

**MINISTRY OF EDUCATION AND TRAINING
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**

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**EVALUATING THE QUALITY OF
TEACHING - LEARNING MANAGEMENT
OF LOWER SECONDARY
SCHOOL PRINCIPALS**

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- The Vietnam National Library
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LIST OF SCIENTIFIC WORKS

1. Nguyen Anh Thuan (2012), “Quality of teaching management by school principals”, *Education science journal*, (No 76), January-2012, Ha noi

2. Nguyen Anh Thuan (2013), “Several competency requirements for an education evaluator”, *Education science journal*, (No 89), February-2013, Ha noi

3. Nguyen Huu Chau, Nguyen Anh Thuan (2014), “The current situation of assessing the quality of principals’ teaching management basing on principal standards in lower secondary schools”, *Education science journal*, (No 101), February-2014, Ha noi

INTRODUCTION

1. Rationale

Globalization, international integration and education standardization have become the indispensable tendency of development. It impacts dramatically on Education & Training. Secondary schools play an important role in creating a solid foundation for pupils on knowledge, skills and operation capacities, so that pupils will be ready to participate into working, producing or continuing studying in higher education levels to create skilled human resources in order to satisfy social requirements. Resolution of the 8th central conference, course XI has identified the spirit of renovating basically and comprehensively as : “Transferring the development of education and training from concentration into quantity into concentration into quality and efficiency, simultaneously satisfying the quantity requirements”. In the current period, together with the fast development of science-technology, the increase of intellectual amount leads to requirements on renovating management ways to improve the education quality. The school management includes: Managing the process of teaching - learning, finance, human resources, administration and education environment. The teaching - learning management of principal becomes more and more important. In the face of duties of renovating management ways, improving the quality of teaching - learning of principal,

requires the evaluation of the teaching - learning quality of principal.

Currently, the Ministry of Education and Training has deployed it and high schools have also implemented it. However, according to the principal standard of The Ministry of Education and Training, the evaluation of principal is not the evaluation of principal quality but the concentration into evaluating the teaching - learning management of principal. It is possible to tell that until now there is not any researching work in theory or in reality which evaluates the teaching - learning management quality of principal of Secondary school comprehensively and excellently. They are basic reasons why the thesis is entitled **“Evaluating the quality of teaching - learning management of lower secondary school Principals”**.

2. Aims of the research

In order to contribute into concretizing the scientific foundation on evaluating the teaching - learning quality of principal of secondary school, targets and procedure of evaluating the teaching - learning quality of principal in secondary school are proposed.

3. Object and subject of the research

3.1. Object

The school management of principal.

3.2. Subject

The teaching - learning management of principal in secondary schools.

4. Scope of the research

- Content: The thesis researches the theory of evaluating the teaching - learning management quality of principal in secondary schools; proposing targets and procedures of evaluating the teaching - learning quality of principals in secondary schools.
- Area: Surveys in 201 secondary schools in Hai Phong city, experiments in 8 secondary schools in Hong Bang district.
- Subject: Representing Department of Education and Training, principals, vice- principals, leaders of specialized groups, teachers, students and students' parents.
- Time: The research has been implemented since December 2010.

5. Scientific hypothesis

If scientific foundations on evaluating the teaching - learning management quality of principals in secondary schools are concretized, strategies on evaluating the teaching - learning management quality of principals are built and the evaluation of the teaching - learning management quality of principals is implemented, it will be possible to improve directly the teaching - learning management quality of principals and indirectly the teaching - learning quality in secondary school.

6. Research duties

- Concretizing the theoretical and actual bases of evaluating the teaching - learning management quality of principals in secondary schools.
- Proposing criteria and procedure of evaluating the teaching - learning management quality of principals in secondary schools

7. Research methods

7.1. Theoretical method

7.2. Realistic method

7.3. Statistic method

8. Basic theoretical points

- The teaching - learning management is one of the most important management activities of the principal, it has a decisive meaning in the teaching - learning quality of school.
- In order to identify the teaching - learning management quality of the principal, it is necessary to evaluate according to criteria (including content of evaluating the teaching - learning management quality and results of teaching - learning management of the principal) and to comply with evaluation procedure including detailed steps to ensure the subjectiveness and science.
- Evaluating the teaching - learning management quality of the principal has direct impacts on the teaching - learning management quality of principal and indirect impacts on the teaching - learning quality of school.

