

CURRENT SITUATION AND MEASURES PROPOSED IN MANAGING TEACHING CAPACITY TRAINING ACTIVITIES FOR SECONDARY SCHOOL TEACHERS IN PHU THO TOWN, PHU THO PROVINCE UNDER THE ORIENTATION OF RENOVATING THE GENERAL EDUCATION CURRICULUM

Nghiem Thi Duong¹
Tran Thanh Nghi²

Abstract

Managing teaching and learning activities for teachers is an important task in general schools, especially in the context of renovating the current educational program. The paper presents the results of studying the situation of teaching capacity training activities management for secondary school teachers in PhuTho town, PhuTho province under the orientation of renovating the general education curriculum, and on that basis, proposes a number of management measures to improve teaching capacity for teachers to meet the current requirements of educational innovation.

Keywords: Management; Training activities; Teaching capacity; Teachers.

1. Introduction

As educational renovation policies are undertaken, the new general education curriculum will be applied in the 2021-2022 school year (for grade 6 in secondary schools) according to the orientation and requirement shifted from equipping knowledge to developing learners' qualities and competencies. To accomplish that goal, teachers are required to possess suitable professional qualifications and competencies for the new requirements. Among those, teachers' teaching capacity plays a vital and decisive role in maintaining education quality. Therefore, teachers must be trained and improve themselves on a regular, long-term and continuous basis to update knowledge, enhance and expand teaching capacity to meet the requirements of renovating the general education curriculum. In order for teachers' teaching capacity training to be effective, apart from being rich in content, diversified in forms, suitable in terms of methods, and flexible in time, training activities management must be paid proper attention by schools.

In order to understand the current situation of teaching capacity training management for secondary school teachers in PhuTho town, Phu Tho province under the orientation of renovating the general education curriculum, thereby propose a number

1 VNU University of Education, Vietnam National University, Hanoi. Email: nghiemthiduong@gmail.com.

2 Department of Interior, Phu Tho Town, Phu Tho Province. Email: tranngghi1976@gmail.com.

of management measures contributing to improve teachers' teaching capacity to meet the requirements of educational renovation, the researchers conducted surveys on 175 managers and teachers from 06 secondary schools in the mentioned region. In terms of research methods, the study conducted surveys with questionnaires, interviews, and processed data by mathematical statistics.

A 4-point likert scale is used for rating the performance level of management activities: 4 for good, 3 for average, 2 for fair, and 1 for poor. A medium score (M) is calculated for each activity for performance assessment: Level 1 – $M = 3.25 - 4.0$; level 2 – $M = 2.50 - 3.24$; level 3 – $M = 1.75 - 2.49$; level 4: $M < 1.75$.

2. Content

2.1. Actual situation of teaching capacity improvement activities management for secondary school teachers in Phu Tho Town under the orientation of renovating general education curriculum

2.1.1. Planning teaching capacity training activities for secondary school teachers in Phu Tho Town under the orientation of renovating general education curriculum

Table 1. Planning teaching capacity training activities for secondary school teachers in Phu Tho Town under the orientation of renovating general education curriculum

| Task No. | Contents | Performance level | | | | | | | | Medium score |
|----------|------------------------------------------------------------------------------------|-------------------|------|---------|------|------|------|------|------|--------------|
| | | Good | | Average | | Fair | | Poor | | |
| | | NoP | % | NoP | % | NoP | % | NoP | % | |
| 1 | Schools' plans to improve teachers' teaching capacity according to the school year | 75 | 42.9 | 46 | 26.3 | 29 | 16.6 | 25 | 14.3 | 2.98 |
| 2 | Divisions' plans to improve teachers' teaching capacity | 45 | 25.7 | 50 | 28.6 | 47 | 26.9 | 33 | 18.9 | 2.61 |
| 3 | Teachers' plans to improve teaching capacity | 30 | 17.1 | 40 | 22.9 | 70 | 40.0 | 35 | 20.0 | 2.37 |
| 4 | Plans for teaching capacity improvement facilities investment | 39 | 22.3 | 62 | 35.4 | 43 | 24.6 | 25 | 14.3 | 2.59 |
| 5 | Plans for checking teaching capacity improvement activities | 33 | 18.9 | 50 | 28.6 | 70 | 40.0 | 22 | 12.6 | 2.54 |
| | Medium score | | | | | | | | | 2.62 |

