

MINISTRY OF EDUCATION AND TRAINING
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES

DUONG TRAN BINH

**MANAGING TEACHING ACTIVITIES AT PRIMARY
SCHOOLS IN HO CHI MINH CITY IN THE CONTEXT
OF FUNDAMENTAL AND COMPREHENSIVE
INNOVATION IN EDUCATION**

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3. Duong Tran Binh, *Management on teaching activities at primary school to meet the goal of the fundermental and global innovation in present*, The summary record of science seminar at Ho Chi Minh City University of Pedagogy, June, 2015.
4. Duong Tran Binh, *Some solutions to manage teaching activities at primary school in the context of of the fundermental and global educational innovation*, Educational Journal, special date, June, 2015.
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7. Duong Tran Binh, *Some solutions to manage teaching activities at primary school in Ho Chi Minh City to meet the goal of the fundermental and global educational innovation*, Educational Journal, March, 2016.
8. Duong Tran Binh, *Some solutions to manage learning activities at primary school in Ho Chi Minh City to meet the goal of the fundermental and global educational innovation*, Educational Journal, March, 2016.

INTRODUCTION

1. Rationale

1.1. Resolution 29-NQ/TW dated September 4th, 2013 of the 8th Central Conference, term XI on fundamental and comprehensive innovation in education and training in response to the demands for industrialization and modernization in a socialist-oriented market economy and international integration is putting forwards a necessary requirement that is of converting sharply the educational process from mainly equipping students with knowledge to comprehensively developing their capacity and conduct.

1.2. Teaching with the purpose of discovering and comprehensively developing students' capacity and conduct is an educational matter that is of scientific, humanistic and stable characteristics. The final outcomes of education that needs to be reached: promoting students' ability and potential in doing activities and enabling them to have real capacity.

1.3. In reality, primary school education and teaching activities at primary schools do not meet the needs for learning of students and the development of society; the teaching quality is not comprehensive; the cooperation among educational forces is not complete.

1.4. As a manager of primary school education in Ho Chi Minh city, the researcher expects to find out solutions to managing teaching activities at primary schools in Ho Chi Minh city with the aim of discovering and developing students' capacity and conduct, serving the needs for fundamental and comprehensive innovation in education in the current period.

From the above reasons, the researcher chose to research into the dissertation topic: **“Managing teaching activities at primary schools in Ho Chi Minh city in the context of fundamental and comprehensive innovation in education”**.

2. Research aims

To propose solutions to managing teaching activities at primary schools in response to fundamental and comprehensive innovation at primary school education based on the theoretical and practical backgrounds of teaching activities and the management of teaching activities at primary schools.

3. Research objects and subjects

3.1. *Research objects*: Teaching activities at primary schools

3.2. *Research subjects*: Managing teaching activities at primary schools in the context of fundamental and comprehensive innovation in education

4. Research scopes

4.1. *Restriction of content*: The management of teaching activities under two managerial levels: at the school level and at the education and training department level

4.2. *Restriction of surveyed area*: The management of teaching activities at primary schools in 12 districts of Ho Chi Minh city

4.3. *Restriction of time*: The management of teaching activities at primary schools in the school years of 2013-2014, 2014-2015, 2015-2016

5. Research aims

5.1. To research into theoretical and legal backgrounds of managing teaching activities at primary schools in the context of fundamental and comprehensive innovation in education

5.2. To survey the actual situation of managing teaching activities at primary schools in Ho Chi Minh city in the context of fundamental and comprehensive innovation in education

5.3. To propose solutions to managing teaching activities at primary schools in Ho Chi Minh city in the context of fundamental and comprehensive innovation in education

6. Research questions and scientific hypotheses

6.1. Research questions

What issues in relation to teaching activities at primary schools in Ho Chi Minh city need to innovate fundamentally and comprehensively?

What approaches and management solutions can help to innovate fundamentally and comprehensively at the primary school level?

What factors determine the success of that innovation?

6.2. Hypotheses

In order to convert the educational process successfully from equipping students with knowledge to developing their capacity, educational managers have new, suitable and systematic perspectives: converting each teacher's awareness and foremost converting that of each educational manager; updating teachers on knowledge and skills according to the orientation of capacity creation; managing every school's activity, especially teaching activity based on the viewpoint that students' capacity is the center (from developing curriculum to establishing teaching environment and deploying the stages of teaching process around students' capacity), and as such the management of teaching activities will meet the needs for innovating fundamentally and comprehensively.

7. Methodologies and research methods

7.1. Methodologies

7.1.1. Systematical approach

7.1.2. Developmental approach

7.1.3. Activity approach

7.1.4. Pedagogical interaction approach

7.2 Specific research methods

7.2.1. Methods of theoretical research

7.2.2. Methods of practical research and experience summarization

7.2.2.1. Methods of survey using questionnaires

7.2.2.2. Methods of interview

7.2.2.3. Methods of testing

7.2.2.4. Methods of obtaining experts' ideas

8. New contributions of the thesis

8.1. Theoretical perspectives

The thesis systematizes and brings out some theoretical issues on teaching activities and the management of teaching activities at primary schools.

The thesis identifies the principle, content and form of managing teaching activities, along with factors affecting teaching activities at primary schools to implement fundamental and comprehensive innovation in education successfully.

8.2. Practical perspectives

The thesis clarifies the actual situation of teaching activities and the management of teaching activities, whereby the researcher finds out its shortcomings in comparison to the requirements of fundamental and comprehensive innovation in education, forming the basis for proposing solutions to managing teaching activities at primary schools in the context of fundamental and comprehensive innovation in education.

9. Arguments that needs upholding

9.1. The management of teaching activities at primary schools in the context of fundamental and comprehensive innovation in education that mainly focuses on converting from managing teaching activities for gaining knowledge (theory) to managing teaching activities with the aim of discovering and developing students' capacity and conduct is an appropriate, scientific and humanistic viewpoint. Therefore, there is a need to figure out specific requirements of such a viewpoint for teaching activities and the management of teaching activities at primary schools so that the perspective of fundamental and comprehensive innovation in education can come into reality.

9.2. In reality, the management of teaching activities at primary schools in Ho Chi Minh city remains many shortcomings compared with innovation requirements.

9.3. Solutions to managing teaching activities at primary schools in Ho Chi Minh city in the context of fundamental and comprehensive innovation in education are proposed in a way that embraces factors forming teaching activities, including: teaching activities – learning activities – teaching environments.