9. Contribution of the thesis

- The thesis helps clarify the conception on management quality, teaching - learning management quality of principals in secondary schools.
- The thesis shows the reality of evaluating principals in general and the principals in secondary schools in particular.
- The thesis proposes criteria set including 15 criteria, 60 indicators and procedures of evaluating the teaching - learning management quality of principal in secondary school including 4 steps.

Chapter 1. THEORETICAL FOUNDATION OF EVALUATING THE TEACHING - LEARNING MANAGEMENT QUALITY OF PRINCIPAL IN SECONDARY SCHOOL

1.1. Overview of research history

1.1.1. Outside the country

Researching the principal standard: Researches on principal quality in secondary school are implemented in many different points of view, but mainly concentrated into issues, such as: how to recruit principals with high quality for schools in order to ensure the success of schools. Standards for principal include requirements and criteria that any principal should satisfy to implement well duties of principal in order to ensure the success of the school. All successes of issues stated above aim at

improving the quality of managers or quality of principals in order to satisfy duties of managing schools in the current period.

The training program for principals and managers is standardized to develop the professional capacities for these objects in order to ensure leading the school effectively. Standardized programs integrate 11 skill areas according to 4 big fields: 1/Strategic leaders; 2/Organizational leaders; 3/Teaching leaders; 4/Political and communal leaders.

The principal evaluation in US has been paid much attention to since 1980, but generally it still has many shortcomings. One existing shortcomings is unclear purpose of principal evaluation. Moreover, the evaluation criteria have not ensured that the principal evaluation is implemented exactly and sufficiently. The evaluation criteria have not been completed, mainly based on the checklist and rank.

There are approaches in building and developing the principal standard as follows: 1/The principal standard is identified according to detailed work and duties which a principal must implement in the school. 2/The principal standard identified according to requirements on personal capacities and virtues in order to satisfy characteristics of management activities and relation in the school. 3/The principal standard is identified according to standards for evaluating the school and evaluating professional level of the principal. 4/The principal standard is

identified according to orientations and requirements of school and education innovations. For any approach, the principal standard sets up requirements which each principal should have, know and must implement in the position of leader of school.

Procedure of principal evaluation: In general the procedure of principal evaluation in US may include steps as follows: 1/Making an evaluation plan; 2/Collecting information; 3/Using information (Dale Bolton, 1980).

The principal evaluation in other countries has existed for a long time, but documents on standard and principal evaluation procedure are still poor; documents on principal evaluation according to standard are not clear; tools and techniques to measure the implementation of principal

1.1.2. Inside the country

Researches on principal: Several doctor theses have researched issues related to principals or principals in secondary schools, for instance: The thesis of Kham Keo Vong Phila (1996), “Researching virtues and personalities of principals in secondary schools”; the thesis of Do Bich Ngoc (1989), “Innovating work of inspecting the teaching and learning process of principal in secondary school”; the thesis of Trinh Thi Hong Ha (2009), “Evaluating Primary School Principal in Viet Nam standardization oriented”. In the country there is not any thesis on

evaluation the teaching - learning management quality of principal in secondary school.

Approach to build the principal standard: When building standards and procedure of evaluating human factor, although explained in many forms, in reality the traditional and popular approach in our country is creating a correlative personality model. It usually includes 2 - 3 parts, for examples: Capacity - virtue, or knowledge - skill, or thought - ethnics. This method is applied for all standards on human, but does not distinguish clearly the requirements or demands of standard.

Researching the management labor efficiency, evaluating implementation competence management efficiency: The author Tran Kiem: “The education management labor efficiency is originated from laboring of management object. It influences the whole management process”.

Evaluation of principals in Vietnamese secondary schools: The Ministry of Education & Training issues the principal standard in secondary schools, the approach to build this standard is based on competence.

In general, inside and outside the country, there is not any research on the evaluation of teaching - learning management quality of principals in secondary schools.

