

**MINISTRY OF EDUCATION AND TRAINING
THE VIET NAM INSTITUTE OF EDUCATIONAL SCIENCES**

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**DEVELOPING THE UPPER SECONDARY SCHOOL
TEACHING STAFF IN DA NANG CITY
IN THE CURRENT CONTEXT**

Research Area : Education Management

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SUMMARY PHD THESIS IN PHILOSOPHY IN EDUCATION SCIENCE

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INTRODUCTION

1. Justification of the theme

The factor that decides the success of the industrialization – modernization and international integration is the Viet Nam human resources which develop both in quantity and in quality based on highly educational level. Teaching staff in general and the upper secondary school teaching staff in particular are a core force of the education and training cause, a vital factor making decision for upgrading educational quality.

Despite of gaining several achievements in scale and basis training level, but the upper secondary school teaching staff in Da Nang have not met the demands of educational renovation. The main cause of this reality is management, recruitment, employment, a considerate policy, training, fostering of the teaching staff which is still restricted.

Those above analyses are reasons we decided to choose the theme that contains using educational management theories, human resource management in solving a practical issue of the upper secondary school teaching staff development management. The thesis is expressed by the title: *“Developing the upper secondary school teaching staff in Da Nang city in the current context”*.

2. Purpose of study of the thesis

The research issues solutions in developing the upper secondary school teaching staff in Da Nang city in the current context with the aims of meeting the demands of innovating education and training basically and completely.

3. Object and Subject of the study

3.1. Object of the study: The upper secondary teaching staff.

3.2. Subject of the study: Developing the upper secondary teaching staff.

4. Scientific hypotheses

If the solutions are proposed in approaching teaching professional standards and the theory of human resource development and impact synchronously on the basic steps of the process of developing the upper secondary school teaching staff, they will meet the demands of basic and complete education and training renovation.

5. Scope of the study

5.1. In term of content and management level

Management solutions of the management subjects at provincial and school level, especially management solutions from Department of education and training to the upper secondary school teaching staff.

5.2. In term of location and time

Practical study and experimental study are carried in Da Nang city. Time for actual evaluation assessment is from school year 2010-2011 to 2013-2014.

6. Task of study of the thesis

6.1. Studying theoretical fundamental of developing the upper secondary teaching staff.

6.2. Analyzing and evaluating the actual situation the upper secondary teaching staff and the upper secondary teaching staff development.

6.3. Proposing some solutions to develop the upper secondary teaching staff meeting the demands of innovating education and training.

6.4. Testing a solution to develop the upper secondary teaching staff meeting the demands of renovating education and training.

7. Methodology and method of study of the thesis

7.1. Methodology: systematic approaching, complexity approaching.

7.2. Specific methods of study of the thesis:

- Theoretical method of study.

- Group of practical methods of study consisting of investigation, survey; educational activity production research; experiential summarization; expert and direct interviewing.

- Group of information process consisting of using mathematic statistics; IT soft wares; diagrams, tables, graphs and charts.

8. View points of defending the thesis

8.1. In order to develop the teaching staff in upper secondary school which meets the demands of education and training reform, we need to carry out synchronously the solutions for dealing with planning, selecting, employing, training, fostering, inspecting, testing and setting up policies ...

8.2. In the process of carrying out the solutions, synchronization of selection, assignment, assessment, fostering should be paid much

attention in which the selection is the most crucial.

9. New scientific contributions of the thesis

9.1. Theoretical basis: Systematizing and making the theory of developing the upper secondary school staff more abundant based on employing multiple sides of researching approaching methods, especially approaching human resource development theory; approaching the upper secondary school teacher professional standard and requirements of the teachers and requirements of upper secondary school teachers in the context of education and training renovation cause; analyzing clearly the content of developing the teaching staff in the upper secondary schools and factors that affect the upper secondary teaching staff development.

9.2. Finding out the reality of the upper secondary school teaching staff development in Da Nang city with weaknesses, shortages that need overcoming such as management decentralizing and planning; selecting, employing, training and fostering teachers; evaluating teachers and inspecting, testing professional skills of the upper secondary school teachers.

9.3. The thesis proposes 6 solutions in the upper secondary school teaching staff development that are enough in quantity, synchronized in staff structure, secured in quality that all meet the demands of education and training reform.

10. Structure of the thesis

Besides the introduction, conclusion and recommendations, the thesis contains three chapters:

Chapter 1: Theoretical basis in developing the upper secondary school teaching staff.

Chapter 2: The reality of the developing the upper secondary school development in Da Nang city and international experiences.

Chapter 3: Solutions in developing the upper secondary school teaching staff in the current context.

Chapter 1

THEORETICAL BASIC OF THE DEVELOPING THE UPPER SECONDARY SCHOOL TEACHING STAFF

1.1. Overview of the research project

1.1.1. *Researches on human resource development:* Domestic and external research works on human resource development have asserted the role of human resource in general as well as the teaching staff in particular. They all issue various conclusions that depends on adjoining and starting point of the researches. However, in current context of basic and thorough renovation of education and training, it is very necessary to have researches on developing Viet Nam human resource and the teaching staff in particular.