CHAPTER 1

RATIONALE AND LEGAL BASIS OF MANAGING TEACHING ACTIVITIES AT PRIMARY SCHOOLS IN THE CONTEXT OF FUNDAMENTAL AND COMPREHENSIVE INOVATION IN PRIMARY SCHOOL EDUCATION OF VIETNAM

1.1. Overview

1.1.1. Research on teaching- learning activities at primary schools

1.1.1.1. In foreign countries

Platon (427 – 347 BC) revealed the integral role of education in the society, the determined role of policy in education.

Confucius (551 – 479 BC) encouraged the opinion of enhancing teaching activities, self-study ability, independence and creativity in thinking of learners.

In the late XIV century, Jan Amos Komenský (1592 - 1670) pointed out his view that education is in need of adapting to the nature.

In the late XIX century, early XX century, John Dewey (1859 - 1952), an American educator, strongly disapproved of organizing imposed teaching activities, lacking motivation to improve communication skills of students [94].

Later, the educator Kerschenteiner (1854 - 1952) gave out the ideological principles of positive schools in teaching activities at primary and secondary schools, based on the way of organizing teaching activities to develop learners' characteristics [6, page 25].

In the beginning of XX century, R. Cousinet took steps to develop teaching thoughts and build up a teaching technical process [6].

Inheriting R. Cousinet, Peter Peterson studied and organized teaching activities with systematic plans [21, page 95].

In the 1930s -1940s, according to A Ja Kiel's studies, teen and upper-teen learners are highly in need of interaction, nearly developed in thinking and language ability [21, page 95]. Besides, Elsa Kohler's studies paid attention to establishing pedagogical environment, learners' free activities which need to be concerned mentally [6].

Until the 1960s, together with Rogers, Kurt Lewin (1895 - 1947) had built the teaching theory focusing on each individual [27, page 61].

From 1980s up to the present, researches have mainly focused on building teaching model and strategy, representatively with studies of some authors as Joe Landsberger [41], Robert J. Marzano [75]...

In socialist countries, in the past, the classical works of Marxism – Leninism, which directed teaching activities, were the principles about “the formation of individual human”, and “the rule-based system of social economy to education”,...

According to the view of the educator B.P. Exipop, “Combining teaching forms that are beneficial for the learners” [18, page 76]. The educator Kôtôp has built the technical process which is mostly complete about the methods of organizing teaching activities.

1.1.1.2. In Vietnam

The issue of teaching activities was mentioned in some works in Feudatory period such as Nguyen Trai's, Chu Van An's,...

President Ho Chi Minh passed theoretical foundation to Vietnam's education: the role of education, the developed direction of education, teaching principles, teaching methods, the role of educational management and educational managers, the method of leadership and management,...

On the forum of scientific education, some researches have been revealed such as [7], [13], [40], [52], [63], [83], [87]...

Some topics, theses have been discussed teaching activities as [25], [46], [67], [85].

Some pedagogical magazines have published the results of researches discussing the problems of teaching activities [28], [38], [62], [66].

1.1.2. Research on teaching management at primary schools

1.1.2.1. In foreign countries

In 1956, the book “School Management” (Skolovedenie) of A.PoPop [2] is a mostly complete collection of practical instructions for one who takes responsible for educational management; including teaching activities.

In the middle of 1970s, M.I. Kôndakôp studied carefully the problems related to educational management [60].

In 1987, Management and Economical Education Institute, Education Academy (Soviet Union) concluded, and presented the latest opinions about educational management in general and management of teaching activities in particular [89].

In Western countries, in 1968, the authors Jacob W. Getzels, Tames M. Lipham,

Roald F. Campbell showed the first mostly complete research about the problems of educational management in the light of General Management Theory [92].

From 1964, there have been many books about planned education gathering researching trend in importance of educational management: planned education.

In the beginning of 1990s, UNESCO PROAP published the book containing handbook guidelines about educational management skills “Plan and educational management in micro scale”

In the late years of the XX century, there were a great deal of books and articles about educational management. Especially, the works mentioned new attitudes of educational management in general and management of teaching activities in particular [75], [82], [92]...

1.1.2.2. In Vietnam

Plenty of educational managers have been studying widely problems about the positions, the roles of management in the process of teaching, particularly [4], [43], [52], [64], [69]...

Many researchers deeply take action on changing management of teaching activities, on student-centered teaching and learning as [23], [40], [71], [90]...

The works on researching and teaching in terms of educational management in general and teaching activities in particular.

Some studies have also mentioned the enhancement of teaching management, spreading out managing experience to educational managers such as [13], [56], [57], [82]...

The articles, theses also discuss the problems of teaching activities as [84]. Some pedagogical magazines discuss the issues related to management of teaching activities so as to promote students' positives as [33], [50], [73], [78]...

1.2. Basic definitions

1.2.1. Management

Management is the conscious, organized influence of the managing subject on target for leading, instructing, and controlling the subjective one to achieve planned goals.

Educational management is the process of aimed influences of the educational managers in taking advantage of the principles, the general methods of scientific management in aspect of education to achieve the planned goals.

School management is the organization of suitable pedagogical influences and on target of the management subjects to management objects in order to achieve the planned goals.

1.2.2. Teaching activities

Teaching activities is the process that the educator uses organized and aimed manipulations in order to help learners learn from their activities, take steps on developing both mental and physical ability to achieve the values of mental aspects, knowledge, skills, and cultural properties,...

1.2.3. Teaching activities management

Teaching activities management of educational managers of secondary schools at different levels is managing the educational interaction among teachers, students and environmental factors influencing the learning- teaching process in terms of the rule-based

program.

1.3. Teaching activities at primary schools

1.3.1. Position, roles, duties and rights of primary schools

1.3.1.1. Position and roles

Article 2, Regulations of primary schools states that “*Primary schools are a secondary educational institution in the educational system of the nation, have their own legal status, account and seal.*”

1.3.1.2. Duties and rights

According to article 3 of chapter I, Regulations of primary schools, there is a specific presentation on the duties and rights of primary schools.