1.2. Management quality and teaching - learning management quality of principals in secondary schools

1.2.1. Approaching activities for researching issues

1.2.2. Management quality

1.2.2.1. Management purposes

1.2.2.2. Conception on management quality

The management quality is the suitability of process when the management subject influences the management object in order to satisfy management targets.

1.2.2.3. Factors constitute and show the management quality

(1)/Management capacities; (2)/Management activities (+/Operating activities; +/-Operating relations; +/-Operating resources; +/-Operating objective impacts; +/-Operating management works of management subject); (3)/Management result.

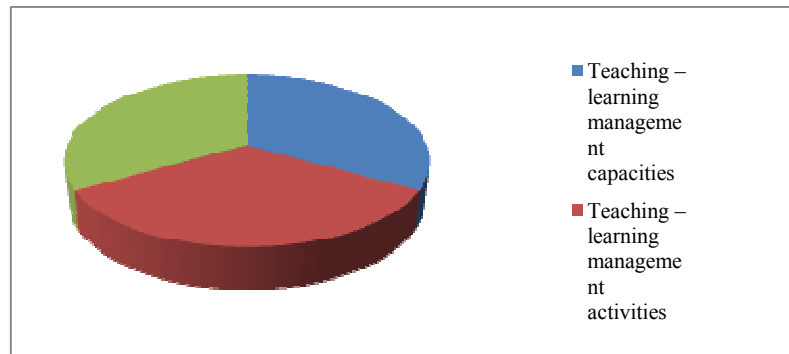
1.2.3. Teaching - learning management quality of principals in secondary schools

1.2.3.1. Teaching - learning management targets of principals in secondary schools

1.2.3.2. Conception on teaching - learning management quality of principal in secondary school

Teaching - learning management quality is the suitability of impacts of management subject on the teaching - learning process (implemented by teachers and pupils, with the efficient support of social forces to contribute into forming and developing

comprehensively pupils' personalities) in order to reach the teaching - learning management targets of school.



The 1st component: Teaching - learning management capacity of principal in secondary school

The 2nd component: Teaching - learning management activities of principal in secondary school

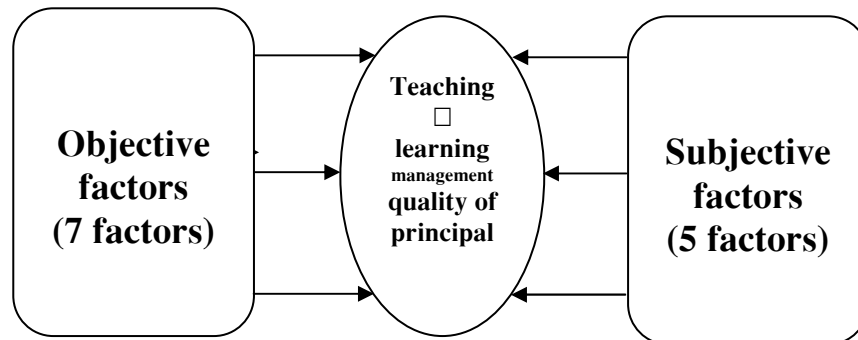
- (1) The principal manages teaching activities of teachers
- (2) The principal manages the learning activities of pupils
- (3) The principal manages conditions for ensuring the teaching - learning activities.

The 3rd component: Teaching - learning management results of principal in secondary school

-Organizing specialized groups, teams and assigning the teaching works- Steering document system; steering and operating validity and prestige of principal; -The quality of pupils and studying achievements of pupils; -Developing professional capacities and operations of teachers and officers; -Developing the management capacities of management officials and principal; -Developing

material facilities, environment and teaching - learning conditions of school.

1.2.3.3. Factors influence the teaching - learning management quality of principal in secondary school



1.3. Evaluation of teaching - learning management quality of principals in secondary schools

1.3.1. Several concepts related to evaluation of teaching - learning management quality of principals in secondary schools

Evaluation of teaching - learning management quality of principals is the systematic collection and explanation of evidences, as a part of process, comparison with target (concretized in criteria) proposed, leading to the judgment on value in the viewpoint of activities for operation and teaching - learning management results of principal.

