Outlines

I. Teachers’ development trends and strategies
II. Current situations
III. Solutions for development and improvement of teachers’ quality
Teachers in modern education

- Undertake many more functions and responsibilities in the selection of education and teaching contents
- Face with the transfer from pouring knowledge to facilitating students' learning with optimized use of available knowledge
- Face with diverse learning needs and requirements for differentiation
- Be required to obtain more knowledge and skills especially ICT and innovative teaching methodologies
- Be required to participate in the activities happened outside their schools
- Change the structure of relationships with their colleagues, students, parents and the community
Vietnam Teachers’ quality improvement strategies

Strategies for pre and in-service training for specific development stages of the country

Good policies for teachers (admissions, recruitment, training, treatment, using, classification etc.)

With focus on strengthening the teacher's pre-service training, comprehensively innovating the pre and in-service training contents and methods to ensure that teachers and managers are qualified enough to implement the post 2015 general education reform.
The quantity and structure of preschool and primary teachers

**Pre school**
- **QUANTITY:** 229,724 teachers (of which over 11,000 are deployed in ethnic minority areas, i.e. only 5.1%), very limited
- **STRUCTURE:** unstable, particularly in the remote areas with difficult socio-economic difficulties.

**Primary**
- **QUANTITY:** 366,045 teachers, relatively sufficient (slightly lack in some areas)
  - **STRUCTURE:** imbalance, excess in teachers of academic subjects while lacking teachers of English, physical education, music and fine art.
### General evaluation on quantity and structures of general teachers

<table>
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<tr>
<th>Lack of teachers in some socially and economically disadvantaged areas or in areas with high population growth (migration).</th>
<th>Teachers’ actual working time is too high (+ 65 hours/week on average)</th>
<th>Labor intensity is overloaded</th>
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<td>Start of redundancy in general laborers in delta areas</td>
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Quantity, structures of higher education teachers

**Quantity**
- 19,956 professional secondary teachers,
- 24,437 college lecturers (including 5,496 TTI teachers),
- 59,672 university lecturers (including 3,827 lecturers of University of Education)
- Unsatisfied in term of quantity

**Structure**
- Insufficient and unstable structure, especially senior teachers in new branches/areas
- Very high average ratio between student/lecturer (approx. 28,55 /1 in general; and 55/1 in TTI)
The quality of pre-school teachers

**Education**
- 94% of the teachers are evaluated to meet and exceed the required standards.
- Qualified teachers are found in socially and economically developed areas.

**Qualifications**
- Uneven Quality
- Professional capacity is not compatible with the level of training
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<th>The rate of meeting and exceeding standards is high: Primary 99.63%; Lower secondary 99.22%, upper secondary 99.60%.</th>
<th>Uneven quality</th>
<th>Lack of qualified teachers with good teaching skills</th>
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<tr>
<td>- Qualified teachers are found in socially and economically developed areas.</td>
<td>The majority meet the subject general requirements but still have limitation in teaching method and assessment innovation. Many teachers did not meet the requirements of student educating activities such as organizing educational activities, career guidance, moral education and psychological counseling.</td>
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Teachers’ evaluation based on Teacher and Managers’ professional standards

Results
More than 70% good and very good but the awareness of “self-assessment and self-correction” is still not good.

Professional competences
Unsatisfactory

Some limited areas
Education capacity, professional development capacity, capacity to understand object and educational environment, coordination capacity with family, community and social organizations.
Quality of higher education lecturers

- Low numbers of teachers with high education level:
  - Secondary technical schools: PhD 3.1%, MA 23% (TTI: 1.02%)
  - College: PhD 2.6%, MA 35.9% (TTI: 37.6%)
  - University: PhD 14.3% (TTI: 15.5%), MA 46.2% (TTI: 47.6%)

- Not enough leading experts in specific industries and sectors and/or new fields.
- Uneven level between branches and institutions

- Limited in foreign languages, ICT, pedagogic and research skills
Current situations in TTI

Quantity
133 TTIs including: 14 universities of education, 49 universities with education faculty, 37 teacher training college, 26 colleges with education faculty, 3 secondary technical schools và 4 teachers and managers pre and in-service training units.

Structure
Quite proper in term of distributions among regions but lack of link

Pre and in-service training capacities
Basic requirements for pre and in-service training are ensured.
Graduated students are redundant in almost all subjects but lack in some other subjects or new branches.
The quality does not meet requirements of the society and of education innovation

Limited innovation in teaching methods, evaluation, assessment, pre-service training activities, scientific research especially in education.
Current situations in TTI

Training activities still focus on quantity instead of quality and local needs.

Emphasis is still put on the subject logics instead of making efforts to making link with practice and requirements of education innovation and the society.

The expected outcomes are yet to put focus on developing teaching capacities with base on the personality and competence.
SOLUTIONS FOR TEACHERS’ IMPROVEMENT AND DEVELOPMENT: The issue of quantity vs. quality

POLICY

PRE-SERVICE TRAINING

IN-SERVICE TRAINING

TEACHING/ACTING CONDITIONS
### Policy innovation to honor teachers and teaching profession

| Management (employment conditions and standards, recruitment, appointment, use, evaluation, training, in-service training, classification, etc.) to be based on titles and position standards, to be in line with international ones. | Policies on salary, incentives and allowances to increase motivation (progressive in positions, seniority and performance, etc.) | Revised workload and working hours, activities and administrative burden for teachers | Favors in term of admissions and learning conditions for pre-service teachers. |
Improving the quality of pre-service training

- Attaching training activities with local manpower planning
- Renewing enrollment and expected outcomes based on apprenticeship, employment and professional competences
- Pedagogical development program: networking, management, infrastructure, teachers, school and practice school system, curriculum, teaching methods, teaching organization, quality evaluation and assurance
- Program of training 20,000 PhDs holders for education to the year 2020
Improving Pre-service training quality

View/vision
- Frequent basis with the motto of lifelong learning
- Linking in-service training with pre-service training
- Developing international cooperation and exchanges

Curriculum
- Updated, modern with adaptation with international development
- Diverse, open
- Practical

Formality
- Autonomy
- Diversity, cost-saving and open
Improving teaching conditions

- Innovating teachers forecasting, planning and managing work
- Enhancing the effect of "top national policy" in the budget allocation for education.
- Innovating the models of schools towards standardization and modernization.
- Innovating general education curriculum and materials
- Adjusting relationship “Family – School – Community” in education