1.3.2. Typical teaching activities at primary schools

1.3.2.1. Specific characteristics of primary school students

- a. About awareness
- b. About perception
- c. About noticing ability
- d. About memory
- e. About imaginary
- f. About critical thinking and critical thinking development

1.3.2.2. Purposes of teaching at the primary school level

Teaching purposes at the primary school level are to equip students with basic and necessary knowledge of the nature, society and humans...[10]

1.3.2.3. Teaching content at the primary school level

Teaching based on the standards of knowledge and skills; comprehensively reforming teaching methods, learning methods, testing and assessment; teaching foreign languages according a new program and organizing to teach students in two parts of a day with school that have enough conditions.

1.3.2.4. Characteristics of teaching at the primary school level

Primary school level is the first one in secondary educational system; teaching at primary schools begins with “teaching according to schools’ methods”, including content, methods, forms of implementation. Primary school teachers have to teach students compulsory subjects at this level, with the time for communicating with students being long, continuous and regular. Therefore, the rapport between primary school teachers and students is particularly close.

1.4. Requirements of teaching activities at primary schools in the context of fundamental and comprehensive innovation in education

1.4. Purposes of fundamental and comprehensive innovation in teaching activities at the secondary school level

- Concentrating on developing students’ intellectuality, health, conduct and capacity...
- Increasing the quality of comprehensive education...
- Developing the ability in relation to creativity, self-study, and encouraging students to study...

1.4.2. Content of fundamental and comprehensive innovation in teaching activities at the secondary school level

- Responding to the requirement of comprehensive education...
- Streamlining, realizing and updating the content of education program thanks to the development technological science and socio-economy in a way that is suitable for the

development of students.

- Training and fostering teachers in response to the innovation in primary school education is the main duty.

- Gradually upgrading teaching and learning facilities under standards and modernization.

1.5. Management of teaching activities at primary schools based on the approach of interactional pedagogy in the context of fundamental and comprehensive innovation in education

1.5.1. Approach of interactional pedagogy in the management of teaching activities at primary schools

1.5.2. Content of managing teaching activities at primary schools based on the approach of interactional pedagogy

1.5.2.1. Management of teaching activities

- a. Management of implementing the aims and content of the program
- b. Management of innovating teaching methodologies
- c. Management of preparing lessons, and teaching time for teachers
- d. Management of fostering teachers and assigning teaching tasks to teachers
- e. Management of teachers' testing and assessment activities

1.5.2.2. Management of learning activities

- a. Management of students' positives and self-awareness
- b. Management of forming the self-study skills for students
- c. Management of innovating in assessing students' learning results according to the purposes of developing their conduct and capacity

1.5.2.3. Management of learning environments

- a. Management of inside learning environments
- b. Management of outside-of-school learning environments

1.5.2.4. Interactional relationship among three basic components of managing teaching activities, learning activities and managing teaching environments at primary schools in the context of fundamental and comprehensive innovation in education

- a. Management of the interaction between teaching activities-learning activities
- b. Management of the interaction between learning activities-learning activities
- b. Management of the interaction among teaching activities, learning activities and teaching environments

1.6. Conclusion of chapter 1

CHAPTER 2

REALITY OF MANAGING TEACHING ACTIVITIES AT PRIMARY SCHOOLS IN HO CHI MINH CITY IN THE CONTEXT OF FUNDAMENTAL AND COMPREHENSIVE INNOVATION IN EDUCATION

2.1. An overview about the status of research

2.1.1. The aims of research

2.1.2. The content of research

2.1.3. Research areas: 12 districts, 2 primary schools for each district

2.1.4. Object of study: 324 managers (At the department level: 108; at the school level: 216); 300 teachers; 120 parents.

2.1.5. Research methodologies

Using questionnaires, interviewing, observing teaching lessons, teaching activities and studying teachers' and students' products; using secondary data sources through the reports from Schools, Education and Training Committee Division, Education and Training Departments.

2.2. Results of research in reality

2.2.1. An overview about natural geographical features and economic - social - cultural - educational features in Ho Chi Minh City

2.2.1.1. Natural geographical features

2.2.1.2. Economic features

2.2.1.3. Social – Cultural features

2.2.1.4. Educational features

2.2.2. An overview about primary education development in Ho Chi Minh City

2.2.2.1. The network of schools, classes and scale development

Table 2.1: The network of schools, classes and scale development

The number of schools				The number of classes			The number of students		
In total	Public schools	Private schools	International schools	In total	Day boarding (2 parts of a day)	Day boarding (a part of a day)	In total	Day -boarders (2 parts of a day)	Day -boarders (a part of a day)
514	464 (90,3)	47 (9,1%)	3 (0,6%)	14070	9021 (64,1%)	5049 (35,9)	556270	371779 (66,8%)	184491 (33,2%)

2.2.2.2. Teachers

Table 2.2: Teachers

The number of teachers		Qualification		Political qualities			Professional			Primary teachers' professional standards		
In total	Female	Qualified	Upper qualified	Good	Fair	Average	Good	Fair	Average	Excellent	Fair	Average
18996	17533 92,3%	18990 99,7%	18269 96,1%	1807895, 2%	918 4,8%	0 0%	11587 61%	6078 32%	1331 7%	11587 61%	6078 32%	1331 7%

2.2.2.3. The quality of teaching and learning

Table 2.3: The result of educational quality at the end of the academic year

The number of students	Quality				Capacity			
	Qualified	%	Unqualified	%	Qualified	%	Unqualified	%
556270	555831	99,92%	439	0,08%	555359	99,84%	911	0,16%

The number of students	Rewards	Finished program	Resit	Drop out of school
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	The number	%	The number	%	The number	%	The number	%
556270	426955	76,76%	552978	99,46%	3292	0,54%	74	0,01%

2.2.2.4. Facilities and Equipment

As of May 5/2015 , the primary schools in the city have 11 545 classrooms (in which, there are 2.373 the fourth- level classrooms) for 14 070 classes, the average number is 0.82 classroom per class.

Equipment served the program are relatively comprehensive.

2.2.2.5. Management

The management is evaluated as seriously implemented, focusing on the stages of implementing the program distribution, testing and evaluating students.

2.2.3. Reality of managing teaching activities at primary schools at Ho Chi Minh city in the context of fundamental and comprehensive innovation in education

2.2.3.1 Reality about development scale of classrooms and students

The observation results show the number of students of 24 schools is 37.575 students. The number of classrooms is 902. The average number of students in each class of schools is uneven.

