

MINISTRY OF EDUCATION AND TRAINING
VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES



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**MANAGING TEACHING PROCESS IN HIGH SCHOOLS IN
TUYEN QUANG PROVINCE IN THE CONTEXT OF
DECENTRALISATION OF EDUCATION MANAGEMENT**

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INTRODUCTION

1. Reasons for choosing the thesis

In recent years, educational management and the management of teaching process in Tuyen Quang province has gained remarkable achievements. However, school education management, especially at high school level, still reveals certain shortcomings, such as the management of educational environment, management of building and implementation of educational strategies, management of quality and efficiency, management of organization and human resources, financial management, etc. This has resulted in current limitations in the quality of education as well as the quality of teaching.

Up to now, there have been many researches on the management of teaching process in high schools both globally and nationally. However, the nature, criteria and procedures of high school teaching process management have not been properly clarified in the context of decentralization of education management which enables high schools in Tuyen Quang can self-assess and develop innovative solutions and strategies.

Therefore, the dissertation “*Managing teaching process in high schools in Tuyen Quang in the context of decentralisation of education management*” is of great significance in both theory and practice.

2. Research objective

The research on theoretical basis forms the foundation to assess and propose reliable solutions for teaching management based on certain standards and procedures for managing the process of successful teaching in high schools in the context of decentralization of education management.

3. Research matter and object

3.1. Research matter

Teaching process in high schools.

3.2. Object of study

Teaching management based on certain standards and procedures for managing the process of successful teaching in high schools in the context of decentralization of education management in Tuyen Quang province.

4. Scientific hypothesis

One of the current limitations is that high schools, especially the teaching management in the context of education management decentralisation often encounters difficulty in measuring / evaluating their

own strengths to promote, limitations to overcome, opportunities to utilize, and challenges / threats to minimise failure.

Therefore, if the research on teaching process management can be able to develop a set / system of standards connected to an appropriate, successful and feasible procedure, satisfying the characteristics embedded in the context of education management decentralisation, then high schools can self-improve their own teaching process via regular self-assessment to grab opportunities, promote strengths and work out solutions to overcome limitations as well as minimise the risks / threats, which will, in turn, contribute to improve the quality of teaching in public high schools in Tuyen Quang province.

5. Content of scope of research

5.1. Content of research

5.1.1. Studying the rationale on teaching process management in public high schools in the context of decentralisation of educational management.

5.1.2. Reviewing the practice of teaching process management in public high schools in Tuyen Quang province.

5.1.3. Recommending solutions for teaching process management in public high schools in Tuyen Quang province.

5.1.4. Assessing the necessity and feasibility of proposed solutions.

5.1.5. Testing the feasibility of the System of standards for successful teaching process management in public high schools in Tuyen Quang province.

5.2. Scope of research

5.2.1. Research contents: Focusing on developing standards and procedures for successful teaching process management in public high schools in the context of education management decentralization in order to assist schools to self-evaluate and propose improvement solutions.

5.2.2. Objects of survey: administrators, teachers, students, and parents in public high schools.

5.2.3. Educational institutions: The thesis is limited to study the management of teaching process in public high schools (using national mass curriculum).

6. Approaches and methods of study

6.1. Research approaches: To understand the nature of the high school teaching process management, the dissertation apply some of the following primary approaches: system approach; history / logic approach; comparative approach, etc.

6.2. Methods of study: The thesis adopt some groups of methods namely: theory and practice study; data information processing, etc.

7. Arguments

- The teaching management in high schools aims at realising education goals. Therefore, it's necessary to recommend applicable methods to measure / evaluate progress towards achieving these goals using certain standards, criteria and indicators.

- The success of high school teaching management is affected by various factors. Therefore, the system / set of standards, criteria and indicators to evaluate the success of the teaching management must be developed based on these factors.

- The nature of the comprehensive management of teaching process in high schools often include such elements as: management of input, management of classroom teaching and educational activities, management of output and context, among which the 2 former are the most important ones.

- Decentralization of management in high schools is the current trend, so the system / set of criteria and indicators must fully reflect the orietation and characteristics of decentralization.

8. New contributions of the thesis

- **Theoretical contributions:** Systemising and developing a theoretical basis for the teaching management in high schools in the context of decentralisation of education management in order to propose a set of the standards connected to a successful procedure and satisfies the core characteristics of education management decentralisation.

- **Practical contributions:** The thesis has constructed and analysed the current practices, basing upon which and theoretical review, proposed a Set / System including 5 standards, 12 criteria, and 61 indicators related to the procedure of successful teaching management in public high schools in Tuyen Quang in accordance with the basic characteristics of education management decentralisation as well as solutions for implementation.

9. Structure of the thesis: Besides the Introduction, Conclusion and Recommendations, List of references and appendices, the thesis is structured into 03 chapters:

Chapter 1

THEORETICAL BASIS ON TEACHING PROCESS MANAGEMENT IN HIGH SCHOOLS IN THE CONTEXT OF DECENTRALISATION

1.1. Overview of research matter

The national and international research on high school teaching process management have primarily aimed at improving the efficiency of management to contribute to the successful implementation of educational objectives in the context of decentralization and some relating problems as: decentralisation of school management and challenges facing the management of teaching process in high schools; management of teaching process in high schools; models and factors affecting the success of high school teaching process management; the new role of high school principals in teaching process management, etc.. These research have initially identified the nature of the classroom and educational activities in high schools which helped develop (setup, implement and adjust) active learning educational environment.