1.1.2. *Researches on teaching staff development:* Researches on setting up and developing the teaching staff are focused on the following fields such as training, fostering, professional standards, policies, ...

1.2. Basic concepts

1.2.1. *The upper secondary school teaching staff:* The upper secondary school teaching staff are the people who work as teachers and educators in upper secondary schools. They all have functions to teach, to educate high school students.

1.2.2. *Quality, teaching staff quality:* Teaching and educating quality of teachers are assessed through the result of knowledge acquisition in which the final production is capacity and personality. Educational quality ought to orient towards “developing students”, “developing human resources”. Teaching staff quality is manifested by personality, morality, ethics, qualifications; quantity; staff structure,...

1.2.3. *Management:* Management is an intentional and oriented activity which is implemented by the management subject to impact upon management objects with the purpose of carrying out the identified aims of management.

1.2.4. *Development and developing the human resource*

Development is an internal process, a transfer from low level to higher level in which the low contains potential trends to the high and the high is the low which is developed. Developing the educational

human resource is developing the teaching staff in order to ensure quantity, standard, structure.... to meet the increasing demands of education.

1.3. Requirements of upper secondary school teachers

1.3.1. Position, role, function of the upper secondary school teachers: They have the important position, role, function in the school, they are the center of connection, cooperation, sharing of their students.

1.3.2. Innovating basically and thoroughly education and training in with the upper secondary school teachers development

- Requirements on developing teaching staff: Standardizing the teaching staff; carrying out planning the process of teaching staff development, setting up and remaining the synchronization in educational structure among subjects and educational fields in upper secondary school; reforming salary policies, allowance and other favor, treatment.

- Requirements of the upper secondary school teachers: Teachers have to have professional qualifications, pedagogical art, ability of guiding and organizing activities. They are the centre of student community, they have ability to gather, influence, connect, help students. They must be trained with standard profession, pedagogical skills and quality of suitable social and career morality.

- Characteristics of upper secondary students' learning activities and teachers' requirements: Upper secondary school students are in the stage of strong development in psycho-physiology and more mature, more living experienced, more conscious of their positions, as well as their roles. Their attitudes to the subjects are selective, the differentiation in learning activities is more selective, their differentiation in learning activities is clearer, stronger due to affection of their trends towards choosing careers after schooling. Furthermore, their learning interest will associate with career tendencies. Therefore, the upper secondary school teachers ought to master learning features of their students; they ought to enhance their professional skills, fully equip their knowledge, encourage their students to study.

1.3.3. International, domestic context and opportunities, challenges of the teaching staff development

The process of globalization and knowledge economy formation

require upgrading educational quality, in which teaching staff quality plays an important role. Our country economy has begun to run according to the market mechanism oriented towards socialism based on basic rules which are rules of value, supply - demand and competition. Therefore, we have to modernize quickly, enhance educational quality in order to exist and develop in a competitive market mechanism.

We are focusing all power, resources to deploy Resolution 29-NQ/TW, the 8th Conference, Party Central Executive Committee session XI on “Innovating basically and thoroughly education and training in order to meet the demands of the requirements of Industrialization and modernization in the condition of the market mechanism oriented towards socialism and international integration” (Resolution No. 29). All of the above are not only opportunities but also challenges of the teaching staff development.

1.3.4. Professional standard of the upper secondary school teachers

Teaching staff professional standard is a criterion united system for knowledge and professional skills; pedagogical abilities; political virtue, morality, mode of living that a teacher needs to achieve to implement the teaching and educating duty.

1.4. Developing the upper secondary school teaching staff

1.4.1. Managing upper secondary schools and decentralizing the management of teaching staff

- Managing upper secondary schools consists of managing teaching process, education, finance, human resource, administration and social environment, in which the teaching process is vital.

- Decentralizing the management of teaching staff: Decentralizing the management in the teaching staff development is jurisdiction, responsibility among management levels based on ensuring the suitability between volume, jurisdiction and ability, real condition of each management level in order to enhance the quality, effect of teaching staff development activity.

1.4.2. The content of developing the upper secondary school teaching staff

- Planning the upper secondary school teaching staff development with enough quantity, synchronized structure, quality.

- Enrolling teachers following the standard process, the rules, following the qualifications and ability.