(NoP: Number of Participants)

According to Table 1, the task of planning teaching capacity training activities was evaluated to be at an average level (medium score of 2.62) by secondary schools' managers and teachers in PhuTho town. This evaluation is shown in most of the training plans, from

teaching capacity improvement plans of schools and divisions, plans for investment in teaching capacity improvement facilities, to plans for testing teaching capacity improvement activities - whose scores are from 2.54 to 2.98. The medium score for teachers' plans to improve teaching capacity category is 2.37, which is the lowest, meaning "fair".

However, in the interview section, a large number of teachers stated that planning teaching capacity training plans in general was inappropriate. These plans have been developed by schools, specific divisions, and teachers as well; however, there is still room for improvement. If these plans are prepared in a more specific way, paying more attention to the needs of teachers, considering the forms and methods as well as conditions affecting training, the organization and implementation of teaching capacity training will be more effective. This is also a problem for managers to pay attention to how to make plans for training teaching capacity for teachers really effective. This is also an issue that school managers need to pay attention to in order to make really effective plans for teaching capacity training.

2.1.2. Organizing teaching capacity training activities for secondary school teachers in Phu Tho town under the orientation of renovating the general education curriculum

Table 2. Organizing teaching capacity training activities for secondary school teachers in Phu Tho town under the orientation of renovating the general education curriculum

| Task No. | Contents | Performance level | | | | | | | | Medium score |
|----------|---------------------------------------------------------------------------------------------------------------|-------------------|------|---------|------|------|------|------|------|--------------|
| | | Good | | Average | | Fair | | Poor | | |
| | | NoP | % | NoP | % | NoP | % | NoP | % | |
| 1 | Assigning managers in charge of training activities | 33 | 18.9 | 67 | 40.0 | 54 | 30.9 | 21 | 12.0 | 2.64 |
| 2 | Assigning tasks, clearly defining the responsibilities of teachers participating in training activities | 42 | 24.0 | 57 | 32.6 | 60 | 34.3 | 16 | 9.1 | 2.71 |
| 3 | Coordinating activities of school organizations in conducting teaching capacity training for teachers | 45 | 25.7 | 66 | 37.7 | 55 | 31.4 | 9 | 5.1 | 2.84 |
| 4 | Creating favorable conditions, equipment, and facilities for teachers implementing teaching capacity training | 31 | 17.7 | 56 | 32.0 | 46 | 26.3 | 42 | 24.0 | 2.43 |
| | Medium score | | | | | | | | | 2.66 |

As shown in table 2, organizing teaching capacity training activities for secondary school teachers in Phu Tho town following the direction of renovating general education curriculum are evaluated to be average in terms of performance level (medium score of

2.66). The figure is shown in most categories (3/4 categories whose medium scores from 2.64 to 2.84); however, the performance level of each category is different. The task ranking the highest in terms of performance level, with a medium score of 2.84, is “Coordinating activities of school organizations in conducting teaching capacity training for teachers”. The category with the lowest score is “Creating favorable conditions, equipment, and facilities for teachers implementing teaching capacity training”. In recent years, the Education and Training Committee Division of PhuTho town has directed and created the most favorable conditions for teachers to participate in professional training courses, providing various documents, facilities, and equipment, inviting experts to provide training as required, spending time with teachers, paying attention, encouraging them, and creating a lively atmosphere in training sessions. However, this work is considered to be fair (medium score of 2.43), posing an issue for the management of secondary schools. Facing the requirements of renovating general education curriculum, more attention needs to be paid to ensure that the conditions for teaching capacity training activities bring the highest efficiency.