However, the application of those research results in Vietnam and in the high schools of Tuyen Quang, especially the theoretical framework for constructing a system of standards, criteria and indicators to measure / assess the success and management procedures of high schools in general and those in Tuyen Quang province remains a matter for further research.

1.2. The context of education management decentralisation and requirements for teaching management in high schools

In fact, a hierarchy of school education management and teaching process management only can function effectively and efficiently if it embodies following basic characteristics: responsiveness, accountability, participation, transparency and the level of autonomy, etc. of implementation organisations (at high school level).

The above characteristics have close correlations with each other and are required to be adopted to design a system of standards, criteria and indicators, as well as procedures for successful teaching process management in high schools.

1.3. Teaching models in high schools

In general, the pattern of high school teaching is the unanimous process of operation between the 02 activities: teaching and learning activities.

Recent research have numerised the development process of teaching models in schools as well as in high schools from the line model, to cycle model, result-oriented model and process model (CIPO).

1.4. Management of teaching process in high schools

1.4.1. Some definitions and related terms:

Besides the concept of education management, state management and high school management, some conceptual tools that are defined as follows:

- Teaching process management is the way to organise the physical

space of the classroom, students, resources and equipment for the successful teaching.

- Management of classroom and educational activities is understood as establishing favorable environment for education / learning of a group of individuals within the framework / arrangement / classroom setting.

- Standards, criteria and indicators to evaluate the success of the high school teaching process management is considered as a tool to manage teaching process and to help school members clearly define what is important and what measures to take to bring success to high school teaching process management.

1.4.2. Nature of teaching process management in high schools

The nature of teaching process management is developing and maintaining active educational/learning environment to solve arising problems to improve the quality of education.

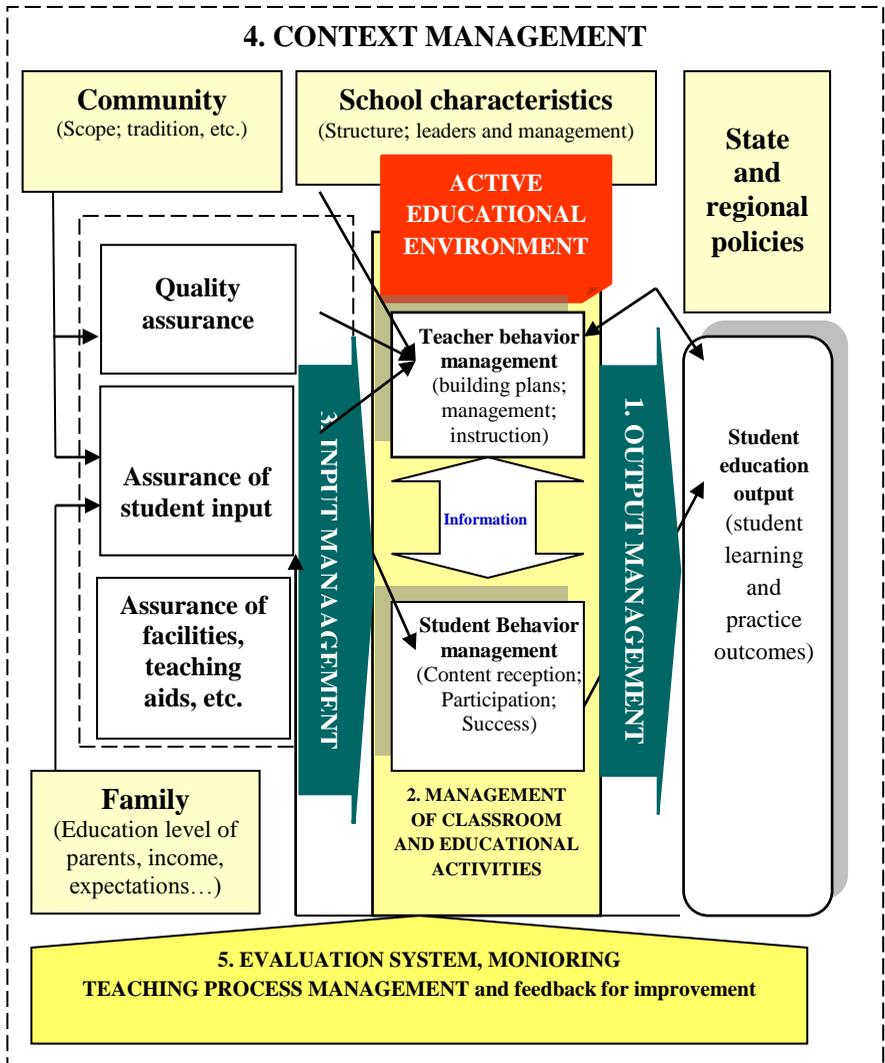
1.4.3. Model and main factors affecting the success of teaching and learning management in high schools

Generally, the model of high school teaching process management, by nature, includes 04 elements: context management; input management; management of classes and educational activities via active education / learning environment; and output management (*Figure 1.6*):

1.4.3.1. Output management. Output is mainly expressed through educational outcomes of students followed by students' relevance of study in the next grade and university entrance results for grade 12 students. Output is an important element and also the main factor affecting high school teaching process management, since this is an indicator to evaluate the success of the student learning output. Good output management will provide important information for assessing the quality of education in general and the high school teaching process management based on certain goals and needs of individual students and parents.