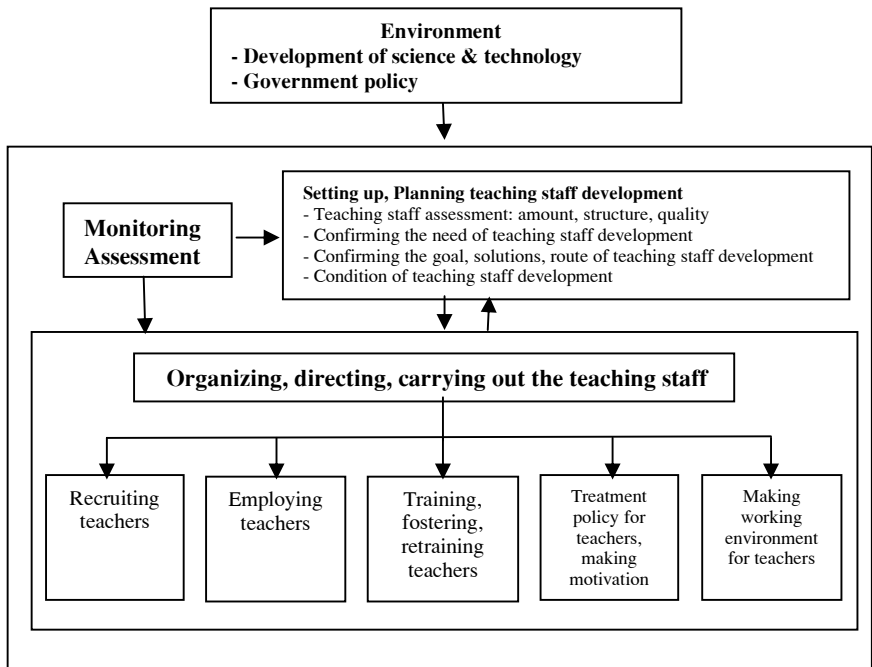
- Employing and well promoting teachers' ability and qualifications. This is a very important stage of management process.

- Well implementing training, fostering, promoting the self-study of teachers to enhance qualifications.

- Well implementing treatment policies, attractive policies for excellent people, motivating, encouraging teachers.

- Well carrying out testing and assessment.

The above six contents have mutual relation, affecting each other.



1.5. Factors affect the developing the upper secondary school teaching staff

1.5.1. Objective factors

The rapid development of science and technology requires upper secondary school teachers to advance the knowledge of professions, professional skills so as to meet the requirements of human resource quality. Mechanism, policies are still insufficient, they have not created

motivation for teachers in working and in devoting themselves to their teaching. Hence, stabilization and teaching staff development which have enough amount, synchronize with structure, ensure quality have a lot of difficulties and obstacles in this stage.

1.5.2. Subjective factors

Subjective factors are prestige, trademark of educational base; educational environment, educational managers' ability; management apparatus and awareness of teaching staff.

Conclusion of Chapter 1

In chapter 1, the thesis has generalized the research works of a lot of authors in the country and in foreign countries on teaching staff development in a system that is divided into each matter on positions, roles of teachers and teaching staff development. The thesis inherits selectively the qualities.

The thesis applied systematic approaching, complexity approaching together with suitable research methods to identify the content of the upper secondary school teaching staff development and affected factors.

The thesis clarified that the upper secondary school teaching staff development is the affection of management subject in order to ensure professional standards, to set up the teaching staff having enough quantity, qualifications, structural synchronization. Developing the teaching staff is planning, organizing, instructing, testing and assessing every stage from planning, selecting, employing, training, fostering, testing, assessing and treatment policies.

The teaching staff development suffers the affections from various subjective and objective factors, but it also faces advantages and difficulties in the developing the teaching staff.

Chapter 2

THE REALITY OF THE UPPER SECONDARY SCHOOL TEACHING STAFF DEVELOPMENT IN DA NANG CITY AND INTERNATIONAL EXPERIENCE

2.1. Features of economical and social development of Da Nang city

2.1.1. Natural geography and society-economy: Natural geography and society-economy conditions in Da Nang City have a lot of advantages but also difficulties in the process of development.

2.1.2. Overview of Da Nang educational and training:

In the recent years, Da Nang education and training has made several firm progress. However, it has not met the requirements of the present socio-economic development and educational and training renovation.

2.2. Organizing the collecting of the data

The thesis author took a census, conducted a survey of the teaching staff reality, the upper secondary school teaching staff development to 56 management personnel and 354 teachers from the upper secondary school in Da Nang City through forming samples of the survey sheets; choosing samples of the survey sheets; organizing the surveys based on the collecting the data, statistics, studying documents restored at the Da Nang Department of education and training, studying other documents and professional records at the upper secondary schools, interviewing and conducting the data.

2.3. Policies and the situation of developing the upper secondary school teaching staff in Viet Nam

2.3.1. The policies of developing the upper secondary school teaching staff in Viet Nam: The Party, the government and the authorities have paid much attention to construct the teaching staff and management personnel. In the stage of reforming, they issue a lot of legal written texts, a lot of guiding and directing written texts on the upper secondary school teaching staff development. Especially, Resolution No. 29 brings out the solutions of teaching staff and management staff to meet the requirements of educational and training renovation.

2.3.2. The situation of developing the upper secondary school teaching staff in Viet Nam

Planning human resource development in the stage 2011-2020 has been applied. The recruiting teachers is carried out according the regulations, each locality has its own recruitment based on decentralization. The employing teachers is basically carrying out based on regulations. In many localities, due to the lack of teachers, some teachers have to teach the subjects that they are not trained at universities, colleges. The fostering for teachers is not specific about

the content, methodology and form of fostering. The teachers' salary is still low, some teachers quit working because of difficult living condition, move to other jobs or has further working. The emulation, reward is still in the formula of *asking – giving*, this is mainly for leaders; therefore, it has not honoured and encouraged the teachers.

