasis on the formation of teaching competencies for teachers. Periodic examinations are organized to assess primary school teachers in accordance with professional standards, with attention directing towards teaching competencies.

- Developing a decentralization mechanism to manage refresher activities on the basis of delegating autonomy to educational institutions and the Department of Education and Training to conduct periodic, regular and compulsory refresher activities.

- Assigning greater autonomy and social responsibility to the Department of Education and Training so that departmental managers can be more dynamic and creative in innovating the management mechanism so that they can quickly adapt to refresher activities to meet the demand for the development of the current teaching staff.

- Increasing investment for the Department of Education and Training to implement innovations in refresher management such as combining units designated as contractors to develop teaching competency into building objectives that are integrated in refresher programs already specified. Building a scale to evaluate teaching competencies in refresher programs, organizing the assessment of teaching competencies for primary teachers after each refresher course...

- Enhancing opportunities for public-private cooperation between the Department of Education and Training, primary educational institutions and businesses in implementing

competency building training for primary school teachers.

## **2.2. Within the district People's Committee**

Additional funding for the refresher training so that it can be carried out separately or integrated in the training of teaching competencies for primary school teachers in the annual refresher programs.

Actively following up and evaluating the quality of teaching hours conducted by contractors to promptly propose to the agency deems necessary suggestions, adjustments, and additions to improve refresher results.

Actively interacting with the teaching staff and contractors to adjust teaching methods to support teachers to receive information effectively.

It is necessary to coordinate with contractors and educational institutions to develop a toolkit for assessing the process of training and self-refreshing towards the development of teaching competencies for primary school teachers.

## **2.3. For primary educational institutions**

Educational institutions that actively research, perfect and apply the system of criteria for assessing teaching competencies of teachers to organize regular evaluation of the teaching staff.

Fundamentally renovating the way of organizing and teaching methods, promoting the positivity of teachers. Integrating theoretical teaching with practical teaching, in order to improve the competency of the staff.

Primary education institutions are required to encourage administrators and teachers to be bold and creative in applying the criteria system of teaching competencies in order to promote the role of teachers in the teaching process.

It is necessary to increase investment in facilities and teaching equipments, especially practical equipments to help learners practice skills to meet career criteria.

Actively fostering and propagating the urgency, criteria, indicators, and competencies required to improve perceptions of teachers to help teachers be motivated to self-refresh their teaching competencies.

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