1.4.3.2. Management of classroom and educational activities. This is the most important factor in the high school teaching process management because student learning mainly depends on the degree of success of classroom and educational activities management. This component includes all the factors or events that may occur in the classroom, during the educational activities and is usually divided into: Educational / learning environment, teachers' behavior, students' behavior and others. This is an important factor affecting the success of the high school teaching process management.

1.4.3.3. Input management. This component relates to the quality or characteristics of teachers and students prior to class / new school year, infrastructure conditions, teaching facilities, finance, etc. These important factors affect the success of high school teaching process management.



1.4.3.4. *Context management* includes factors / variables outside the classroom that affect the characteristics of teachers and students, the teaching process in the classroom and educational activities, and student output, among which the characteristics and the operation of the school are the factors that exerts greatest direct impact. Besides, there are many other

contextual factors that affect teaching process management such as family, community, society, culture, etc.

1.4.3.5. System of evaluation, monitoring teaching process management and feedback. In essence, evaluating, monitoring / controlling high school teaching process management is the continuous measurement / evaluation of the quality of teaching process via a system of standards, criteria and indicators in order to prevent errors or adjust the progress according to the plan.

Conclusion of Chapter 1

The nature of classroom management and high schools' educational activities is developing (establishing, implementing and adjusting) educational / active learning environment and mainly depends on key factors affecting its success. These factors have a close relationship with each other. This is an important prerequisite for the proposed standard system framework, criteria and will be detailed into indicators to evaluate the situation and to propose management solutions in the next chapters.

Chapter 2

PRACTICE OF TEACHING PROCESS MANAGEMENT IN PUBLIC HIGH SCHOOLS IN TUYEN QUANG PROVINCE IN THE CONTEXT OF DECENTRALISATION OF EDUCATION MANAGEMENT

2.1. Current development of general education and high school education in Tuyen Quang province

2.1.1. Location, history, socio-economic development

2.1.2. Current development of general education and high school education in Tuyen Quang province

2.2. Overview of reality study

2.2.1. Objectives

In order to assess the reality or practice of the teaching process management of high schools in Tuyen Quang province that participated in the survey to identify strengths, and especially restrictions and causes for recommending appropriate and feasible solutions.

2.2.2. Content, tools and methods

- Content of the survey on teaching process management of high schools in Tuyen Quang based on the standards, criteria and indicators as well as the details of the successful elements of teaching process management were presented and analyzed in the theoretical framework.

- Survey method is the combination of retrospective data and field surveys.

- The method of data processing: processing survey data is mainly based on the method of the average value according to the formula: "value gap" = (Maximum - Minimum) / n. Therefore, survey questions have 5 levels of response, "value gap" = $(5-1) / 5 = 0.8$, accordingly there are also 5 main levels to evaluate of the practice of teaching process management in participated high schools in Tuyen Quang with the following meanings: (1) 1.00 to 1.80: "Weak"; (2) 1.81 to 2.60: "Fail"; (3) 2.61 to 3.40: "Pass"; (4) 3.41 to 4.20: "Good"; and (5) 4.21 to 5.00: "Very Good".

2.2.3. Subject and scale survey

Surveying 03 subjects: Management Personnel (principals, vice principals and department heads), teachers and staff; parents and community members; and students according in grade 10, 11 and 12 of 15 high schools in Tuyen Quang province.

2.3. Practice of public high school development in Tuyen Quang over the last 3 years

- Strengths in the development of high school education

Scale and network of senior secondary education have remained stable in quantity and quality, which has offered favorable opportunities and conditions for students to develop.

Senior secondary education quality has made certain progresses. The percentage of students per total population within school ages remains high and stable, no workers under 35 years old are illiterate.

The school network has been well-planned, allocated, invested in capital construction to meet minimum requirements for teaching and

learning towards realising the national standard criteria; equipment, teaching aids have been provided quite properly and timely as required by the Ministry of Education and Training (MOET).

Teacher staff and administrators have been gradually upgraded in quality, added sufficiently and timely in number, which has gradually helped to overcome the irrational practice of the structure and to meet the requirements of developing high school education.

- Some limitations and shortcomings of high school education development

Though the province has made investment priorities for education, it has mainly managed to meet the minimum requirements for teaching and learning activities due to provincial budget deficiency.

The terrain is divided by mountains, rivers, streams and unevenly distributed population have led to the disadvantage of learning environment, educational environment; limited exchange, integration; and limitations in educational activities for students.

Education quality is still low compared to the province's development requirements; the problem in the relationship between number development and quality improvement in education remains unsolved properly.