2.2.3.2 Reality of teaching activities

a. Reality of teachers

The majority primary teachers are female 958/1.127 (85%). Arranging their professional level according to the criteria of Education and Training Division, there are 764/1.127 (67,8%) teachers being “good”, 327/1.127 being “fair” (29%), 36/1.127 being “average” (3,2%), no one being “poor”; 100% teachers are qualified and upper qualified. The rate of old teachers is quite high.

b. Reality of innovating teaching methodologies

Table 2.6: Statistic results of the reality of innovating teaching methodologies

No	The survey contents (Statistic of observing lessons' reports)	The number of reports (6.148)	Rate (%)
1	Good lessons	4207	68,4
2	Fair lessons	1592	25,9
3	Average lessons	345	5,6
4	Under – qualified lessons	4	0,1

b. Reality of innovating testing and assessing learning results

Table 2.7: The observing results of reality of innovating testing and assessing learning results

No	The survey contents	Levels of assessments (283 teachers)							
		Good	%	Fair	%	Average	%	Not good	%
1	Teachers assess by giving comments	143	50,5	66	23,3	46	16,3	28	9,9
2	Teachers assess by giving marks	147	51,9	69	24,3	47	16,6	20	7,2

3	Teachers assess students' participation	151	53,4	69	24,4	51	18,0	12	4,2
4	Teachers assess periodically	151	53,4	59	20,9	60	21,2	13	4,5
5	Students' self-assessment	101	35,7	79	27,9	61	21,6	42	14,8
6	Students' peer- assessment	92	32,5	70	24,7	68	20,1	53	18,7
7	The professional department assess teaching quality	98	34,6	70	24,7	68	20,1	47	16,6
8	Managers at different levels assess teaching quality	110	38,9	62	22,0	65	22,9	46	16,2

d. Reality of the professional department's activities

The results after observing show that the group leaders have been aware of the role of management, they have also built the common activity program for their department, counselled managers to divide teaching hours and participated in implementing regulation management; celebrated competition movements in department and at school. Nevertheless, the quality of implementing these activities is not high since they have to spend lots of time for jobs. There is not much time for discussing professional contents as well as exchanging experiences.

2.2.3.3. Reality of learning activities

a. Reality of educational quality and learning results

Table 2.9 and 2.10 illustrate the results of students' qualification and competence of 24 high-rate schools: about the qualification (99,95% is qualified; 0,05% is unqualified); about the competence (99,69% is qualified; 0,31% is unqualified).

Table 2.11: The results of observing reality of organizing teaching activities in school subjects.

No	The survey contents (school subjects)	Levels of assessment (240 teachers)							
		Good	%	Fair	%	Average	%	Not good	%
1	Vietnamese	190	79,2	18	7,5	20	8,3	12	5
2	Mathematics	192	80	18	7,5	14	5,8	16	6,7
3	Ethics	118	49,2	32	13,3	40	16,7	50	20,8
4	Science and Social science (<i>Science, Geography, History</i>)	141	58,8	38	15,8	32	13,3	29	12,1
5	Art (<i>Engineering, Fine Art, Music</i>)	136	56,7	35	14,6	39	16,2	30	12,5
6	Physical education	125	52,1	39	16,2	35	14,6	41	17,1
7	Optional subject (English and Informatics)	107	44,6	48	20,0	35	14,6	50	20,8

b. Reality of organizing teaching activities 1 session/ a day

The results reveal that schools managers take care of implementing the regulation about organizing schedules with the maximum of 5 periods for a session and the minimum of 5 sessions per week according to the stipulate of Ministry of Education and Training. However, the content of the extra-curriculum with 4 periods for a month has been being abused to celebrate teaching activities or other activities. This does not obey the stipulate.

c. Reality of organizing teaching activities 2 sessions/ a day

The results of applying timetables with the maximum of 7 periods per day are implemented well by almost primary schools, which get the highest results. Organizing self-study model for students under teachers' instruction is assessed as good, standing at the

second position. However, the figure about fostering gift students or organizing optional teaching, organizing extra-activities in the second session of a day is assessed as not high.

2.2.3.4. Reality of Facilities and Equipments serving teaching and learning activities

The number of primary students are quite crowded. On average, there are 41 students in a class; the ratio of teacher for each class reaches 1,35; The rate between students: teachers ideal with 31 students/1 teacher. The rate of class/classroom is from 1,22 class/ 1 classroom; the number of fortified classrooms today is 74,4% (the academic year 2014-2015). This is a good condition to organize 2 sessions a day, contributing to enhance educational quality for students.

The other facilities serving teaching and learning ensure the common ratio among primary schools in the city. However, there are not many synchronic facilities or teachers have not used it effectively.

Table 2.15: Statistic about the rate of progress of building national accreditation of primary schools

Academic years	2004-2005	2011-2012	2012-2013	2013-2014	2014-2015
Number of school	417	482	489	507	514
Number of national accreditation of primary schools	9	36	45	51	54
Rate	2,2	7,5	9,2	10,0	10,5

2.2.4. Reality of managing teaching activities at primary school at Ho Chi Minh city in the context of fundamental and comprehensive innovation in education

2.2.4.1. Reality about managers

Table 2.16: Results of reality about managers

Managers at different levels	In total	Gender		Qualifications			Age		Professional management		Seniority (year)		
		Male	Female	Under graduate and Graduate	College	Two-year teaching college	Under 45	More than 45	Have learned	Have not learned	More than 15	10-15	Under 10
Department	108	53	55	95	11	2	49	59	91	17	67	23	18
School	216	58	158	169	47	0	129	87	161	55	128	63	25

2.2.4.2. The management of teaching activities

a. The management of building and implementing teaching plans

Table 2.17: Results of assessing the management of building and implementing projects of managers at Department and school levels (%)

No	Content	Managers' Self-evaluation			Group leaders' and teachers' evaluations							
		Permanent	Non-permanent	Don't do it	Implementation levels			Results				
					Permanent	Non-permanent	Don't do it	Good	Fair	Average	Poor	
1	Guiding teachers to master program distribution according to regulations.	100	0	0	91	7	2	81	14	5	0	

2	Guiding the professional department to build projects	100	0	0	90	6	4	82	17	1	0
3	Guiding to build teaching plans for teachers	100	0	0	89	8	3	83	16	1	0
4	Guiding teachers to build lesson plans for optional or extended knowledge.	92	8	0	72	23	5	69	22	9	0

b. The mangement of innovating teaching methodologies

Table 2.18: Results of evaluating the mangement of innovating teaching methodologies of managers at department and school levels