2.4. The reality of the teaching staff

2.4.1. Amount and structure of the teaching staff: The amount of the upper secondary school teaching staff basically meets the requirements of the teacher scale in a class, female teachers are nearly 70% of all. However, the teacher amount fluctuates due to the fluctuation of student amount, the retired, quitted, transferred teachers,

2.4.2. The qualifications of teaching staff: 100% of the teachers reach the required standard and high standard. 85,4% of the teaching staff is at university's degree, 14,6% is at master's and doctorate's degree. The percentage of teachers of English is still insufficient.

2.4.3. Pedagogical abilities of the teaching staff

Through exchanging of ideas, surveying, 283/354 teachers which attain 79,9% and 46/56 management personnel which attain 82,1% affirm that most of the teaching staff's pedagogical abilities are pretty good; the left of the above teachers and management personnel think that there have been some small amount of teachers who have limited capacity.

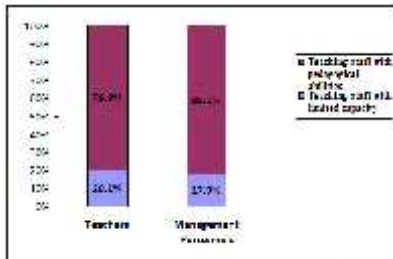


Figure 2.4: Survey result of teaching staff's pedagogical abilities

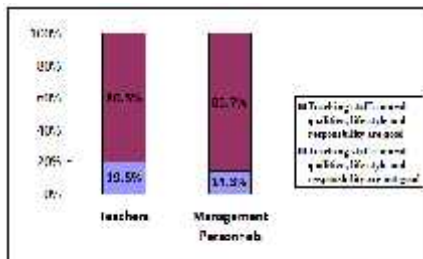


Figure 2.5: Survey result of teaching staff's moral quality, lifestyle and responsibility

2.4.4. Moral quality, way of living, responsibility of the teaching staff

Through exchanging of ideas, surveying, 283/354 teachers which attain 80,5% and 46/56 management personnel which attain 85,7%

affirm that most of the teaching staff's morality, way of living, responsibility are good; the left of the above teachers and management personnel think that there have been some small amount of teachers who have not got awareness and have not carried out regulations correctly on teachers' morality.

2.4.5. The results of classifying the teachers and students at upper secondary schools

Table 2.3: Classification results of the upper secondary school teaching staff (%)

School year	Classification results								
	Total	Very good		good		Ordinary		Weak	
		Amount	%	Amount	%	Amount	%	Amount	%
Assessing teachers from Decision 06									
2010-2011	1.629	1.022	62,7	519	31,9	88	5,4	0	0,00
2011-2012	1.686	1.207	71,6	406	24,1	73	4,3	0	0,00
2012-2013	1.702	1.134	66,6	477	28,1	91	5,3	0	0,00
2013-2014	1.670	1.401	83,9	182	10,9	87	5,2	0	0,00

Assessing teachers from professional standards									
2010-2011	1.629	933	57,3	630	38,6	66	4,1	0	0,00
2011-2012	1.686	1.267	75,1	366	21,8	53	3,1	0	0,00
2012-2013	1.702	1.224	71,9	411	24,2	67	3,9	0	0,00
2013-2014	1.670	1.308	78,3	296	17,7	66	4,0	0	0,00

The percentage of very good students are low (Da Nang is ranked lower than the others in the list of national statistics); the percentage of weak students are high.

2.5. The reality of developing the upper secondary school teaching staff in Da Nang City

2.5.1. Management decentralization of the upper secondary school teaching staff development

Department of education and training and the upper secondary schools decentralized basically in accordance with Decree No 115/2010/N -CP of the Government. However, Department of education and training and the schools have not allowed to implement some contents on the upper secondary school teaching staff development such as the department has not allowed to appoint principals, to select teachers for further learning, to support them in post graduate learning or political courses. The department has not had full rights to recruit teachers from other localities as well as attract good teachers. The upper secondary schools still have no function to send their teachers to training, fostering, going on business; the school has not had any rights to sign contracts with teachers or had policies to attract good teachers. They have not had any autonomy rights in their expenses that are supplied...

2.5.2. Building the plan of the upper secondary school teaching staff development

Most of the management personnel, teachers say that the planning, developing the teaching staff is more and more important. Only a few teachers says that the planning, developing the teaching staff are normal. The leaders of the department of education and training have not set up a plan for developing the teaching staff in general and the upper secondary school teaching staff in specific. They has not directed the upper secondary schools to set up a plan, too.

2.5.3. Recruiting and employing the upper secondary school teachers

The recruiting teachers for the public upper secondary school teachers conducted by Department of education and training, this process has not licensed in the schools' principals. The employment of teachers basically is correct, some principals employed teachers to teach the school subject that they are not trained due to the lack of teachers. A lot of schools have implemented the assignment of personnel. Department of education and training, the schools have not planned the capacity teaching staff to be a core force in professions.