2.4. The practice of teaching process management in public high schools in Tuyen Quang province in the context of management decentralisation

2.4.1. The context of decentralisation in education management in Vietnam and in Tuyen Quang province

a) The context of decentralisation in education management in Vietnam. On the basis of the provisions of the current law, decentralization in high school education management in Vietnam has achieved remarkable results, on the right track of increasing decentralization trend coupled with the assigning of specific tasks, powers in their assigned areas, contributing to improve the effectiveness and efficiency of state management in education.

b) The context of decentralisation in education management in Tuyen Quang. On the basis of the provisions of law, Tuyen Quang has issued documents defining functions, tasks, powers and organizational structure

of the Department of Education and Training (DOET), including regulations on decentralization in the management of personnel, cadres, civil servants and employees applied in the province.

Currently, the DOET has been given direct leadership and management in some of the following areas:

- *In terms of professional expertise:* Applying guidelines and organization measures so that schools under direct management implement objectives, curricula, content, education plans; enrollment, examination, approval and award of diplomas and certificates, and accreditation; universal education, illiteracy eradication, building a learning society in the province and other education activities.

- *In terms of organization, personnel,* building a allocating job positions: Guiding the educational institutions to define job positions, the number of employees and annual personnel reports.

- Specifying the functions, duties and powers of the organizations within the Department and institutions under the DOET;

- In terms of planning, infrastructure investment: Chairing and coordinating with the Department of Finance, Department of Planning and Investment to specify the criteria, education funding.

- Regarding inspection, examination, assessment, rewarding and punishment, implementation of state policies: Guiding, implementing, examining, inspecting professional activities; rewarding and punishment activities, implementing state policies in accordance with the law.

2.4.2. Results of the survey on the status of the teaching and learning management in public high schools in Tuyen Quang

2.4.2.1. Output and output management

a) Outputs and the level of satisfaction of the stakeholders were assessed as "good" in the opinion of teachers, staff and administrators in Tuyen Quang high schools participated in the survey.

The rate of grade moving and graduation have met the set targets and the dropout rate was at an acceptable level; The parties involved were satisfied or accepted the quality of high school education; students were satisfied with curriculum content, teaching methods and examination and evaluation; and the capacity of graduate students are suitable for higher education or employment.

The results of the satisfaction level of parents, community members and students about some of the specific content of education results are evaluated as "good", though, it should be noted that this level may fall between the "boundary" of "pass" and "good" according to student assessment (*Table 2:12*).

Table 2.12. Opinions of parents, community members and students about student learning

| Opinions of parents and community members | Average | Average | Opinions of students |
|--|----------------|----------------|--|
| (1) My children master the objectives | 3,96 | 3,51 | (7) I master learning objectives |
| (2) My children can work out learning goals | 4,08 | 3,46 | (8) I can work out learning goals |
| (3) My children are confident in learning | 4,04 | 3,51 | (9) I am confident in learning |
| (4) My children are active and hardworking | 4,08 | 3,82 | (10) I am always active and hardworking |
| (5) My children often complete home assignments | 4,03 | 3,59 | (11) I often complete home assignments |
| (6) My children often read books, newspaper, ... in their free time | 4,07 | 3,57 | (12) I often read books, newspaper, ... in their free time |
| (7) My children can be able to apply various ways of learning depending on learning objectives | 4,11 | 3,57 | (13) I can apply various ways of learning depending on learning objectives |
| (8) My children can study independently | 4,08 | 3,41 | (14) I can study independently |
| (9) My children can cooperate and share in teams | 4,12 | 3,59 | (15) I can cooperate and share in teams |
| (10) My children can apply knowledge and skills in suitable situations | 4,14 | 3,59 | (16) I can apply knowledge and skills in suitable situations |
| (11) My children can adjust learning methods based on testing results | 4,16 | 3,49 | (17) I can adjust learning methods based on testing results and teachers' |

| Opinions of parents and community members | Average | Average | Opinions of students |
|---|---------|---------|----------------------|
| and teachers' comments | | | comments |

b) Similarly, the output management showed that teachers, staff and administrators in Tuyen Quang high schools participated in the survey also considered the development of databases on education results according grades 10, 11 and 12 as "Good". Moreover, information about education results database of students can be used to improve teaching and learning activities of the schools.

2.4.2.2. Management of developing educational curriculum and building classroom management strategies and educational activities

a) *Management of developing educational curriculum:* Some high schools which are granted autonomy / initiative to develop curriculum, have been able to promote potential, creativity, expertise among the teachers, the collective power of the discipline groups, professional groups school board and to improve the quality of comprehensive education.

b) *Building classroom management strategies and educational activities:* Building classroom management strategies and educational activities are assessed by teachers, staff and administrators as "good": clearly identifying education results which students need to reach based on the mission and objectives of development, long term teaching and learning strategies of high schools as well as the strengths, weaknesses and the opportunities and associated challenges should be in line with the national curriculum laying the basis for the development of school education curriculum.