No	Content	Managers' self evaluation			Group leaders and teachers' evaluation							
		Permanent	Non-permanent	Don't do it	Implementation levels			Results				
					Permanent	Non-permanent	Don't do it	Good	Fair	Average	Poor	
1	Organizing activities for teachers to do research and grasp the demand of innovating teaching methods thoughtfully	91,3	8,7	0	82	18	0	77	19	4	0	
2	Organizing discussions about innovating teaching methods	83,6	16,4	0	79	20	1	66	30	4	0	
3	Organizing compiling lessons and demo according to the demand of innovating teaching methods in school subjects.	91,3	8,7	0	82	18	0	82	16	2	0	
4	Withdrawing experiences about compiling lessons and teaching hours of teachers	91,3	8,7	0	76	24	0	81	19	0	0	
5	Setting rule about implementing teaching methods innovation.	91,3	8,7	0	73	13	14	76	19	5	0	
6	Testing and assessing teachers' implementation	91,3	8,7	0	82	11	7	82	18	0	0	

c. The management about deploying the view of pedagogical interaction into teaching for teachers

** The management about deploying the view of pedagogical interaction into teaching for teachers through compiling lesson plans*

Table 2.19: Results about assessing the management of teachers' compiling lesson plans (%)

NO	Contents	Managers' self - evaluation			Group leaders' and teachers' evaluation							
		Permanent	Non-permanent	Don't do it	Implementation levels			Results				
					Permanent	Non-permanent	Don't do it	Good	Fair	Average	Poor	
1	Organizing to guide the implementation of professional document and regulations.	100	0	0	90	9	1	82	18	0	0	
2	Demanding teachers to compile lessons with correct PPCT and innovate teaching methods to help students develop their competence and qualifications	100	0	0	87	7	6	74	20	6	0	
3	Compiling lessons plan with the correct demand about knowledge and time	91,3	8,7	0	83	17	0	80	20	0	0	

	distribution										
4	Preparing enough for the requirements of equipment and facilities for the lesson.	91,3	8,7	0	83	17	0	85	15	0	0
5	Testing compiling lessons permanently and periodically.	100	0	0	90	10	0	85	14	1	0
6	Assessing and adjusting on time	91,3	8,7	0	87	11	2	84	14	2	0

**The management about deploying the view of pedagogical interaction into teaching of teachers through teachers' in-class hours*

Table 2.20: Results of assessing managers at different levels about teachers' in-class hours (%)

No	Contents	Managers' self-evaluation			Group leaders' and teachers' evaluation							
		Permanent	Non-Permanent	Don't do it	Implementation levels			Results				
					Permanent	Non permanent	Don't do it	Good	Fair	Average	Poor	
1	Organizing deploying the documents, regulations for primary teachers	84,6	15,4	0	80	20	0	83	16	1	0	
2	Managing the time in-class and the time students go out thanks to documents and observations.	91,3	8,7	0	85	13	2	75	20	5	0	
3	Guiding innovating teaching methods and using them effectively to develop students' qualification and competence.	91,3	8,7	0	85	14	1	87	12	1	0	
4	Implementing teaching for absent teachers and catching up on the lessons missed with the correct rule.	91,3	8,7	0	85	14	1	84	14	2	0	
5	Organizing surveying and testing the program, quality and the effectiveness of in-class hours	100	0	0	89	10	1	85	13	2	0	
6	Evaluating and solving professional violations	100	0	0	86	11	3	84	14	2	0	

d. The management about using and fostering teachers

**The management about dividing teaching hours for teachers*

Table 2.21: Results of assessing reality of dividing teaching hours for teachers of managers (%)

No	Contents	Managers' self evaluation			Group leaders' and teachers' evaluation							
		Permanent	Non permanent	Don't do it	Implementation levels			Results				
					Permanent	Non permanent	Don't do it	Good	Fair	Average	Poor	
1	According to teachers' professional proficiency	100	0	0	78	12	10	75	20	5	0	
2	According to teachers' expectation	85,6	14,4	0	56	31	13	50	40	10	0	

	and their family circumstances										
3	According to teachers' capacity and students' level in each class	100	0	0	67	24	9	71	25	4	0
4	According to parents' expectations and recommendations	85,6	14,4	0	41	23	36	31	56	13	0
5	According to managers' subjective feelings	85,6	14,4	0	51	24	25	41	41	18	0

** The management of fostering teachers*

Table 2.22: Results about assessing reality of the management of fostering teachers of managers at department and school levels (%)

No	Contents	Teachers' self assessment			Group leaders' and teachers' evaluation							
		Permanent	Non permanent	Don't do it	Implementation levels			Results				
					Permanent	Non permanent	Don't do it	Good	Fair	Average	Poor	
1	Observing, evaluating and planning project to foster teachers	100	0	0	94	6	0	91	9	0	0	
2	Implementing permanent fostering periodically	100	0	0	96	4	0	94	6	0	0	
3	Organizing professional activities and activities on special subjects to help teachers develop their self – study and self-foster	93,3	6,7	0	91	8	1	91	9	0	0	
4	Encouraging and creating good opportunities for teachers to study and enhance their knowledge	93,3	6,7	0	91	8	1	94	6	0	0	
5	Organizing field trips, exchanges	100	0	0	94	6	0	94	6	0	0	

e. The management of testing and assessing teachers

Table 2.23: Results about assessing the management of testing and assessing teachers of managers at department and school levels (%)

No	Content	Managers' Self-assessment			Group leaders' and teachers' evaluation							
		Permanent	Non permanent	Don't do it	Implementation levels			Results				
					Permanent	Non permanent	Don't do it	Good	Fair	Average	Poor	
1	Managers deploy the documents about testing and assessing teachers	100	0	0	95	5	0	94	5	1	0	
2	Building plans for testing and assessment for teachers at school	91,3	8,7	0	85	14	1	78	20	2	0	
3	Implementing testing and assessing teachers: periodically and suddenly	85,6	14,4	0	78	21	1	75	20	5	0	
4	Announcing results	100	0	0	95	5	0	85	14	1	0	
5	Adjusting and solving on time the content and information after testing and assessment.	85,6	14,4	0	78	22	0	78	19	3	0	

2.2.4.3. The management of learning activities

a. *The management of deploying the view of pedagogical interaction into learning activities for students*

Table 2.24: Results of assessing The management of deploying the view of pedagogical interaction into learning activities for students (%)