1.3.2. Roles and requirements of evaluation of teaching - learning management quality of principal in secondary school

1.3.3. Contents of evaluation of teaching - learning management quality of the principal in a secondary school

Content 1: Evaluating the teaching - learning management quality of the principal

Content 2: Evaluating the teaching - learning management results of the principal

1.3.4. Methods and procedure of teaching - learning management quality evaluation of principals in secondary schools

1.3.4.1. Method of teaching - learning management quality evaluation of the principal in a secondary school

1.3.4.2. Procedure of teaching - learning management quality evaluation of principals in secondary schools

Step 1: Preparing to evaluate; Step 2: Implementing to evaluate; Step 3: Solving evaluation results; Step 4: Responding evaluation results.

Conclusion of chapter 1

In order to improve the teaching - learning management quality and teaching - learning standard, it is necessary to evaluate the teaching - learning management quality of principals by set of criteria and procedure of evaluating scientifically.

The management quality is the suitability of the impacts of management subject on the teaching - learning process in order to contribute into forming and developing comprehensively pupils' personalities according to teaching - learning targets of school with targets of teaching - learning management.

Evaluation of teaching - learning management quality of principal is the systematic collection and explanation of

evidences, as a part of the process, in comparison with the target (concretized in the criteria) proposed, leading to the judgment on the value in the viewpoint of activities for operation and teaching - learning management results of the principal. Contents of evaluation of teaching - learning management quality of principal in secondary school include: 1/Evaluation of teaching - learning management quality of the principal. 2/Evaluation of teaching - learning management results of the principal.

The procedure of evaluating the teaching - learning management quality of principals in secondary schools includes the following steps: 1/Preparing to evaluate. 2/Implementing to evaluate. 3/Solving evaluation results. 4/Responding evaluation results.

Chapter 2. CURRENT SITUATION OF EVALUATING THE TEACHING - LEARNING MANAGEMENT QUALITY OF PRINCIPALS IN VIETNAMESE SECONDARY SCHOOLS

Purposes of investigation and surveying: -Studying the current situation of principals in secondary schools; -Studying the current situation of evaluating principals in secondary schools

Scale and area of implementation: a/Scale: Issuing 2500 vouchers, collecting 1359 vouchers, b/Area: Secondary schools of Hai Phong City.

Contents of researching and surveying: 1/Surveying the current situation of teaching - learning management of principals in secondary schools; 2/Surveying the current situation of principal

evaluation by the principal standard of Ministry of Education and Training;

Implemented activities: 1/Designing question vouchers: Questionnaires on the teaching - learning management current situation of principals and the current situation of teaching - learning management quality evaluation of principal; 2/Surveying by question vouchers: Delivering vouchers to participants, guiding and explaining requirements of replying question vouchers for participants in selected locations; collecting ideals by question cards; processing, analyzing and collecting question vouchers; 3/Interviewing and asking for ideals of scientists and education managers; exchanging and interviewing managers, principal and teachers; pupil parents; observing management activities and principal evaluation activities; Examining management records and principal evaluation records.

Implemented methods and techniques: After collecting reply vouchers, using Excel software to process data.

2.1. Current situation of teaching - learning management of principal in secondary school

2.1.1. Current situation of teaching - learning management activities of principal in secondary school

In the current teaching - learning management activities of principal in secondary school, many contents have been implemented, whereas a lot of contents have not been

implemented. Several principals do not know sufficiently contents which should be implemented to manage teaching - learning activities, which causes inexact and improper omitting or implement. Few principals have implemented sufficiently and ensured the quality of teaching - learning management activities proposed by the thesis. The decentralization in teaching - learning management of principal for deputy principal in charge of professional knowledge, specialized group leaders and teachers is not clear and scientific, consequently lots of necessary teaching - learning management activities have not been implemented. It is essential to standardize and concretize the teaching - learning management activities of principal into evaluation criteria, so that principals know to implement methodically in accordance with requirements of each activity.