2.5.4. Training, fostering the upper secondary school teachers

The training, fostering focuses on specialty, professional skills, foreign languages, political theory... and achieve some important

results, enhance the quality of the upper secondary school teaching staff. However, in order to make these tasks more effective, we should continue to reform the content, forms of training, fostering.

Table 2.10: The result of quality survey of training the upper secondary school teaching staff (%)

Objects	Excellent		Very good		Good		Ordinary		Weak	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Management personnel	7	12,5	9	16,1	31	55,4	9	16,0	0	0
Teachers	56	15,8	52	14,7	186	52,5	60	17,0	0	0

2.5.5. Treatment policies of the upper secondary school teachers

The upper secondary schools basically carry out enough regulations and policies for teachers; treatment policies of teachers are still limited. To develop the teaching staff, we need to reform emulation, reward, honor; supportive policies for teachers on housing, funding and expenses...

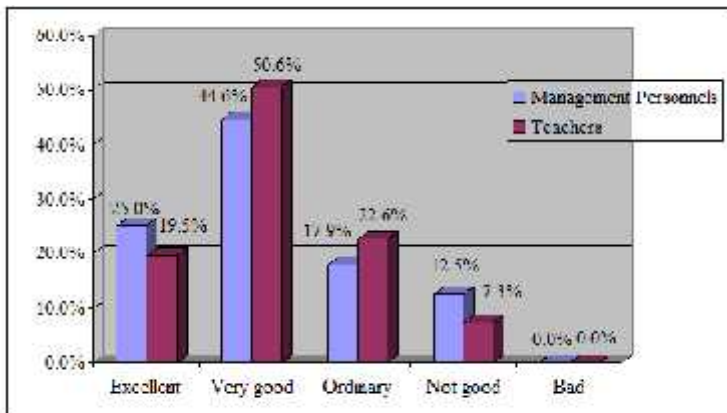


Figure 2.14: Survey result of treatment policies for upper secondary teachers

2.5.6. Assessing teachers and inspecting, checking the upper secondary schools

The inspection, checking, assessment is conducted in several forms. However, these tasks are conducted regularly, they are merely focused in formality, sensibility, objective. The assessing the teachers is carried out following the instructions but it is sometimes not standard and the results of assessment have not been used as a motivation to make the teachers strive.

2.6. General assessment

2.6.1. Achievement, strong points

The upper secondary school teaching staff are basically enough in amount. Most of the teachers have good quality and ability. The recruitment, employment, training, fostering, treatment policies, observation, inspection, testing works have paid much attention by the Department of education and training, by the schools. Especially, the attractive policies of teachers have achieved some good results. The management decentralization also makes good conditions for Department of education and training to do better the task of developing the upper secondary school teaching staff.

2.6.2. Limitations and inadequacies

The developing the upper secondary school teaching staff of all levels of management and school leaders in schools has not been decentralized clearly; the planning has not been attracted great importance; the recruiting and employing teachers have been limited; the training and fostering have not carried out continuously; there has been confliction between training degrees and pedagogical abilities; the testing tasks have not been implemented regularly, sometimes the assessment has been inaccurately. The causes of these limitations are too many but they are mainly from a lot of restrictions of the developing the upper secondary school teaching staff in Da Nang City.

2.6.3. Advantages, opportunities

Educational developing policy stage 2011-2020 and Resolution No 29 states that developing the teaching staff is an important solution. In Da Nang City, the upper secondary school teaching staff, management staff have correct awareness of the importance of developing the upper secondary school teaching staff. Besides, the society is paying much attention to this and also want to enhance the quality of education and training in which the role of teaching staff is a decisive factor. The things above are advantageous conditions, opportunities for Da Nang Department of education and training in the developing the upper secondary school teaching staff.

2.6.4. Difficulties, challenges

A great number of teachers need to be retrained, fostered to meet the requirements of the renovation; a small number of teachers are lack

of striving, responsibility; the treatment policies, especially, the salary is still low, so the city has not attracted, encouraged teachers to fulfill their tasks well; the economic condition of the city are still difficult, ...

2.7. Experiences of some countries on developing the upper secondary school teaching staff

2.7.1. Recruiting and employing teachers

In some developed countries that have developed education and training such as Singapore, Korea, France,... they always identify that teacher is one of the top factors. They take much interest in recruiting qualified teachers, in displaying teachers' ability, in building a new structure of profession towards the improvement of profession.

2.7.2. Training, fostering teachers

The training, fostering the high school teachers in countries that have developed education such as Finland, Japan, Singapore,... are always attracted importance and are carried out with various models, programs, a lot of modern training forms. Therefore, teachers in these countries are not only considered as teachers but also as independent educational researchers.

2.7.3. Teachers' treatment policies

In countries that have developed education, the treatment policies, the position of teachers is always set at the top of the occupations. Teachers are considered as noble persons, as professionals. The income policies, honor policies, enhancing ability and profession morality of teachers have been considered as top priorities in educational developing policies of these countries.