2.1.3. Leading teaching capacity training activities for secondary school teachers in Phu Tho Town under the orientation of renovating the general education curriculum

Table 3: Leading teaching capacity training activities for secondary school teachers in PhuTho Town under the orientation of renovating the general education curriculum.

| Task No. | Contents | Performance level | | | | | | | | Medium score |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|---------|------|------|------|------|------|--------------|
| | | Good | | Average | | Fair | | Poor | | |
| | | NoP | % | NoP | % | NoP | % | NoP | % | |
| 1 | Leading to deliver documents on teaching capacity training to teachers and implement schools' training activities according to those documents | 57 | 32.6 | 55 | 31.4 | 40 | 22.9 | 23 | 13.1 | 2.83 |
| 2 | Leading to prepare teaching capacity training plans for teachers in accordance with documents guiding the renovation of general education curriculum and actual local conditions | 33 | 18.9 | 78 | 44.6 | 37 | 21.1 | 27 | 15.4 | 2.67 |
| 3 | Leading the implementation of training activities according to the plans prepared | 35 | 20.0 | 75 | 42.9 | 45 | 25.7 | 20 | 11.4 | 2.71 |
| 4 | Additional directions, reviewing needs of facilities, equipment, and funding for training activities | 30 | 17.1 | 50 | 28.6 | 60 | 34.3 | 35 | 20.0 | 2.43 |

| Task No. | Contents | Performance level | | | | | | | | Medium score |
|----------|------------------------------------------------------------------------------------------------------------|-------------------|------|---------|------|------|------|------|------|--------------|
| | | Good | | Average | | Fair | | Poor | | |
| | | NoP | % | NoP | % | NoP | % | NoP | % | |
| 5 | Leading the examination and evaluation of training results | 35 | 20.0 | 55 | 31.4 | 40 | | 45 | | 2.46 |
| 6 | Leading and adjusting teaching capacity training activities for teachers after examination and evaluation. | 33 | 18.9 | 50 | 28.6 | 50 | 28.6 | 42 | 24.0 | 2.42 |
| | Medium score | | | | | | | | | 2.58 |

As shown in Table 3, overall, the task of directing teaching capacity training activities for secondary school teachers in PhuTho Town is at an average score of 2.58. However, there are differences in each content of the work – a number of tasks are ranked to be “fair” (3/6 tasks whose medium scores are lower than 2.50). The highest-rated task, with a medium score of 2.83, is “Leading to deliver documents on teaching capacity training to teachers and implement schools’ training activities according to those documents”, which means this work is done quite well at secondary schools in PhuTho town. There are tasks that have not been highly appreciated by managers and teachers, only considered to be “fair”, which are task no. 5 (Leading the examination and evaluation of training results – medium score of 2.46), task no. 4 (Additional directions, reviewing needs of facilities, equipment, and funding for training activities – medium score of 2.43), and task no. 6 (Leading and adjusting teaching capacity training activities for teachers after examination and evaluation – medium score of 2.42). These are needed to be paid further attention by school managers in checking and evaluating training activities, ensuring training conditions as well as adjusting training activities after examination and evaluation in accordance with reality, meeting the training needs of teachers, contributing to improving the quality of teaching capacity training for teachers to meet the requirements of renovating the general education curriculum.