2.1.2. Current situation of teaching - learning management results of principal in secondary school

2.2. Current situation of current situation of evaluating the teaching - learning management quality of principal in secondary school

2.2.1. Awareness of management quality and teaching - learning management quality

2.2.2. The current situation of evaluating the teaching - learning management quality of principal basing on the principal standard of Ministry of Education and Training

2.2.2.1. Surveying the principal standard contents of Ministry of Education and Training

2.2.2.2. Analyzing criteria related to teaching - learning management in principal standard of Ministry of Education and Training

2.2.2.3. Surveying the procedure of evaluating and ranking principal according to principal standard of Ministry of Education and Training

2.2.2.4. Analyzing the teaching - learning management quality evaluation results of principal in secondary school according to principal standard of Ministry of Education and Training

2.2.2.5. Analyzing the principal and deputy principal evaluation results according to standard of Ministry of Education and Training

+ Principal evaluation results:

Total	Excellent	%	Good	%	Average	%	Weak	%
201	141	70.15	60	29.90	0	0	0	0

+ Deputy principal evaluation results:

Total	Excellent	%	Good	%	Average	%	Weak	%
240	172	71.70	68	28.30	0	0	0	0

(Source: Cadre organization department of Hai Phong Department of Education and Training)

2.2.2.6. Common judgment on current situation of evaluating the teaching - learning management quality of principal of secondary

school based on principal standard of Ministry of Education and Training

2.2.3. The current situation of evaluating the teaching - learning management quality of principal according to public servant ranking and evaluating method

2.2.4. The current situation of evaluating the teaching - learning management quality of principal based on statutes of secondary school

2.2.5. The current situation of evaluating the teaching - learning management quality of principal based on secondary school education quality evaluation criteria

Currently, secondary schools have implemented to evaluate their principals but they have not evaluated the management quality, teaching - learning management quality of principals. Now, in principal evaluation contents, there are few contents related to teaching - learning management. We should pay more attention to teaching - learning management of principals. Until now there is not any research on management quality and teaching - learning management quality and teaching - learning management quality evaluation of principal.

Conclusion of Chapter 2

Currently, the teaching - learning quality of secondary school does not satisfy the requirements of reality and society. In order to improve the teaching - learning quality, it is imperative to

innovate the teaching - learning management works. Currently, the current situation of teaching - learning management of principals in secondary schools has many shortcomings and limitations.

The principal evaluation in secondary school has been implemented at the end of school year as public servant evaluation. Simultaneously, it also evaluates principal basing on school quality auditing standard and evaluation according to principal standard of Ministry of Education and Training.

Although we have evaluated principals but have not evaluated the teaching - learning management quality of principals. The teaching - learning management quality evaluation has impacts on targets, contents, results and methods of teaching - learning management. On the other hand, the management quality in general, teaching - learning management quality in particular have not been paid sufficiently and comprehensively attention to. In order to evaluate the teaching - learning management quality of principal in secondary school, it is necessary to build a set of criteria and procedure to ensure the objectiveness and science according to a detailed approach.

Chapter 3. PROPOSING CRITERIA AND PROCEDURE OF EVALUATING THE TEACHING - LEARNING MANAGEMENT QUALITY OF PRINCIPALS IN SECONDARY SCHOOLS

3.1. Criteria and procedure of evaluating the teaching - learning management quality of principal in secondary school

3.1.1. Principals to build criteria of evaluating the teaching - learning management quality of principal in secondary school

3.1.2. Content of criteria of evaluating the teaching - learning management quality of principal in secondary school

1. The 1st criterion. Managing the building teaching - learning plans (4 indicators)

1.1. Having a thorough grasp of targets, plan and content of teaching - learning program of learning level;

1.2. Directing deputy directors in charge of professional operations, specialized leaders and teachers to study professional statutes, to discuss plans and contents of teaching - learning program;

1.3. Directing deputy directors in charge of professional operations, specialized leaders and teachers to build the teaching - learning plans;

1.4. Directing deputy directors in charge of professional operations to examine the teaching - learning plans of specialized leaders and teachers.