Conclusion of Chapter 2

Beside the positive aspects, the upper secondary school teaching staff still have a lot of limitations, they have not met the requirements of educational renovation. The planning, developing the upper secondary school teaching staff has really been interested; the quality, the scale of teachers among schools is still unequal.

The recruiting only focuses on standards of training degree, on diploma-mindedness but it has not set up a criterion set to assess exactly pedagogical capacity, moral quality of profession. Therefore, it is necessary to innovate the recruitment to select capacity teachers.

The training, fostering has still been inadequate; the training and

educating students in pedagogical universities can catch up with the reality of the society. Contents, forms of continuous fostering are lack of practicality, unsuitable for the reality and have not become vital needs for themselves.

The testing, inspecting, assessing, ranking teachers are unspecific, subjective; the usage of assessment methods is inadequate, has not carefully chosen the teaching staff, so there have been a small number of teachers who do not attain professional standard. The treatment policies have not made motivation, encouragement to the teachers in working with mind at ease, in devoting themselves to the educational cause. Therefore, we need to focus directing and deploying the solutions, issuing suitable mechanism and policies to develop the upper secondary school teaching staff so that they meet the demands of education and training renovation.

Chapter 3

SOLUTIONS OF DEVELOPING THE UPPER SECONDARY SCHOOL TEACHING STAFF IN DA NANG CITY IN THE CURRENT CONTEXT

3.1. Orientation in the upper secondary education development in Da Nang until 2020

3.1.1. Orientation in socio-economic development in Da Nang until 2020

The resolution of Provincial Communist Party Congress XX, term 2010-2015 in Da Nang identified rapid development of high quality human resource was one of five breakthrough strategies on socio-economic development until 2020.

3.1.2. Orientation in the upper secondary education development in Da Nang until 2020

In the educational plan, it is estimated that until school year 2019-2020, Da Nang will have 33 upper secondary schools with 53,300 students and 2,760 teachers.

3.2. Principles of suggesting solutions

Suggested solutions are based on principles that ensure practicality and meet the requirements of basic, complete education and

training renovation as well as ensure feasibility, appropriateness, effectiveness, synchronization and inheritance.

3.3. Solutions of developing the upper secondary school teaching staff in Da Nang City

3.3.1. Solution 1: Enhancing the decentralization to upper secondary schools in developing the teaching staff

3.3.1.1. Aims and meanings

Aims and meanings of this solution are to enhance the decentralization, license self-control in developing the teaching staff for the upper secondary schools, facilitate the schools actively, promote the roles of the principals, organizations, unions and form the ability of holding the ownership of the teaching staff.

3.3.1.2. Contents

Contents of this solution are to decentralize the management suitably, scientifically; check, review, adjust, supplement functions and authorities, strengthen the license of self-controlling and promote the management roles of principals in building, develop the teaching staff, control the finance,..

3.3.1.3. Implementation

The implementation of this solution is to establish, implement, direct, test, assess and ensure the conditions to carry out the solutions suggested in the plan.

3.3.2. Solution 2: Setting up the plan to develop the upper secondary school until 2020

3.3.2.1. Aims and meanings

Planning the developing the upper secondary school teaching staff is to build the upper secondary school teaching staff and to ensure the human resource to carry out the project of innovating education and training basically and completely.

3.3.2.2. Contents

Contents of this solution is to investigate, survey, analyze, assess, synthesize the real situation on amount, structure, quality of the upper secondary school teaching staff in order to issue objective and scientific conclusions; to forecast indicators, norms of quantity, quality of the upper secondary school teaching staff. From that, setting up the active plan should attract with solutions which have high feasibility.

3.3.2.3. Implementation

The implementation is to establish a Directing Board, Assistant Group; to set up plans; to coordinate implementation; to direct the upper secondary schools to build plans for developing the teaching staff.

3.3.3. Solution 3: Renewing the recruitment, employment, movement of teachers

3.3.3.1. Aims and meanings

To enhance licensing of teachers' recruitment for principals; to employ the teaching staff effectively; to establish a teachers' movement mechanism in order to change the working environment, to regulate the educational quality among schools.

3.3.3.2. Contents

The contents of this solution is to conduct statistics, to survey, to assess the working effectiveness of teachers; to renew the annual recruitment of teachers, to license the autonomy for schools in recruiting, employing the teaching staff; to carry out well the praising, awarding, promoting teachers; establish standards, regulations and policies relating and process of movement, appointment teachers among schools annually.

3.3.3.3. Implementation

The implementation of this solution is to set up, to make plans public, to study thoroughly the policy of developing the teaching staff and moving upper secondary school teachers annually; to decentralize for principals to recruit teachers; to transfer teachers as planned; to assess, to draw on experience of the plan implementation; to do well the teachers' employment towards the promoting teachers' ability, quality.

3.3.4. Solution 4: Innovating training, fostering, retraining teachers

3.3.4.1. Aims and meanings

To advance the upper secondary school teaching staff on degrees, professional abilities, profession morality.