No	Contents	Managers' self-assessment			Group leaders' and teachers' evaluation							
		Permanent	Non-permanent	Don't do it	Implementation levels			Results				
					Permanent	Non-permanent	Don't do it	Good	Fair	Average	Poor	
1	Deploying documents about organizing learning activities for students at school.	100	0	0	95	5	0	90	10	0	0	
2	Testing, classifying students to have concrete lesson plans for each kind of learners in order to enhance their qualification and competence.	85,6	14,4	0	76	23	1	76	19	5	0	
3	Combining opinions between students and the professional department to divide teaching hours for teachers and students.	85,6	14,4	0	80	16	4	72	21	7	0	
4	Managing the knowledge acquisition of students in terms of developing students' qualification and competence.	100	0	0	94	5	1	88	11	1	0	
5	Managing learners' self-control activities	91,3	8,7	0	84	11	5	82	17	1	0	

b. *The management of forming students' self - study*

Table 2.25: Results about assessing reality of The management of forming students' self - study (%)

No	Contents	Managers' self-assessment			Group leaders' and teachers' evaluation							
		Permanent	Non-permanent	Don't do it	Implementation levels			Results				
					Permanent	Non-permanent	Don't do it	Good	Fair	AVERAGE	Poor	
1	Educating students' motivation and attitude	100	0	0	95	4	1	94	4	2	0	
2	Educating learners' learning methods	85,6	14,4	0	76	20	4	74	22	4	0	
3	Setting rules for learning at school	85,6	14,4	0	80	15	5	75	20	5	0	
4	Setting rules for learning at home	100	0	0	80	14	6	80	14	6	0	
5	Observing students' discipline	100	0	0	87	11	2	86	13	1	0	

c. *The management of innovating testing, assessing students' achievement according to competence-based development*

Table 2.26: Results about assessing the management of testing and assessing students' achievement of managers at department and school levels (%)

No	Contents	Managers' self assessment			Group leaders' and teachers' evaluation							
		Permanent	Non permanent	Don't do it	Implementation levels			Results				
					Permanent	Non permanent	Don't do it	Good	Fair	Average	Poor	
1	Deploying the documents about testing and assessing students at primary school	100	0	0	95	4	1	94	5	1	0	
2	Testing and classifying students	85,6	14,4	0	76	20	4	76	20	4	0	

3	Observing the period of grading and returning test papers for students from their teachers	85,6	14,4	0	80	15	5	75	20	5	0
4	Guide the testing process to be more serious and scientific (Compiling test paper, observing while students do the test, grading and report results)	100	0	0	95	4	1	85	15	0	0
5	Checking the booklet about educational quality, and school report permanently and periodically.	100	0	0	87	11	2	85	14	1	0
6	Assessing and adjusting on time the content, testing methods of teachers with students; results.	91,3	8,7	0	85	14	1	82	15	3	0

2.2.4.4. The management of teaching environment

a. The management of inside teaching environment

Table 2.27: Results about assessing reality of the inside teaching environment development (%)

No	Contents	Managers' self -assessment			Group leaders' and teachers' evaluation						
		Permanent	Non-permanent	Don't do it	Implementation levels			Results			
					Permanent	Non permanent	Don't do it	Good	Fair	Average	Poor
1	Managing the build of the interaction (teacher-student-teaching environment) in teaching - learning	100	0	0	95	4	1	95	4	1	0
2	Managing the build of libraries to serve learning according to pedagogical interaction.	85,6	14,4	0	76	22	2	76	20	4	0
3	Managing the use and protect teaching – learning materials and equipment in pedagogical interaction classroom.	85,6	14,4	0	80	16	4	75	20	5	0

b. The management of outside teaching environment

Table 2.28: Results of assessing the reality of the management of outside teaching environment (%)

No	Contents	Managers' self -assessment			Group leaders' and teachers' evaluation						
		Permanent	Non permanent	Don't do it	Implementation levels			Results			
					Permanent	Non permanent	Don't do it	Good	Fair	Average	Poor
1	Politic, economy and society	100	0	0	95	5	0	95	5	0	0
2	Law, Legislation on Education and Training	85,6	14,4	0	76	22	2	76	20	4	0
3	Policy toward Education and training	85,6	14,4	0	80	16	4	75	20	5	0
4	Scientific - Technological Development	100	0	0	95	5	0	85	14	1	0
5	Frequent location	100	0	0	87	12	1	85	15	0	0
6	Residential Community	91,3	8,7	0	85	15	0	82	13	2	0
7	Local culture	91,3	8,7	0	85	13	2	82	15	3	0

2.2.5. General assessment

2.2.5.1. Strengths

2.2.5.2. Weaknesses

The first important thing is that the managers' perception at all levels cannot uniform

the various jobs of solutions.

In addition, management of teaching plans still lacks of feasibility.

The assignment for teachers cannot make sure objective, science.

Besides, the improving teachers' quality depends mainly on mechanisms and policies.

Teachers' professional capacity in teaching is unequal in the school's team.

Furthermore, teaching has not paid attention in developing students' quality and capability in response to meet the target of reform education.

Teaching facility cannot ensure teaching and learning activities in a positive direction.

Last but not least, testing and assessment students outcomes do not have enough attraction to force teachers in renewing teaching methods more effective.

2.2.5.3. The cause of the successes and constraints in the management of teaching activities in HCM primary schools in the context of fundamental, and comprehensive innovation education

Managers' awareness and Capacity at all levels cannot satisfy the requirement of the teaching innovation activities.

Managers at all levels may not be trained and cultivated methodically for managing science education.

Teaching mechanism in the HCM primary schools still has some inappropriate factors, failing to meet the current target of reform education at basic and global level.

For management, these shortcomings are not remedied in time such as being inappropriate in assignment teachers, in using teaching facility, equipment, in giving operational conditions, in the assessment of student learning outcomes.

Propaganda and coordination of resources in and out of schools for teaching management are still limited.

2.6. Conclusion of chapter 2

CHAPTER 3

SOLUTIONS TO THE MANAGEMENT OF TEACHING ACTIVITIES AT PRIMARY SCHOOLS IN HO CHI MINH CITY IN THE CONTEXT OF FUNDAMENTAL AND COMPREHENSIVE INNOVATION IN EDUCATION

3.1. Development orientation of HCM primary education in the future

3.1.1. General direction

HCM primary education will continuously build with the criteria : Advanced - Modern - Integration.

