



Some Issues of In-Service Teacher Education in Viet Nam

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Current Status

Trends and Development Strategies

Suggested solutions to improve the quality/qualification of in-service teacher





PHAM VU LUAN

“The resolution covers a wide range of renovations relating to all education activities. The key measures cover education management, developing teaching staff and renovating testing and assessment methods.”

“Previous education renovation programmes failed to eradicate shortcomings in creating a close link between high schools and education universities which help produce different generations of teachers.”



PHAM TAT DONG

“Education renovation is needed to help train human resources to meet socio-economic development as well as the country's industrialisation and modernisation demands”

“During this renovation, developing the teaching staff is one among key parts as they are entrusted to build qualified human resources. It is essential to reform the whole system of education universities, from curriculum and teaching methods right through to on-the-job training”

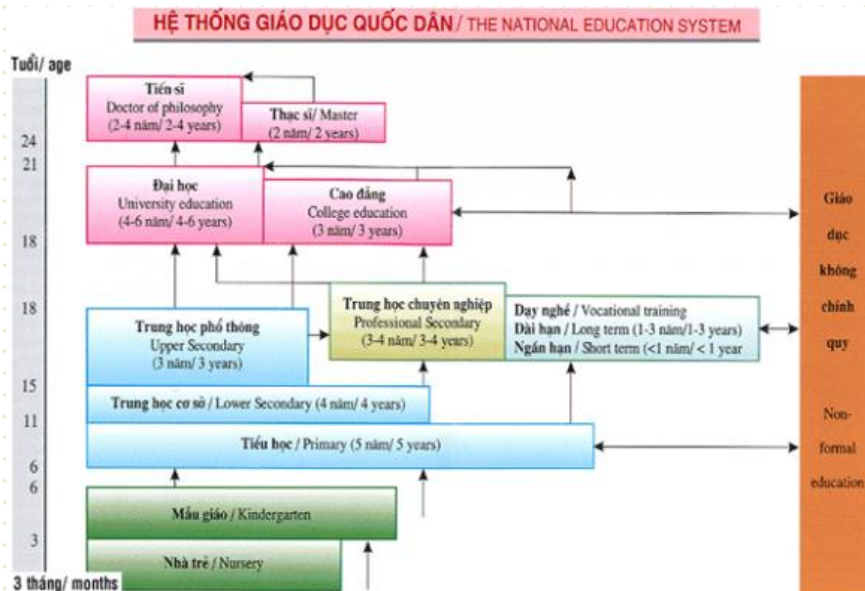
“It's now their duties to not only impart knowledge to students but also develop their capacity, skills and personality, to help them apply new-found knowledge to real life situations”



“The new curricula will not focus on the amount of knowledge but on students' ability to apply knowledge, skills, attitudes, feelings and purposes in dealing with real situations in their daily lives ”

DINH QUANG BAO

Structure of Viet Nam's Educational System





K-12 schools:

- 28.916

Number of Teachers:

- 847.725

Students:

- 14.747.926



Current Status (MOET 2012-2013)

Status of early childhood teachers of **13.548** schools:

- **Number of teachers:** **244.748** (**11.500** in the ethnic/minority areas, 5.3% teachers are ethnic minority), serious lack.
- **Allocating/distribution:** **unstable**, especially in the remote/mountainous/rural areas and poor areas (social/economic difficulties)



Status of primary teachers of **28.916** schools

- **Number of teachers: 381.432**, fairly enough, only lack in some certain provinces
- **Allocating/distribution: unbalanced**, more than enough teachers of academic subjects, lack of teachers, who can teach English, Physical education, Music and Arts