2. The 2nd criterion. Managing and allocating the teaching works for teachers (3 indicators)

2.1. Directing deputy directors in charge of professional operations, specialized leaders to allocate the teaching works for teachers to ensure exact professions, to be suitable to capacities and reality of school;

2.2. Directing deputy directors in charge of professional operations to build timetable;

2.3. Timely adjusting and allocating the teaching work more suitably (if necessary).

3. The 3rd criterion. Managing the preparation of class hours of teachers (3 indicators)

3.1. Directing deputy directors in charge of professional operations, specialized leaders and teachers to discuss and guide to make plans on teaching lessons and class hour preparation;

3.2. Directing deputy directors in charge of professional operations, specialized leaders and teachers to make the teaching lesson plans and careful class hour preparation;

3.3. Directing deputy directors in charge of professional operations, specialized leaders to inspect frequently the teaching plans, periodically to approve and sign lesson plans and to check class hour preparation of teachers.

4. The 4th criterion. Managing the implementation of lesson plans of teachers (7 indicators)

4.1. Directing deputy directors in charge of professional operations, specialized leaders and teachers to research in order to prepare class hours;

4.2. Directing teachers to implement class hours in order to ensure the quality and standardize knowledge, skills and progress of program according to regulations;

4.3. Attending classes, organizing to attend classes, giving suggestions and evaluating class hours of teachers according to class hour standard;

4.4. Treating the improper implementation of class hour requirements of teachers;

4.5. Directing deputy directors in charge of professional operations, specialized leaders to use the timetables and teaching - learning plans and teaching notice book to manage the class hour quality of teachers;

4.6. Directing deputy directors in charge of professional operations, specialized leaders and teachers to implement sufficiently and timely the report regime on teaching - learning;

4.7. Directing deputy directors in charge of professional operations, specialized leaders to arrange substitute teaching and compensative teaching in necessary cases.

5. The 5th criterion. Managing the teaching - learning methods (5 indicators)

5.1. Directing deputy directors in charge of professional operations, specialized leaders to grasp thoroughly and to deploy teachers on teaching - learning method innovation orientation;

5.2. Directing deputy directors in charge of professional operations, specialized leaders to organize cultivation classes, so that teachers can grasp thoroughly the positive teaching - learning methods;

5.3. Directing deputy directors in charge of professional operations, specialized leaders to organize the teaching festivals on positive teaching - learning methods; and applying information technology into teaching - learning;

5.4. Directing deputy directors in charge of professional operations, specialized leaders to apply the teaching - learning methods and using the suitable and effective teaching and learning methods;

5.5. Frequently inspecting the teaching - learning method usage of teachers and innovating the teaching - learning methods and emulation evaluation content.

6. The 6th criterion: Managing activities of specialized group (5 indicators)

6.1. Allocating specialized groups and teams scientifically and suitably to the reality of school; assigning leaders of specialized groups to ensure requirements according to regulations;

6.2. Directing deputy directors in charge of professional operations, specialized leaders to make plans of specialized groups with diversified operation contents and forms;

6.3. Directing deputy directors in charge of professional operations, specialized leaders and teachers to implement professional works according to plan; uniting teaching - learning targets, contents, methods and forms of each lesson;

6.4. Upholding the activeness and creativeness of specialized leaders and teachers in professional activities;

6.5. Directing deputy directors to direct, supervise, inspect and evaluate activities of specialized groups.

7. The 7th criterion. Managing and cultivating officials, teachers and officers (5 indicators)

7.1. Directing deputy directors in charge of professional operations, specialized leaders to check and evaluate exactly the current situation of quality of officials, teachers and officers;

7.2. Directing deputy directors in charge of professional operations to make plans of cultivating officials, teachers and officers;

7.3. Directing deputy directors in charge of professional operations, specialized leaders to organize activities of cultivating officials, teachers and officers with practical contents and diversified forms;

7.4. Implementing encouragement methods and creating good conditions for officials, teachers and officers to self-study and self-cultivate;

7.5. Organize scientific researches, summarizing and propagating management and teaching - learning experiences.

8. The 8th criterion. Managing inspection and evaluation works (4 indicators)

8.1. Directing deputy directors in charge of professional operations, specialized leaders to propagate teachers and pupils about regulations on inspection and evaluation;

8.2. Directing deputy directors in charge of professional operations, specialized leaders to make detailed plans on inspecting and evaluating subjects;

8.3. Directing deputy directors in charge of professional operations, specialized leaders and teachers to inspect and evaluate in accordance with statutes and to ensure progress;

8.4. Directing deputy directors in charge of professional operations, specialized leaders to apply information technologies to support inspection and evaluations works.