2.4.2.3. Management of classroom and educational activities

a) *Management of teaching activities:* School leaders have carried out fully the regulations, curriculum, and education plans; strengthening accountability and authority of professional organizations / groups; coordination among teachers within the groups preparing lectures; visiting classes and reviewing lessons; self-reflecting on the lessons; organizing self-testing activities; opinion survey on teachers and students.

The principals often publically announce plans for teachers, staff and students to know and implement; directly monitored the time implementation of the staff, implementation of the curriculum, teachers' lesson plans; visiting classes, consult students on the work of teachers and class teachers; managing professional activities in light of lesson studying as planned.

Teachers are engaged in developing curriculum and teaching materials; preparing lesson plans, teaching content under the guidance of the school; then reporting to be the professional organizations/groups for further consultation and approval of the principal.

High schools in Tuyen Quang have organized various extra-curricular activities to help develop students' skills: becoming familiar with the planning, getting more management experience and teamwork skills, communication skills, problem solving skills, etc. However, the frequency of extra-curricular activities each year is limited (3/29 schools organised at least 7 extracurricular activities, 11/29 schools had 04 to 06 activities, 15/29 schools had under 04).

Since teaching and learning process focuses on students as center, so the management of this process, particularly the management of teaching activities are rated by teachers, staff and administrators as "good".

b) Learning management and support for student learning activities: Learning management and support for student learning in high schools in Tuyen Quang participated in the survey rated by teachers, staff and administrators as "good".

c) Organizational structure and mechanism of teaching and learning management: High schools have appropriate organizational structure in accordance with the educational goals, teaching and learning strategies as well as other conditions with clear regulations for teachers and staff function accordingly and carry out daily tasks. However, there still exists unreasonable balance between centralised leadership of school leaders and the decentralization in the implementation of tasks by professional groups and teachers.

c) Positive and healthy education environment: Educational environment of high schools are rated as "good", structured, safe with

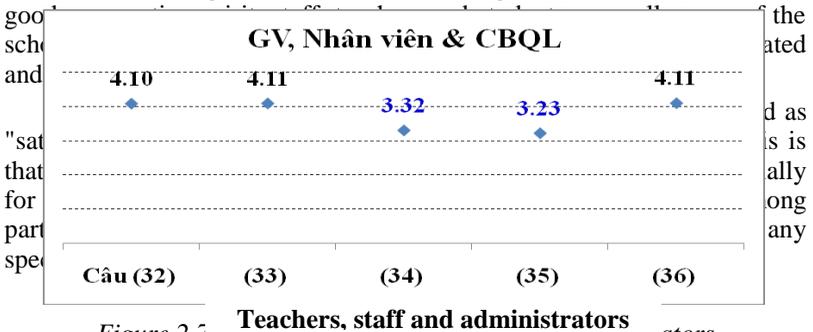


Figure 2.7. Teachers, staff and administrators on positive and healthy educational environment

2.4.2.4 Input management

a) Assurance of students' input quality: Generally speaking, the management of input quality (admissions of grade 10) of high school students has been conducted by tests, assessments, student division according to their levels of proficiency in order to focus effectively on assisting them in attaining standards of knowledge and skills, fostering excellent students, tutoring below average or "weak" students to get higher results.

b) Assurance of teachers' quality: Teachers and education officers assess effectively the assurance the quality of high school teachers participating in the survey in Tuyen Quang province. To describe precisely, there are plans of developing teaching staffs in the quantity, quality and teaching qualifications which is suitable for teaching and learning strategies of high schools. Teachers have sufficient educational skills to meet demands. Besides, headmasters of high schools are allowed to recruit, employ, and promote their teachers, which is done equally by a specific set of criteria; The innovation, consultation and teachers' job circulation are carried out regularly; the system of teacher evaluation principles is objective and equal.

c) Assurance of the high quality of teaching facilities, teaching aids and finance : There are highly equipped classrooms, modern technology labs and specialized classrooms meeting educational activities of high schools; computer systems and Local Area Networks (LAN) are often upgraded; all these things must satisfy the principles of environment protection, sanitation, and school safety, ...

2.4.2.5. Sytem for evalutaing, surpervising and managing teaching and learning activites

a) Evaluating the iput quality and the learning process of students to get high results: Tuyen Quang high schools assess students' academic results at the end of each term or school year, in comparison with the teaching plan required by the MOET. The education quality is quite postive.

b) Feedback from people involved gets a good result:

Feedback information structures are suitabe with people involved (school officers, teachers, students and graduated students....); The result is applied to promote the quality of teaching and learning activities and it is also used to prevent potential mistakes, which is rated as "good".

2.4.2.6 General evaluation of the current situation of teaching and learning activities in Tuyen Quang high schools

a) Advantages: In terms of education management and curriculum development: A specific programme for each subject has been adapted on the basis of the national curriculum of the MOET. This adaptation and

development of the curriculum has achieved positive results due to the decentralisation of management in 4 high schools in Tuyen Quang.

High schools in Tuyen Quang province have publicly informed and strictly implemented the education program, teaching plans and other requirements by the Department of Education and Training in Tuyen Quang.

There has been a certain level of decentralization, autonomy and accountability in the management of student learning and teaching for each school member according to job positions and tasks assigned.