2.1.4. Controlling teaching capacity training activities for secondary school teachers in Phu Tho town under the orientation of renovating the general education curriculum

Table 4:Controllingteaching capacity training activities for secondary school teachers in PhuTho town under the orientation of renovating the general education curriculum

| Task No. | Contents | Performance Level | | | | | | | | Medium score |
|----------|------------------------------------------------------------------------------------|-------------------|------|---------|------|------|------|------|------|--------------|
| | | Good | | Average | | Fair | | Poor | | |
| | | NoP | % | NoP | % | NoP | % | NoP | % | |
| 1 | Controlling the development of teaching capacity training plans for teachers | 66 | 37.7 | 60 | 34.3 | 40 | 22.9 | 9 | 5.1 | 3.05 |
| 2 | Controlling the organization of teaching capacity training activities for teachers | 55 | 31.4 | 67 | 38.3 | 33 | 18.9 | 20 | 11.4 | 2.90 |

| Task No. | Contents | Performance Level | | | | | | | | Medium score |
|----------|------------------------------------------------------------------------------------------------------------------------------|-------------------|------|---------|------|------|------|------|------|--------------|
| | | Good | | Average | | Fair | | Poor | | |
| | | NoP | % | NoP | % | NoP | % | NoP | % | |
| 3 | Controlling the facilities and equipment for teaching capacity training activities | 35 | 20.0 | 75 | 42.9 | 25 | 14.3 | 40 | 22.9 | 2.60 |
| 4 | Controlling the coordination of guiding forces, organizing teaching capacity training activities for teachers | 45 | 25.7 | 44 | 25.1 | 52 | 29.7 | 34 | 19.4 | 2.57 |
| 5 | Controlling the examination and evaluation of teaching capacity training results | 35 | 20.0 | 60 | 34.3 | 35 | 20.0 | 45 | 25.7 | 2.49 |
| 6 | Controlling the work of adjusting and overcoming shortcomings in teaching capacity training after examination and evaluation | 23 | 13.1 | 57 | 32.6 | 55 | 31.4 | 40 | 22.9 | 2.36 |
| | Medium score | | | | | | | | | 2.66 |

As shown in Table 4, controlling teaching capacity training activities for teachers has been focused and paid attention by managers. Among the tasks listed, task no. 1 (controlling the development of teaching capacity training plans for teachers) is rated to be at a good level, with a medium score of 3.05. Task no. 6 (controlling the work of adjusting and overcoming shortcomings in teaching capacity training after examination and evaluation) is rated the lowest, whose medium score is 2.36, and a considerable number of teachers and managers (22.9%) rated this to be Poor. This proves that the management work has not focused on controlling and adjusting the implementation of teaching capacity training activities for teachers after examining and evaluating in order to have timely adjustments.

2.1.5. Summary results of the current situation of teaching capacity training management for secondary school teachers in Phu Tho Town under the orientation of renovating the general education curriculum

Table 5: Summary results of the current situation of teaching capacity training management for secondary school teachers in Phu Tho Town under the orientation of renovating the general education curriculum

| Task No. | Contents of teaching capacity training management | Medium score |
|----------|-------------------------------------------------------------|--------------|
| 1 | Planning teaching capacity training activities for teachers | 2.62 |
| 2 | Organizing teaching capacity training activities | 2.66 |
| 3 | Leading teaching capacity training activities | 2.58 |
| 4 | Controlling teaching capacity training | 2.66 |
| | Medium score | 2.63 |

It can be seen in Table 5 that teaching capacity training management for secondary school teachers in PhuTho Town under the orientation of renovating the general education curriculum has been paid adequate attention, which is considered to be Average, with a medium score of 2.63 (Min = 1, Max = 4). However, to successfully implement the new general education curriculum, teachers need to enhance and update their knowledge to improve teaching capacity. Although teachers' capacity training has been appreciated at certain extents, its planning, organization, implementation, and evaluation have not achieved the expected results. Therefore, it is necessary to strengthen management measures to improve teachers' teaching capacity to meet the requirements of the new general education curriculum.