3.3.4.2. Contents

The contents of this solution are to focus on training, fostering, retraining the teaching staff on the aspects of conception politic,

professional morality and quality, professional ability, foreign languages, IT and other supportive knowledge.

3.3.4.3. Implementary

The Department of education and training and the principal of each the upper secondary school base on the plan in order to carry out effectively the training teachers, retraining, post graduate training for the upper secondary school teaching staff; to implement the periodic, official, regular fostering and at the same time to enhance self-studying, self-fostering of the teachers.

3.3.5. Solution 5: Establishing, promoting the influence of the professional group leader staff and the core teachers in developing the teaching profession.

3.3.5.1. Aims and meanings

To establishing the professional group leader staff having morality, professional ability; to set up the core teachers to be a key in professional training, to set up test banks, to train excellent students, ...

3.3.5.2. Contents

The contents of this solution are to plan to create a source for human resource; to build training and fostering plans; to carry out the work of appointment, dismissal of the group leader staff; to select, to enrich qualified teachers to be core teaching staff of each school subject in all of the schools.

3.3.5.3. Implementation

The implementation of this solution is to set up plans; to direct, to urge, to monitor, to summarize, to evaluate the plans.

3.3.6. Solution 6: Enhancing the inspecting, checking

3.3.6.1. Aims and meanings

The aims and meanings of this solution are to evaluate the ability of teachers correctly, the management of principals to promote the education quality to meet the demands of education and training renovation.

3.3.6.2. Contents

The contents of this solution are to make all levels of leaders, the teaching staff study thoroughly the solution to raise right awareness of the purposes of assessing teachers; to set up the contents, the proofs of each criteria, standards of evaluating teachers. The assessment is not

only based on the assessment of leaders, colleagues but also based on the output results of students whom that teacher teaches with the participation of students, parents and society.

3.3.6.3. Implementation

To establish and deploy effectively the plans of periodical, unexpected, abnormal, internal inspection; to carry out the emulation and reward well. After inspecting, there are evaluation, comments, learning from experience.

3.4. Conditions to implement the solutions

These solutions need the concern of the leaders, the direction, the investment in finance, in facilities, in teaching equipment according to the standardization, modernization, especially in setting up suitable treatment policies of People's Committee. Department of education and training, the upper secondary schools have to think that the developing the upper secondary school teaching staff is one of the important and continuing political tasks. Each teacher has great awareness, responsibility of carrying out the duty.

3.5. Relationship between the solutions

These above solutions have mutual relationship. Each solution is a premise, a condition and also a result of the rest of the solutions. Therefore, in order to develop the teaching staff effectively, we should apply all of the six solutions at the same time.

3.6. Testing

3.6.1. Exploring the urgency and the feasibility of the suggested solutions

Organizing the referendum through questionnaires (samples); evaluating based on each level; synthesizing, analyzing the evaluative data in objective group in order to evaluate the urgency and feasibility of the solutions that the thesis suggests. The result of the exploration shows that the suggested solutions are very urgent and feasible.

3.6.2. Testing

Conducting testing solutions of building professional group leader staffs of the Maths, Physics, Chemistry, Biology, Literature, History, Geography, English in six upper secondary school during two years (9/2011-9/2013). The results of testing shows that: the number of professional group leaders is joined in training, fostering, the number of

projected source teachers increase; the effectiveness of working of the professional group leaders is evaluated better than before; the professional group leaders impact actively the advancing of qualifications and qualities of the teachers.

Conclusion of Chapter 3

The upper secondary school teaching staff in Da Nang are standard in training level; however, pedagogical competence has not been uniform. The educational result of each teacher has been different, professional morality of some part of teachers has been still limited. Therefore, developing the upper secondary school teachers to meet the demands of the need of education and training renovation is a very necessary work.

The suggested solutions of developing the upper secondary school teaching staff are explored, tested, verified the feasibility in six upper secondary schools. The results of exploration affirmed the active impact of them on the management subjects and the stages of the management process, elements of the process of developing the upper secondary school teaching staff. These solutions are carried out at the same time, they ensured the principles that will develop the upper secondary school teaching staff, contributing to the enhancing educational quality, meeting the requirements of education and training renovation.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

Developing the upper secondary school teaching staff meeting the requirements of education and training renovation is very meaningful, is a scientific activity which has a lot of relationships and impacts of a lot of factors.

Ability, quality of each teacher and the whole teaching staff are important factors deciding for educational quality. The upper secondary school teaching staff need to develop in such a way that they have to have enough ability and quality meeting the requirements of training the highly qualified human resource for the country, firstly of training the upper secondary school students to approach careers and to prepare well for stages after high schooling. Therefore, developing the upper

secondary school teaching staff need a lot of attention if not they will not meet the requirements of education and training renovation.

Developing the upper secondary school teaching staff is that we have to carry out well the contents of training, fostering from pedagogical schools and in the process of teaching, and to transfer from training procedure to self-training of each person. Simultaneously, the managing of the upper secondary school teaching staff should be extolled from ensuring the amount, synchronizing structures, recruiting well, employing, inspecting, testing, evaluating, ranking, treatment policies. Besides, ability, quality, morality should be trained, fostered for each teacher and for all of the staff in all of the schools in the city.