3.1.2. Principal mission

The strategy will focus on innovating teaching activities and teaching at elementary

level, which students play the central role and development of students' quality and capacity is also going to take an important account. Especially, innovation toward teaching methodology is to improve the teaching quality, offering many administrative models of teaching, which in turn, fostering and enhancing the quality of the management staff and teachers

3.2. The basic principles of the proposed measures

3.2.1. Ensure objective, comprehensive

3.2.2. Ensure practical

3.2.3. Ensure the feasibility, effectiveness

3.2.4. Ensuring scientific, synchronous

3.2.5. Ensure the system, inheritance and development

3.3. Teaching management solutions for HCM elementary schools in in the basic and comprehensive context of reform education

3.3.1. General measures: there is a requirement of raising awareness for management staff and teachers at all levels with regard to the teaching management in HCM primary schools in the context of the fundamental innovation and inclusive education.

This is a first and foremost solution because corrective action can be caused from a new proper awareness; a right understanding about new problem is the bright way to achieve the set objectives.

3.3.2. Group of management measures for teaching activities in elementary school

3.3.2.1. Solution 1: Renewing the construction and implementation of the teaching plans

3.3.2.2. Solution 2: Completing the renovation of teaching methods following the interactive pedagogy standpoint

3.3.2.3. Solution 3: Strengthening the management and implementation of interactive pedagogical perspective into the teaching activities of teachers

3.3.2.4. Solution 4: Renewing the administration and foster a contingent of teachers

3.3.2.5. Solution 5: Renewing the way to manage and assess teachers.

3.3.3. Groups of management measures for studying activities in elementary school

3.3.3.1. Solution 6: Strengthening the implementation of learning management standpoint interactive pedagogy for students

3.3.3.2. Solution 7: Managing to form self-learning skills for students

3.3.3.3. Solution 8: Innovating the management and assessment of students learning outcomes, targeting their capacity development

3.3.4. Groups of environmental teaching in primary schools

3.3.4.1. Solution 9: Strengthening the management of inside environmental teaching

3.3.4.2. Solution 10: Improving the efficiency of highway outside the school environment

3.4. The relationship between solutions

To manage well all teaching activities in the new context, reforming education fundamentally and comprehensively, and managers at all levels must have a system of synchronized solutions. The groups of solutions are no in the order of priority. The solutions

have the interdependent supports each other, creating better effects in HCM primary teaching in the new situation.

3.5. Experimental approach toward necessity and feasibility of measures to manage teaching activities at primary schools in the city in the context of the fundamental innovation and inclusive education

3.5.1. General solution: raising awareness for management staff and teachers at all levels with regard to the teaching management in HCM primary schools in the context of the fundamental innovation and inclusive education.

3.5.2. Group of management measures for teaching activities in elementary school

3.5.3. Groups of management measures for studying activities in elementary school

3.5.4. Groups of environmental teaching in primary schools

3.5.5. Assessment the survey

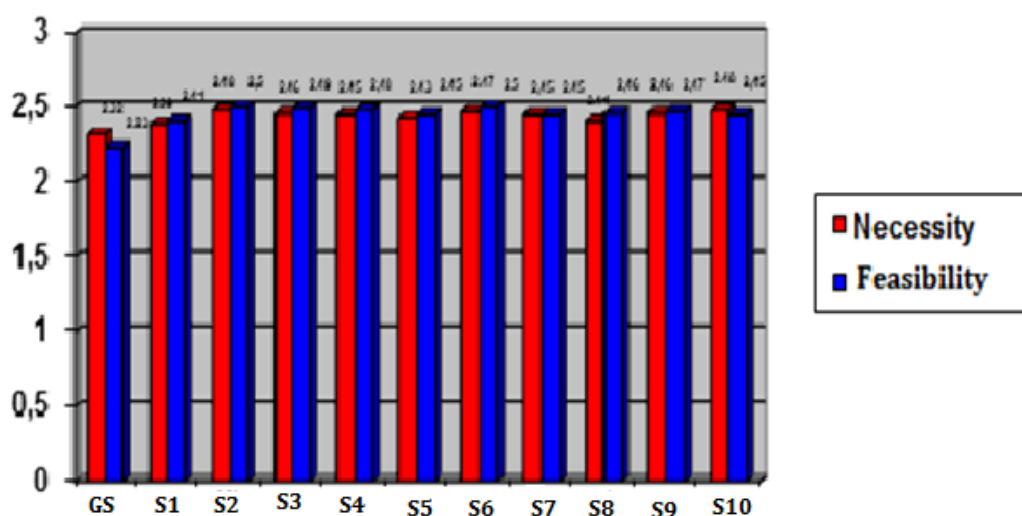


Figure 3.1: Results of testing the necessity and feasibility of solutions

The proposed solutions are supported and integrated throughout the implementation process, forming a closed network, covering comprehensive aspects of primary teaching activities in HCM city in the context of radical and comprehensive innovation education. By analyzing the results, the survey shows that the managers at all levels and experienced teachers were confirmed the high necessity and feasibility of all given solutions. Thus, the solutions may be uniformly applied in teaching in HCM, and in all schools that have similar characteristic as HCM in general.

3.6. Some proposed measures

3.6.1. The purpose of the experiment

Assessing the effectiveness and compliance of management solution in teaching activities in the context of the fundamental and comprehensive innovation of education has proposed, for the practices of managing teaching activities in the primary school in Ho Chi Minh City.

3.6.2. Experimental content

Solution 2: Improvement of innovational management for methodology based on interactive pedagogical standpoint.

Solution 4: Renovating management of utilizing and fostering teacher's staff.

3.6.3. Limited space: 24 primary schools in 12/24 districts of Ho Chi Minh City

3.6.4. Limited time

Conducting the experiment from January 2015 to December, 2015.

3.6.5. Limited participant surveyed

624 management officers of division and schooling managers.

3.6.6. Experimental method and procedure

3.6.6.1. Experimental preparation

- 24 primary schools: schooling point of small schools, national schools, schools located in the Centre City and schools in suburban areas (communes), schools having 2 sessions per day or 1 session per day ...in Ho Chi Minh City that are directed testing.

- Unifying evaluation criteria:

+ Assessing the level of surveys: *good, fair, average, poor.*

+ Reviewing the lessons based on the observation notes: *good, fair, average, not yet satisfactory.*

+ Comparing results *before and after the experiment* of the impact of solutions.