2.2. Some measures to teaching capacity training management for secondary school teachers in Phu Tho Town under the orientation of renovating the general education curriculum

2.2.1. Concretizing teaching capacity training plans with appropriate content, forms and methods to meet the needs of teachers

Principals of secondary schools in PhuTho town have proactively elaborated plans and determined steps in accordance with the necessary conditions and means to be able to perform successfully in teaching capacity training for teachers. In order to effectively implement this measure, the following should be implemented:

- Assessing teachers' teaching capacity compared to the general education curriculum, analyzing clearly teachers' educational and teaching activities in schools, exploring the advantages and difficulties in teaching and educating students of teachers in the direction of renovating the general education curriculum, so that the development of teaching capacity training plans for teachers can be consistent with the practical situation.

- Examining teachers' needs about training contents, including methods and forms of training – following the direction of renovating the general education curriculum.

- Based on evaluating teacher's teaching capacity, examining teachers' needs for training and the actual situation, developing a specific teaching capacity training plan for teachers, detailed from contents to methods, organized to be individualized. These include: identifying those who need to be trained and participate in teaching capacity training classes for teachers; building content of teaching capacity training under the orientation of educational innovations; expecting selections of training methods corresponding to each training content; expecting appropriate training organizing styles (for example, there are contents that could be in the form of concentrated training, contents for teachers to explore on their own, contents for organizing seminars and group discussions); expecting sources of facilities to implement training, estimating time, coordinating forces, inspection and supervision staff, and so on.

- Cooperate and discuss with teachers in the Board of Directors and Head of divisions to decide on the selection of contents, forms and methods of training according to each period, school year and semester.

2.2.2. Directing the selection of practical and rewarding teaching capacity training content for secondary school teachers to meet the requirements of renovating the general education curriculum

The top management officer – the Principal of each school – must take the lead in selecting necessary contents to train teachers, making practical training, overcoming the limitations regarding forms to develop teaching capacity for teachers, meeting the requirements of renovating the general education curriculum. In order to select and conducted training contents well, the following activities need to be implemented:

- Based on examining and classifying teachers' teaching capacity levels, determine the necessary training contents corresponding to that level. Define clearly which content that teachers can explore themselves, and which content that they need to be trained in different ways, which content that is basic and can be in mass training, which is needed for in-depth and advanced training.

- Gather teachers' opinions through content and training schedule registration. Using specific training content as a basis for developing training plans will be more appropriate. Besides, it is required to closely follow the requirements of teaching capacity compared with the general education curriculum to serve as a basis for developing and selecting suitable teaching capacity training contents.

- With the current requirements of educational innovation, according to the orientation of renovating the general education curriculum, it is necessary to select teaching capacity training contents for secondary school teachers, such as: Improving professional competence for teachers; improving the abilities of using teaching methods, innovative approaches, and developing thinking skills for learners in a positive and creative way; enhancing teaching capacity in the direction of interdisciplinary integration, specialized teaching, and differentiated teaching; enhancing the capacities of organizing learning activities for students and handling pedagogical situations when teaching; fostering the capacity to use teaching equipment, especially modern equipment and software supporting active teaching; improving the ability to test and evaluate students' learning results according in a process to obtain objective results and to help students make progress, rather than assessing and grading.

Choosing training contents based on teachers' professional qualifications, capacities, and strengths, such as choosing skills which secondary teachers have not performed well yet.

2.2.3. Directing regular inspection, evaluation and adjustment of teaching capacity training for teachers in the direction of renovating the general education curriculum

The directions of regular checking, evaluating and adjusting will help teaching capacity training for secondary school teachers become increasingly effective, and help the Principals assess the quality of teaching capacity improvement activities for teachers of their schools, thereby having measures to overcome and adjust limitations and shortcomings. To effectively implement this measure, the following contents should be well conducted:

- Examining, supervising and adjusting the whole process of teaching capacity training from the stage of making plans, organizing the implementation, selecting training contents, forms and methods, to the stage of examining and evaluating teachers before, during and after training.