9. The 9th criterion. Managing the implementation of duties of learners and internal regulations of school (4 indicators)

9.1. Organizing pupils to learn duties of learners and building internal regulations of school, regulations on disciplines for pupils;

9.2. Directing teachers to implement supporting methods, so that pupils can implement well duties of learners and regulations and disciplines of school;

9.3. Directing teachers to evaluate, reward pupils to implement well duties of learners and regulations of school;

9.4. Directing teachers to practice the learning awareness, behaviors and positive learning motives for pupils.

10. The 10th criterion. Managing works of teaching the learning methods and skills for pupils (2 indicators)

10.1. Directing deputy directors in charge of professional operations and teachers to organize seminars, to coach in order to equip for pupils the learning methods and to exercise scientific researches;

10.2. Directing teachers and pupils to take advantage of all opportunities to practice the learning methods and skills and exercise scientific researches.

11. The 11th criterion. Managing learning emulation movements (3 indicators)

11.1. Directing deputy directors in charge of professional operations, specialized leaders and teachers to build learning emulation plans and launching deeply and broadly good learning emulation movements;

11.2. Directing deputy directors in charge of professional operations and teachers to implement well the teaching - learning emulation contents;

11.3. Summing up partially, summarizing and having methods to maintain results of emulation movements to create habits in managing and teaching - learning.

12. The 12th criterion. Directing teachers to help pupils learn (2 indicators)

12.1. Directing deputy directors in charge of professional operations and teachers to inspect and classify pupils to implement the divided learning - teaching activities;

12.2. Directing teachers to paid attention to, to create all circumstances, and helping all pupils in learning and practicing to implement the divided learning - teaching activities.

13. The 13th criterion. Directing the cooperation of education forces to manage learning activities of pupils (2 indicators)

13.1. Organizing the cooperation between schools, families and education forces to manage the learning activities of pupils;

13.2. Implementing methods to encourage and to create good conditions for social forces to participate into supporting and promoting the teaching - learning activities.

14. The 14th criterion. Managing the teaching - learning conditions (5 indicators)

14.1. Ensuring to have sufficient textbooks, documents, class rooms, functional rooms and time for officials, teachers and pupils;

14.2. Building qualified subject class room, equipping sufficiently the teaching - learning means;

14.3. Directing deputy directors, teachers, officers and pupils to manage and use efficiently material facilities, available teaching - learning devices of schools and organizing creatively teaching - learning tools;

14.4. Mobilizing all financial resources to equip material facilities and equipments serving for teaching - learning activities;

14.5. Creating schools with friendly and positive teaching environment.

15. The 15th criterion. Results of teaching - learning management of principal (6 indicators)

15.1. Organizing professional groups and teams and allocating the teaching activities reasonably and scientifically;

15.2. Ensuring the quality of steering document system; increasing the efficiency of steering, directing and prestige of principal;

15.3. The pupil quality and learning achievements of pupils satisfy requirements;

15.4. Developing the professional capacities and operations of teachers and officers;

15.5. Developing the management capacities of management officials including principal;

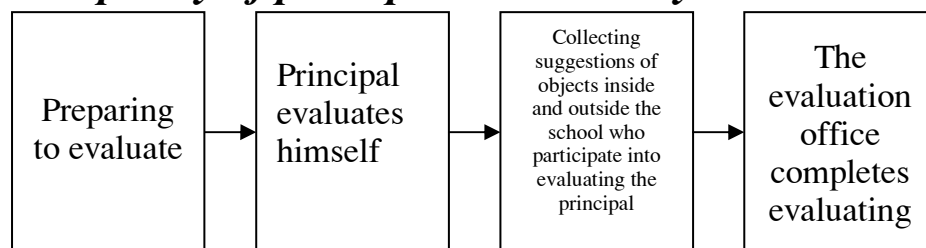
15.6. Developing the material facilities, environment and teaching - learning conditions of school.