The thesis clarifies basic concepts and re-systematizes the theoretical basics of developing the teaching staff in the upper secondary schools. From that on, the thesis selects necessary contents in order to make them fundamentals for building a theoretical framework of the thesis.

Based on the theoretical framework, the thesis analyzes and assesses the reality of teaching staff in the upper secondary schools and developing the teaching staff in the upper secondary schools in Da Nang City. Analyzing, evaluating and identifies strengths and weaknesses and causes. The evaluation of the reality of developing the teaching staff in the upper secondary schools shows that, beside positive results, there have been some weaknesses such as some parts of upper secondary school teachers in Da Nang City are lack of professional skills, pedagogical abilities, lack of IT skills and foreign languages, hesitate to renovate method of teaching, lack of responsibility; awareness of few of management staff and teachers of the importance of the upper secondary school teaching staff is not good. The fostering is still concentrated on forms, it is ineffective, the management is sometimes loose; the inspecting and testing are not regular, the evaluation is not strict, the treatment policies have not encouraged teachers,

On these theoretical basic, the thesis proposes six solutions to develop the upper secondary school teaching staff in Da Nang City. Analyzing the necessity and feasibility of the solutions shows that these solutions are very necessary, feasible and synchronize when carrying

out. These solutions can be applied in order to overcome the weaknesses, limitations in developing the upper secondary school teaching staff in Da Nang City and partly contribute into implementing successfully aims and purposes of education and training innovation.

2. Recommendations

2.1. To the Ministry of Education and Training

The Ministry of Education and Training (MOET) should carry out the project of developing the system of pedagogical schools; enhance investment of facilities – technology, finance; building, innovate contents, curriculums to advance training quality of pedagogical universities. The MOET should direct the pedagogical schools in such a way that they have to enhance quality of methodological subjects, coordinate well with the Departments of Education and Training (DOETs) in internship, practice for pedagogical students.

The MOET should deploy the project of Innovating education and training basically and thoroughly; deploy specifically the Education development Policy in the stage of 2011-2020.

The MOET continue to consult the Party, the Government about policies of salary, treatment, emulation, award, honoring so that teachers and management staff can ensure their living conditions, can devote all their life to the cause of educating students.

2.2. To Da Nang People's Committees

Da Nang People's Committee should direct, steer Da Nang DOET carry out setting the developing the upper secondary school teaching staff.

Da Nang People's Committee need to implement Decree No 115/2010/N -CP, dated on 24/12/2010 of the Government on Regulation of state's management responsibility in education in which there are regulations of People's Committee at provincial level and the DOETs.

Da Nang People's Committee direct the DOET to deploy the project of teaching and learning foreign languages, the project of recruiting educational management staff, Program of action of Da Nang party committee in implementing Resolution No 29; adjusting policies of attracting teachers; caring and making good conditions on housing, supporting training fee, fostering teachers.

2.3. To Department of education and training

The Department of education and training has to set up the plan of developing the upper secondary school teaching staff until 2020, orientating to 2030.

The department should deploy the solutions suggested in which it should take care of building the plan of recruiting, managing, employing, training, fostering, inspecting, testing, consulting People's Committee to issue policies such as good treatment, emulation, awarding, honoring. The department ought to have yearly assessments on the result of implementing the solutions and the work of developing the upper secondary school teaching staff in each school.

The department has to carry out seriously the direction from superior leaders on building the teaching staff and management staff; pay much attention to setting up program of action to carry out the Policy of developing education in the stage of 2011-2020 and the Project of innovating education and training basically and thoroughly.

The department should coordinate with Da Nang Pedagogical university – Da Nang University and other universities in training, retraining, fostering, especially in fostering teachers in school consultant.

2.4. To the upper secondary schools

The schools should follow the directions from the DOET and the other superiors on developing the upper secondary school teaching staff; setting up the plan of developing teaching staff within each school; enhancing the work of training management, fostering the upper secondary school teaching staff; employing effectively the teaching staff; promoting the role of professional group leaders and core teachers; implementing regulations and policies, emulation, awarding to teachers.

LIST OF AUTHOR'S RESEARCHES RELATING TO THE THESIS

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- [2] **Le Trung Chinh (2012)**, “Taking advantages of human resource management to develop the upper secondary school teaching staff in Da Nang City”, *Educational journal*, No 284 (issue 2- 4/2012), page 12-14.
- [3] **Le Trung Chinh (2012)**, “Recruiting educational and training leaders in Da Nang City”, *Educational journal, Special issue (11/2012)*, page 8-10.
- [4] **Le Trung Chinh (2014)**, “Planning, developing female staff in education and training field in Da Nang City from 2007 up to now”, *Education-Science journal*, No 101 (2/2014), page 47-49.
- [5] **Le Trung Chinh (2014)**, “Developing teaching staff – a decisive human resource in the innovating education and training basically and thoroughly”, *Educational management science journal*, No 02 (6/2014), page 22-28.