The management of student learning is focused on helping students master learning objectives and apply learned knowledge and skills in real life; helps students learn how to study, utilize many different ways of learning, sharing experiences with peers and the ability to learn independently.

The quality of teaching staff is guaranteed. The system of classrooms, libraries, teaching equipments, etc. are guaranteed and meet the criteria and pedagogical requirements, and an environment of safety, sanitation, etc.

b) Limitations and reasons: Despite the context of decentralized management, high schools in Tuyen Quang have not ensured a reasonable balance between centralized management by school leaders with the decentralization in task implementation by professional groups and teachers in teaching and learning management.

Although the majority of teachers are qualified, a number of them are still limited in terms of teaching competence and therefore cannot meet the renovation requirements.

Professional qualifications, management competence, and leading competence of teaching and learning activities of some principals, vice principals and employees in high schools remain limited.

The cooperation between "family - school - society" is still not very effective.

The management of high school teaching and learning in Tuyen Quang have been evaluated primarily based on experience, or simply a combination of inter-related elements, ...

The above difficulties / limitations and reasons require research to propose urgent and sustainable solutions to improve the quality of teaching process management and thus, improve the quality of education in the high schools in Tuyen Quang.

Conclusion of Chapter 2

Analyzing and reviewing the current status of the teaching process management in public high schools in Tuyen Quang in the context of decentralization via questionnaires, interviews and literature review are consistent with the theoretical framework and therefore has gained certain achievements.

However, it also requires us to focus and solve current problems; to attain a certain balance between centralized and decentralized management; to strengthen the relationship among parties in the model "School - Family - Community"; and especially we need a set of standards and procedure for the high schools so that they can conduct regular self-assessment to improve the management of the teaching process which is appropriate to the context and conditions of Tuyen Quang province.

Chapter 3

MEASURES TO MANAGE THE TEACHING PROCESS OF PUBLIC HIGH SCHOOLS IN TUYEN QUANG PROVINCE IN THE CONTEXT OF DECENTRALISATION OF EDUCATION MANAGEMENT.

3.1. The guidelines and policies for the development of education and high school education in Tuyen Quang province.

3.2. Principles for proposing solutions include: ensuring the scientific, systematic, practical principles, the continuity and development.

3.3. Measures to manage the teaching process of public high schools in Tuyen Quang in the context of the decentralization of education management.

3.3.1. Recommended standards and scales of evaluating the management of the teaching process in public high schools in Tuyen Quang Province.

Based on the theoretical and practical studies in Tuyen Quang, the recommended standards and scales of evaluating the process of teaching management in public high schools in the context of the decentralization of education management below consists of 5 standards, 12 criteria and 61 indicators in accordance with the teaching process management.

STANDARD 1. Output and the management of the output.

Criterion 1. The output and the satisfaction of stakeholders.

(1) The percentage of students passing class and graduating meets the targets and dropout rates are at acceptable levels.

(2) Stakeholders (staff, teachers, students, parents ...) are satisfied with or accept the quality of high school education.

(3) Students are satisfied with the content, teaching methods, examinations and assessment.

(4) The capacity of graduates meets the requirements for higher education or employment.

Criterion 2. Develop a database of educational outcome of students.

(5) High schools build a database on educational outcome (learning outcome and practice) of the students in appropriate classes.

(6) Databases on educational outcome of students in appropriate classes are periodically updated with information on academic performance and discipline of students.

(7) Information of the database on educational outcome of students are used to improve teaching and learning activities in high schools.

STANDARD 2. Planning for classroom management and educational activities.

Criterion 3. Planning for classroom management and educational activities.

(8) The educational plan that students should reach in each class is clearly identified in the classroom management plan and educational activities before the beginning of the school year.

(9) Educational plan to be achieved by students in each class should match the national program and is the basis for the development of educational programs of high schools.

(10) Educational plan to be achieved by students in each class is built based on the mission, goals of the development of high schools.

(11) Educational plan to be achieved by students in each class is built based on a strategy of long-term learning and teaching of high schools.

(12) Educational plan to be achieved by students in each class is built based on the strengths, weaknesses and the opportunities and challenges associated with the high schools.

(13) Educational plan to be achieved by students in each class highly achieved "good" through the process of mobilizing participation / or consultation between the school (administrators, teachers, employees ...) with parents and community members involved.

(14) Classroom management plan and educational activities are adapted to the different stages of the development of high schools.

(15) Document of classroom management plans and educational activities is entitled to public under different channels so that all staff, students, parents and community members can access.

STANDARD 3. Classroom management and Educational activities.

Criterion 4. Management of teaching activities

(16) The strategy of teaching and student-centered learning and ensure the educational quality.

(17) Teaching and learning strategies not only helps students to deeply understand the content of the lessons but also encourage them to apply in real life.

(18) Teaching and learning strategies create favorable conditions for students' interactive learning and collaboration.

(19) Teaching and learning strategies encourage students to find out how to learn and self-study.

(20) Teaching plan of teachers guarantee to build positive relationships between teachers and students, between students together in classrooms and educational activities.

(21) Teachers can manage students' behavior in the classroom and educational activities to timely handle well the issue exists / arises.