- Choosing testing objects: management officers and teachers.

- Confronting method: taking the survey for management officers and teachers at the primary schools before conducting the experiment (01/2015) and after conducting the experiment (12/2015).

- Preparing experimental conditions: organizing the meeting with management officers of divisions (leaderships, experts), with management officers of schools (principal, Vice Principal) for the schools participating in the testing.

3.6.6.2. General testing deployment

- Organizing the meeting with Senates to expand the experimental primary school including Principal, Vice Principal, Chief experts and teachers.

- Measuring the experimental results for activities through questionnaires to collect the opinions of management officers and teachers.

3.6.6.3. Deploying the specific content

Each specific experimental content is presented as follows: Methods; Product; Evaluation criteria.

a. Solution 2: Improvement of innovational management for methodology based on interactive pedagogical standpoint.

(1) Teachers master of advocating and directing innovation of teaching methods.

(2) Teachers understand theoretical content of the positive teaching methods.

(3) Teachers apply positive teaching methods into composing effective lesson plans.

(4) Teachers apply positive teaching methods into effective teaching activities.

b. BP 4: Renovating management of utilizing and fostering teacher's staff.

(1) Teachers arranged and settled reasonably.

(2) Teachers have a good awareness of their position and role for ensuring the quality of teaching meeting basic and comprehensive innovation of education.

(3) Teachers' staff ensure qualified pedagogical training.

(4) Teachers' staff ensure sufficient capacity in teaching meeting demand teaching methods.

3.6.7. Results

- *Solution 2: Completing the managements of innovating teaching methods in view of interactive pedagogy (in the group of management solution of teaching activities at the primary school in context of the fundamental and comprehensive innovation of education).*

Table 3.5. Results of solution 2

Content	Before testing						After the test					
	Good (3)	Fair (2)	Not satisfied (1)	Weak (0)	Total Average	Hierarchical	Good (3)	Fair (2)	Not satisfied (1)	Weak (0)	Total Average	Hierarchical
1	101	286	215	22	1.75	1	267	212	145	0	2.20	1
2	139	167	221	97	1.56	2	246	243	135	0	2.18	2
3	125	192	179	128	1.50	3	212	235	177	0	2.06	4
4	96	194	189	145	1.39	4	238	235	151	0	2.14	3
Total					1.55						2.11	

- *Solution 4: Renovating management of utilizing and fostering teacher's staff (in the group of management solution of teaching activities at the primary school in context of the fundamental and comprehensive innovation of education).*

Table 3.6. Results of solution 2

Content	Before testing						After the test					
	Good (3)	Fair (2)	Not satisfied (1)	Weak (0)	Total Average	Hierarchical	Good (3)	Fair (2)	DYC (1)	Not satisfied (0)	Total Average	Hierarchical
1	150	171	206	97	1.60	2	225	244	155	0	2.11	3
2	103	282	217	22	1.75	1	248	235	141	0	2.17	1
3	141	169	217	97	1.56	3	249	224	151	0	2.15	2
4	127	194	175	128	1.51	4	214	207	203	0	2.01	4
Total					1.60						2.11	

3.6.8. General evaluation of results

The study has successfully tested two management solutions in context of the fundamental and comprehensive innovation of education. Each solution has materializing

methods, clearly identify products and evaluation criteria.

Two proposed solutions could widely apply into practice of management of teaching activities at school. At the same time, the study continued to use the rest solutions to complete the system of management solutions for teaching activities at primary school in Ho Chi Minh City solutions in context of the fundamental and comprehensive innovation of education today.

3.7 Conclusion of chapter 3

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. Contents management of primary teaching activities interact with pedagogical innovation in the fundamental and comprehensive education context including: teaching activities management (managing the implementation of the objectives, contents, teaching process; managing the innovation of teaching methods; managing the teachers' preparation for lessons and class time; managing the teachers training and teachers division in class, managing teachers' testing and assessment); learning activities management (managing students' positive promotion and self-awareness in learning, managing students' self-learning skills; managing assessment innovation for students to develop qualities and abilities); teaching environment management (in class, outside).

1.2. The teaching and learning management in primary schools have not yet reflected the quality of education and training, failed to meet radical innovation fundamental and comprehensive of primary education, not met social requirements especially people in Ho Chi minh city.

1.3. To improve the quality of education and meet the requirements of innovation fundamental and comprehensive, the researcher suggested some general solutions and 3-group of teaching activities solutions (group of teaching activities management; group of learning activities management, group of teaching environment management) for primary school in the fundamental and comprehensive education context. The solutions proposed in the dialectical, effective, and supportive relationship in the implementation process.

1.4. The results show that the managers and experienced teachers also agreed that those solutions are feasible and play an urgent role at a great rate. Those one can be applied uniformly across the primary schools in Ho Chi Minh City in particular and primary schools as HCMC general characteristics in Viet Nam.

2. Recommendations

2.1. Government

- The Government should increase the investment policy for education such as financial resources, land fund, etc.

2.2. Ministry of Education and Training

- Strengthen the research, dissemination, and equipping the scientific knowledge about education management for management staff of primary schools.

- Need to develop national policies and promulgate unified text about operating and process stable teaching activities management which developed in the right direction, quality

and efficiency.

- Continue to direct the implementation of Directive 40 of the Secretariat of the Central Committee Communist Party of Viet Nam which was promulgated on 15/6/2004 on the formulation and development of teachers and management staffs.

2.3. Department Education and Training in Ho Chi Minh City

- Develop and finalize plans for the teaching activities management at all levels and majors in Ho Chi Minh City.

- Renovate work directing the teaching activities management towards into expertise, focus on developing students' qualities and abilities.

- Organize training courses for teachers and management staffs.

2.4. Education and Training Division in Ho Chi Minh City

- Consolidate, arrange management staffs, and materialize their standards.

- Develop teacher's recruitment mechanisms.

- Concern and command the primary schools to adjust the solutions promptly and correctly.

- Well - organize seminars expertise, and the teaching activities management in the cluster of county (district) primary school.

2.5. Management staffs in primary schools

- Direct actively the implementation of the innovative teaching methods in view of interactive pedagogy.

- Research and apply flexibly solutions to manage teaching activities.

- Improving the material and spiritual life for staff and teachers.

- Contact and coordinate with social organizations, enlist the support and assistance of the organizations and individuals to the development of the university.