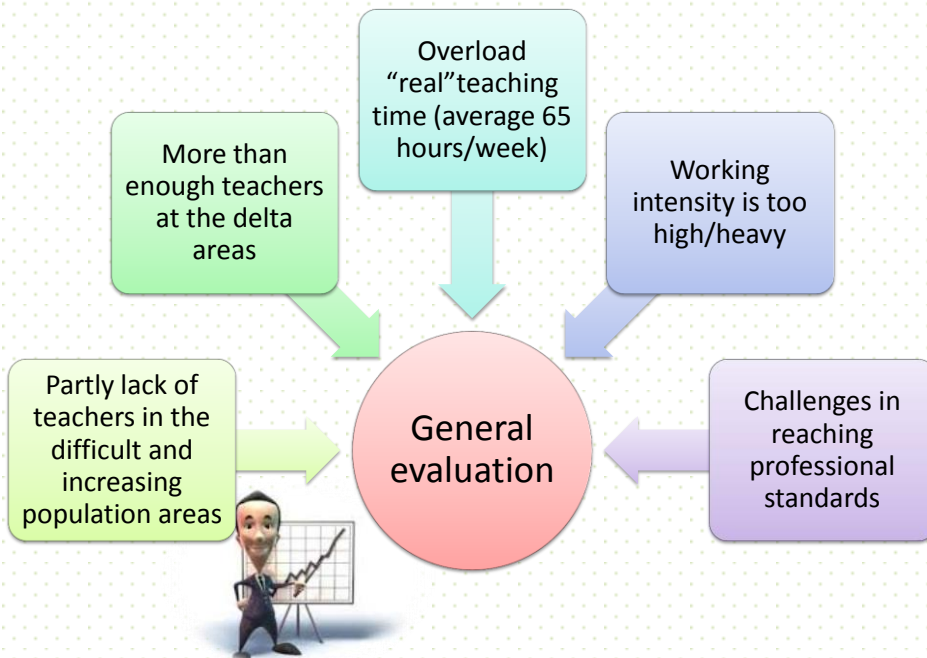
Status of middle school teachers of **10.290** schools

- **Number of teachers: 315.405**, fairly enough, only lack in some certain provinces
- **Allocating/distribution: unbalanced**, more than enough teachers of academic subjects, lack of teachers, who can teach English, Physical education, Music and Arts



Status of high school teachers of **2.425** schools

- **Number of teachers:** 150.915, fairly enough, only lack in some certain provinces
- **Allocating/distribution:** **unbalanced**, more than enough teachers of academic subjects, lack of teachers, who can teach English, Physical education, Music and Arts



Current Status (continued)

Status of vocational, college and university teachers

- **Number of teachers:** 19.956 vocational teachers; 24.437 college teachers (5496 teachers of 3 year teacher training colleges); 59.672 university teachers (3827 teachers of 4 year program teacher training colleges)
- **Allocating/distribution:** unbalanced/lacking in some brands & fields, unstable, especially in the new training brands/fields. Ratio of students/teacher is high 29/1 (55/1 in the Teacher Training college/university)

Qualifications of Early childhood Education Teachers

Training level

94% reach or above the training standards.

Teachers, who have better knowledge & skills are teaching in the good social-economic areas

Professional competences

qualification is not equitable

Expected professional competences are not compatible with the training/PD



Qualifications of primary/middle/high school teachers

Reaching and higher level of training standards: 99,63% of Primary Teachers; 99,22% Middle school teachers; 99,60% High school teachers

Teachers who have academic/pedagogical competences mostly work at the better social- economic conditions

The “real” ratio of good/excellent teachers is low, even most of teachers can “meet” the training standards to teach the teaching subjects, but abilities of teaching/learning methods & learning assessment strategies, as well as improvement are limited, including lacking the abilities to organize /support students in learning activities that relate to education, vocational orientatio, moral/civil education and psychological consultance.



In-service Teacher Education in Viet Nam

Professional Development (PD) & Professional Learning

Before 2005 mainly focused (based) on “training degrees and political ideology and morality” to evaluate teacher qualifications, not focus on competences and other pedagogical skills for students’ achievements.

2007 to 2009, professional standards of K-12 teachers are developed based on the samples of the developed countries.

Evaluation of Teachers based on professional standards

Over 70% meet standards-Questions about methods of assessment/evaluation??? And actions to improve after that, but the attitude/recognition about self-development or professional development is not good.

Professional development/performance is not meet the expectation.

Some major competences are still weak: professional development, understanding the students' styles/abilities, network with parents and communities and other social relations in students' management



Professional Development (PD)

- In the past: Mostly focused on academic knowledge and degree; MOET, DOET are in charge of PD; lack of need-based & supported policies—PD for the official/government “civil/public servant”, not for professional competences; Teachers also go to Teacher Training Colleges/Universities to take in-service training programs to obtain the higher degree

Professional Development (new trends from 2010)

- Diversified/needs & professional standards based programs—and reaching international standards.
- Decentralized—DOET/BOET/ school based PD.
- Move from PD for teacher/principals and other administrators as “a public/civil servant job” to Professional Learning (PL) for teacher as educator and for principals/administrators as instructional leaders that can focus on students’ learning opportunities and adaptive competences and develop careers.

Quality Professional Learning

- Well-design, research based PL improved educator practice & student results when it is:
 - Rooted in student & educator needs
 - Focused on content & pedagogy
 - Designed to ensure equitable outcomes
 - Ongoing, intensive, and imbedded in practice
 - Collaborative, with an emphasis on shared accountability
 - Supported by adequate resources
 - Coherence and aligned with other standards, policies, and programs.



**thanks for
listening!**