Criterion 5. Managing and supporting students' learning activities.

(22) High schools have the procedures or processes that can help students as well as staff, teachers, parents and community members know how to achieve educational outcomes.

(23) Students are timely counselled, supported and given feedback information about academic and the learning process.

(24) To organize relevant, timely tutorings for students with high quality.

(25) The above procedures or processes are developed and implemented by stakeholders (staff, teachers, parents and community members).

(26) Documentation of the above procedures or processes is entitled to public under different channels so that all staff, students, parents and community members can access.

(27) Academic environment, materials, society and psychological positive and satisfaction of students.

Criterion 6. The organizational structure and management mechanism of the teaching process

(28) The organizational structure of high schools match the goals of education, teaching strategies as well as the conditions of the schools.

(29) High schools have clear rules which are easy to understand so that staff and teachers can perform and solve their daily tasks.

(30) The objectives and the role of the school board, as well as the structure and responsibilities of the members should be clear, reasonable and consistent with the needs and context of teaching and learning in high schools.

(31) High schools can control and coordinate effectively the work between school boards and the professional groups, among professional groups and between professional groups with the functional units in the field.

(32) To ensure a reasonable balance between centralized management (orientation, regulation, quality control and support) of school leaders with the decentralization of tasks performed by professional groups and teachers.

Criterion 7. Positive and healthy educational environment.

(33) Educational environment in high schools must be regulate, secure and can build up the spirit of cooperation in the whole school.

(34) Staff, teachers and students understand the history, the tradition and the goals of school's development.

(35) Students are motivated to work hard and make progress in learning.

(36) The relationship between stakeholders (leaders with staff, teachers, staff and teachers together, staff, teachers and students, and among students together) is respect, trust, friendly and often communicate with each other.

(37) Teachers regularly share experiences and learn from each other to improve their teaching.

STANDARD 4. Input Management

Criterion 8. Ensuring the input quality of students

(38) Ensuring the proper regulation of student age.

(39) Ensuring compliance with provisions of the knowledge, abilities, attitudes and motivation of students.

(40) The student meets the requirements of the charter of high schools.

Criterion 9. Ensuring the quality of teachers

(41) Planning the development of teachers (in terms of quantity, quality and structure) in line with teaching and learning strategies of high schools.

(42) Teachers have the capacity to perform their tasks.

(43) High schools are active in recruitment, employment and promotion of teachers.

(44) Recruitment, use and promotion of teachers are transparent and fair, based on standards / press capacity.

(45) Innovation, consulting and rotation / redeployment of teachers is done periodically.

(46) Systems of teacher evaluation are objective and fair.

(47) The policy to attract and maintain qualified team of teachers accordingly.

(48) Plan for professional development meets the needs of teachers.

Criterion 10. Quality assurance of facilities, teaching facilities and finance.

(49) Systems of classrooms, laboratories, specialized classrooms meet the need of teaching and learning in high schools.

(50) The library has sufficient quantities and categories of books, newspapers, professional documents, newspapers, magazines and specialized fit which are updated regularly.

(51) Having consistent computer systems and intranet (LAN) which are regularly updated and modern.

(52) Having modern teaching aids which are effectively distributed and use.

(53) Infrastructure, facilities and teaching facilities meet the criteria and regulations as well as pedagogical environment, safety, health ...

(54) The school is free and can use effectively the assigned budget for the right purpose.

STANDARD 5. System of evaluating, supervising and managing the process of teaching.

Criterion 11. Assessing the quality of inputs and processes of student learning.

(55) The criteria and evaluation methodology cover all the objectives of the educational programs, courses, activities and quality education inputs (quality of teachers, students, facilities and means of teaching and finance).

(56) Assessment of student learning process includes evaluation prior to class, learning process, promotion / graduation.

(57) The students, groups and individuals are given the opportunity to comment and / or complaints about the results of the evaluation.

(58) The rating on the trail of students (up to grade, higher education or go to work ...) is done annually.

Criterion 12. Feedback from stakeholders

(59) The structure of feedback is appropriate to the stakeholders (employees, teachers, learners and graduate students, parents, community members, the management level ...).

(60) The results of feedback from stakeholders are used to improve the quality of teaching and learning.

(61) The results of feedback from stakeholders are used to prevent errors before they occur.

3.3.2. Process of self-assessment to manage the process of teaching of high schools in Tuyen Quang Province.

a) Purpose and meaning of the solution

The aim is to identify strengths to promote and especially the weaknesses / limitations and reasons for timely remedy.

b) Content and steps to implement the solution

The content is made including 03 major steps: (1) self-evaluation planning; (2) Implementation and self-assessment control; and (3) Writing and publicly reporting the results of self-assessment

c) Conditions for the successful implementation of the solution

Self-evaluation takes time and requires the efforts of all team teachers, staff and students of secondary schools. So, to have successful self-assessment process of teaching management of high schools in Tuyen Quang requires a great amount of time and sometimes have to reduce the other. However, the benefit of self-assessment is huge.