- Making records to monitor teachers' participation in teaching capacity training. Collecting evaluation information regularly through different sources and channels to ensure an objective and impartial assessment for the assessed teacher. Developing evaluation criteria which clearly state that the evaluation of training results is a mandatory requirement after the end of each training course.

- After finishing each teaching capacity training course for teachers, it is necessary to review teachers' participation, working process, and achievements. Simultaneously, schools must organize separate evaluating sections after each training content. The evaluation content must be based on comprising the course's response level to the set goals, training program's response level to the requirement to enhance teachers' teaching capacity.

- Implementing examining, evaluating, and adjusting teaching capacity improvement activities for secondary school teachers.

2.2.4. Ensuring teaching capacity training conditions and facilities for secondary school teachers

In order to effectively implement this measure, a number of tasks need to be done as follows:

- Building, consolidating, and effectively using classrooms for different subjects and multi-purpose classrooms, effectively using modern teaching facilities and equipment, especially audiovisual and laboratory equipment for subjects like Biology, Chemistry, and Physics.

- Focusing on investing in computer systems, projectors, and software so that secondary school teachers can apply information technology and exploit the Internet in their teaching process.

- Strengthening the construction of zones for teaching physical developing subjects such as physical education rooms, gymnasiums, and swimming pools to help students develop comprehensively, both physically and mentally.

- Each secondary school in PhuTho town needs to build its own website and ensure regular activities to promote its image as well as share experience in teaching and learning.

- Resources like human, material, financial resources, facilities, and expenses must be mobilized and directed to operate in accordance with plans, reasonably, efficiently, ensuring objectivity and harmony. Information and time resources must be scientifically calculated to achieve the progress set by the management plan.

- Continuing to improve policies to serve the training process.

3. Conclusion

In general education curriculum innovation, it is required that teachers really possess strong teaching capacity. Managing training activities for teachers is an important task of school managers to improve teachers' teaching capacity. Based on studying the current situation of teaching capacity training management for secondary school teachers in PhuTho town in the direction of renovating the general education curriculum, we propose four management measures. If applied in a uniform manner and in accordance with the practical conditions of each school, the proposed measures will bring efficiency, contribute to improving teaching capacity for secondary school teachers in PhuTho town, PhuTho province, meeting the requirements of the new general education curriculum.

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THỰC TRẠNG VÀ ĐỀ XUẤT MỘT SỐ BIỆN PHÁP QUẢN LÝ HOẠT ĐỘNG BỒI DƯỠNG NĂNG LỰC DẠY HỌC CHO GIÁO VIÊN TRUNG HỌC CƠ SỞ Ở THỊ XÃ PHÚ THỌ, TỈNH PHÚ THỌ THEO ĐỊNH HƯỚNG ĐỔI MỚI CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG

Nghiêm Thị Dương¹
Trần Thanh Nghị²

Tóm tắt

Quản lý hoạt động bồi dưỡng năng lực dạy học cho giáo viên là một hoạt động quan trọng trong nhà trường phổ thông, đặc biệt trong bối cảnh đổi mới chương trình giáo dục hiện nay. Bài viết trình bày kết quả nghiên cứu thực trạng công tác quản lý hoạt động bồi dưỡng năng lực dạy học cho giáo viên Trung học cơ sở ở thị xã Phú Thọ, tỉnh Phú Thọ theo định hướng đổi mới chương trình giáo dục phổ thông, trên cơ sở đó đề xuất một số biện pháp quản lý góp phần nâng cao năng lực dạy học cho đội ngũ giáo viên đáp ứng yêu cầu đổi mới giáo dục hiện nay.

Từ khóa: Quản lý; Hoạt động bồi dưỡng; Năng lực dạy học; Giáo viên.

1 Trường Đại học Giáo dục - Đại học Quốc gia Hà Nội; Email: ngiemthiduong@gmail.com.
2 Phòng Nội vụ, Thị xã Phú Thọ, Tỉnh Phú Thọ; Email: trannghi1976@gmail.com.