3.1.3. Requesting criteria and suggesting evidences to evaluate the teaching - learning management quality of principal in secondary school

3.2. Procedure of evaluating the teaching - learning management quality of principal in secondary school

3.2.1. Foundations and orientations of building the procedure of evaluating the teaching - learning management quality of principal in secondary school

3.2.2. Steps of procedure of evaluating the teaching - learning management quality of principal in secondary school



3.3. Conditions and methods to apply the teaching - learning management quality evaluation criteria and procedure of principal of secondary school

3.4. Experimenting and testing the teaching - learning management quality evaluation of principal of secondary school

Conclusion of Chapter 3

Thesis proposed: 1/The set of teaching - learning management quality evaluation criteria of principal in secondary school includes 15 criteria, 60 indicators embracing teaching -

learning management activities and teaching - learning management results of principal in secondary school. 2/Procedure of evaluating the teaching - learning management quality of principal in secondary school include 4 steps: Step 1. Preparing to evaluate; Step 2. Principal evaluates himself (there are detailed implementation steps); Step 3. Collecting suggestions of objects inside and outside the school who participate into evaluating the principal; Step 4. The evaluation office completes evaluating. 3/Experimenting criteria and evaluation procedure is strictly implemented according to techniques proposed by the thesis. The experimenting results show that criteria and procedure of teaching - learning management quality evaluation has initially had reliable results.

CONCLUSION AND PETITION

CONCLUSION

1. In order to improve the teaching - learning quality, it is imperative to pay attention to the teaching - learning management of the principal. The current principal have not evaluated the teaching - learning management quality of principals in secondary school. The teaching - learning management quality evaluation of principal in secondary school directly improves the teaching - learning management quality of principal and indirectly improves the teaching - learning quality of school.

2. The thesis has concretized the theoretical foundation of teaching - learning management quality of principal in secondary school; used approaches to research issues, building the theoretical framework and building criteria to evaluate the teaching - learning management quality of principal in secondary school.

3. The set of teaching - learning management quality evaluation criteria of principal in secondary school proposed by the thesis includes 15 criteria, 60 indicators and guidelines to evaluate the teaching - learning management quality of principal in secondary school favorably. Procedure of evaluating the teaching - learning management quality of principal in secondary school proposed by the thesis includes 4 steps: Step 1. Preparing to evaluate; Step 2. Principal evaluates himself; Step 3. Collecting suggestions of objects inside and outside the school who participate into evaluating the principal; Step 4. The evaluation office completes evaluating.

PETITION

For Ministry of Education and Training

+ Increasing officers and teachers' awareness of issues: Management quality, teaching - learning management quality and teaching - learning management quality evaluation. Directing in details and deeply the teaching - learning management activities of principals in secondary schools.

+ The criteria and procedure proposed by the thesis are experimented and tested in secondary schools in Hai Phong city, and they have initially had reliable results. Ministry of Education and Training can implement to experiment more in other provinces/cities. If suitable, they can be used to evaluate in the scope of country.

For Department of Education and Training

+ Directing in details the teaching - learning management of principals in schools. Implimenting the teaching - learning management quality evaluation of principals in secondary schools.

+ Building the cooperation mechanism with People's Committees of districts in order to manage the principal evaluation activities.

For People's Committees of districts

+ Organizing, directing and evaluating principal in general and evaluating the teaching - learning management quality of principal in secondary school in particular.

+ Building mechanisms and policies for principal evaluation and evaluating the teaching - learning management quality of principal. Using the results of principal evaluation, evaluating the teaching - learning management quality of principal

For principals of secondary schools

+ Implementing well the teaching - learning management activities and paying attention to teaching - learning management results.

+ Implementing strictly the principal evaluation; evaluating the teaching - learning management quality of principal in secondary school. Self cultivating, participating into principal cultivating courses and improving the teaching - learning management activities to improve gradually their teaching - learning management quality.