3.3.3. Balance between centralized and decentralized management in the process of teaching of high schools in Tuyen Quang.

a) Purpose and meaning of the solution: To establish a mechanism to manage the balance between centralized and decentralized management of the teaching process of high schools Tuyen Quang, ensure delineation of responsibilities associated with responsible authorities and among the stakeholders.

b) Content and steps to implement the solution

Step 1: Draw the picture of the current state of concentration and decentralization in the management of the teaching process of high schools.

Step 2: Analyzing the current state of centralized and decentralized management of the teaching process of high schools.

Step 3: Building measures to ensure a balance between centralized and decentralized management of the teaching process of high schools.

c) Conditions for the successful implementation of the solution: Require the involvement of a knowledgeable and experienced team about

designing the decentralization of education management. Training on capacity in the design and practical implementation of decentralized education management to team leaders, managers and teachers, high school staff..

3.3.4. Strengthening the relationship among "The school - family / parents - community" in the management process through innovative teaching activities of high school councils in Tuyen Quang.

a) Purpose and meaning of the solution: To improve the operation of high schools' councils in Tuyen Quang to strengthen the relationship and cooperation between "High School - parents / family - community" to participate in the teaching process management through high school board formation.

b) Content and steps to implement the solution: Propose ways to improve the operation of the High School Council: Improving parenting skills; Strengthening activities two-way communication between the school and parents; Designing volunteering activities and other activities suitable for parents; Strengthening counseling or attendance of parents in decision-making process as well as cooperation with the community ...

c) Conditions for the successful implementation of the solution: The management and the high schools should have reasonable policies, management mechanism to encourage teachers, parents and students actively participate in the activities of the school council.

3.3.5. Developing high schools in Tuyen Quang into schools of learning.

a) Purpose and meaning of the solution: In order to establish model schools of learning among the high schools in Tuyen Quang, through the mechanism and the process used to continuously improve the capacity of teachers, staff, managers and stakeholders, to reach the goals of sustainable development.

b) Content and steps to implement the solution: School learning is continuous learning and changing itself, but is not always in a helpful way. It may be suitable for individual learning, but doesn't share the knowledge among the members of the high schools or high schools can learn without sharing knowledge with members.

To establish or build school learning in high schools in Tuyen Quang, it needs to perform simultaneously the following three ways: Establishing safe, supporting environment for studying, trustful and mutual sharing; Developing processes and specific practices; and the leadership's encouragement of learning.

c) Conditions for the successful implementation of the solution: Besides the commitment to build a democratic, safe, positive and healthy

educational environment as above, schools also need to set up the team / group who are responsible for regularly determining or predicting the barriers in order to carry out corrective measures or prevent.

In fact, high schools are facing a variety of barriers to learning which can often be classified into 3 general categories: individual and group level, the school level, and the environment.

3.4. Assaying and testing the solutions

Subjects of assaying and testing include: managers (principals, vice principals and professional leaders, deputy professional organizations), teachers and staff; parents and community members representing 15 high schools in 1 town and 6 districts (02 high schools in each district) in Tuyen Quang Province.

3.4.1. The assay on necessity and feasibility of the proposed solutions shows the five proposed measures are all necessary and highly feasible.

3.4.2. Solution testing

The thesis chose the Standards assessment on the process of teaching management of high schools in Tuyen Quang, including 05 standards and 12 criteria and 61 indicators for testing and the results were pretty good.

Conclusion of Chapter 3

Based on a theoretical basis in Chapter 1 and the current state of the teaching process management in public high schools in Tuyen Quang Province in the context of decentralization of education management in Chapter 2, the thesis built and proposed the set of standard measurement / evaluation of the process of teaching management in public high schools in Tuyen Quang in the context of decentralized education management including 05 standards and 12 criteria and 61 indicators in accordance with the teaching process management, as well as some solutions to implement and test results, and the testing has proven the necessity and feasibility of the solutions.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Managing the process of teaching high school to reach the target, therefore, the thesis has proposed system / set of standards, criteria and indicators to evaluate the success and management processes so that high schools can regularly self-assess and improve the management of their teaching process in the context of decentralized education management.

Recommendations

1. For Ministry of Education and Training: Continuing with specific solutions for strong management innovation of high school education by increasing the autonomy and self-responsibility of the schools, especially in the management of the teaching process.

2. For the People's Committee of Tuyen Quang: On the basis of law, the People's Committee of Tuyen Quang continues to study and carry out regulations on decentralization of education management in general, including the management of the teaching process for the high schools.

3. For Tuyen Quang DOET: Study to deploy the application of the standard measurement / evaluation and the procedure of teaching process management in high schools in Tuyen Quang in the context of decentralization of education into practice.

4. For high schools in Tuyen Quang province: Continue to study, improve and replicate efficiently the application of the standard measurement / evaluation and the procedure of teaching process management in high schools in Tuyen Quang in the context of decentralization of education.

**LIST OF PUBLICATIONS
RELATED TO THE DISSERTATION**

1. Nguyen Van Son (2014), The Nature of teaching management in high schools (Education Magazine No. 341, Volumn 1 September 2014)
2. Nguyen Van Son (2016), The model and factors affecting the management of successful teaching process in high schools (Education Magazine No.126, March 2016)