

MINISTRY OF EDUCATION AND TRAINING  
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**DEVELOPMENT OF PRESCHOOL TEACHERS MEET  
THE REQUIREMENTS OF UNIVERSAL PRESCHOOL  
EDUCATION FOR CHILDREN 5 YEARS OLD  
IN THE CENTRAL HIGHLANDS PROVINCES**

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# INTRODUCTION

## 1. Justification of the theme

In professional education and training, teachers play a particularly important role. This is confirmed in Article 14, Law on Education: "Teachers hold a decisive role in ensuring the quality of education" quality teachers .Chat direct impact on the quality of education. The teaching staff is the decisive force in the success of the education sector.

Education Development Strategy 2011 - 2020 has focused on: Development of teaching staff is one of the urgent tasks of education and training in general and of each level of educational particular.

Preschool Teachers have particularly important position in the national education system; development of teachers is essential to implement compulsory education, improve the quality of education, contribute to the development of education. meet the goals of preschool education for children 5 years old.

Currently, pre-school education of the Central Highlands provinces still have difficulties limit, which is fundamentally difficult development problems of preschool teachers to meet the goal of universal education scheme preschool for children 5 years old, the disagreement about the language between preschool teacher who teaches minority children and vice versa.

To implement strategies for educational development in 2011- 2020, development of preschool teachers to meet the tasks of preschool education for children age 5 is a critical requirement. That is also why the author choose research topics: "Development of preschool teachers to meet the requirements of preschool education for children 5 years old in the Central Highlands provinces."

## 2. Purpose of study of the thesis

Based on theoretical studies teacher development to meet the requirements of preschool education for children age 5 and examine the current state of development of preschool teachers in the Central Highlands provinces meet the requirements of universal preschool education for children 5 years old, the thesis proposes solutions to develop preschool teaching staff meet the requirements of universal preschool education for children age 5 in the Central Highlands provinces.

## 3. Object and Subject of the study

3.1. Object of the study: Preschool teachers in the Central Highlands provinces meet the requirements of universal preschool education for children 5 years old.

3.2. Subject of the study: Solution development of preschool teachers in the Central Highlands provinces meet the requirements of universal preschool

education for children 5 years old under management approach human resources professional standards for preschool teachers .

#### **4. Scientific hypotheses**

Currently the development of preschool teachers Highlands provinces have achieved certain results, but still faces many difficulties and shortcomings not meet the requirements of the development of preschool education, especially not meet the requirements of preschool education for children 5 years old Highland provinces.

If proposed and applied solutions synchronize 6 development of preschool teachers to meet the requirements of preschool education for children 5 years old under management approach to developing human resources to be teachers meet the requirements of preschool education for children of preschool age 5 Highlands provinces, which will contribute positively to improving the quality of preschool education in the Highlands.

#### **5.Task of study of the thesis**

- Research and develop a theoretical basis for the development of preschool teachers meet the requirements of universal preschool education for children 5 years old.

- Survey and assess the status of development of preschool teachers and the factors affecting the development of preschool teachers meet the requirements of universal preschool education for children 5 years old in the Central Highlands provinces.

- Proposing solutions to develop preschool teachers to meet the requirements of preschool education for children age 5 in the Central Highlands provinces.

- Surveying the urgency and feasibility of the solutions proposed

- Test 2 measures to demonstrate the significance and feasibility of the solutions.

#### **6. Scope of the study**

- Assessment of the development status of preschool teachers of the Central Highlands provinces (Dak Lak, Dak Nong, Gia Lai, Kon Tum and Lam Dong) in the period 2010-2013, specific results of the universalization preschool for children 5 years old in 2012 -2013 academic year of the Central Highlands provinces and the 50 preschools representative.

- Test 2 measures the impact is done at 10 preschools in Lam Dong province.

#### **7. Methodology and method of study of the thesis**

##### **7.1 Methodology**

The thesis proposes solutions for development of teachers to meet the requirements of universal preschool education for children age 5 in the Central Highlands provinces based management approach human resources professional standards childhood teachers hat.

## 7.2 Methods of study of the thesis

7.2.1 Theoretical methods of study.

7.2.2 Practical methods of study

## **8. View points of defending the thesis**

8.1. Teachers have a decisive effect on the quality of care and education for children in the preschool education institutions at the same time particularly important role in pre-school education for children 5 years old. Developing teachers based management approach human resources professional standards for preschool teachers is a prerequisite for improving the quality of care and education for children and contribute actively to the dissemination Preschool education for children 5 years old.

8.2. Development of preschool teachers to meet the requirements of preschool education for children age 5 in the Central Highlands provinces based management approach human resources professional standards for preschool teachers is done through the coordination of the management level, the political organizations - social and pedagogical colleges of Highland.

8.3. Building solutions team development for preschool teachers to meet the requirements of preschool education for children age 5 suit specific conditions in the Central Highlands will contribute significantly to make up a team of childhood teacher non sufficient quantity, reliable quality, uniform in structure, contribute to improving quality of care and education of preschool children, towards achieving the goal of universal education scheme for young preschool 5 years of Highlands was coined.

## **9. New scientific contributions of the thesis**

9.1. The thesis has developed a theoretical basis for the development of preschool teachers meet the requirements of universal preschool education for children 5 years old.

9.2. The thesis has examined, analyzed and evaluated the status of developing development of preschool teachers in the Highlands provinces; analyzes the factors that influence the cause of the situation, build practical basis contribute to propose solutions for the development development of preschool teachers meet the requirements of universal preschool education for children Kids 5 years old Highland provinces.

9.3. The thesis proposed and demonstrated the urgency and seriousness of the feasibility of the solution through referendum and impact 2 experimental development solutions development preschool teachers meet universal requirements preschool for children 5 years old in the Central Highlands provinces.

9.4 The results of the thesis contributes to science-based policy making recruitment, use, training, retraining and compensation reasonable for preschool teachers with particularities of the Central Highland provinces to meet demand universal preschool education for children 5 years old, contributing to improving the quality of preschool education in the Central Highland provinces.

## **10. The structure of the thesis**

Besides the introduction, conclusion and recommendations, references and annexes, the main content of the thesis is structured into three chapters:

Chapter 1: Theoretical basis for the development of preschool teachers to meet the requirements of universal preschool education for children 5 years old

Chapter 2: Practical basis for the development of preschool teachers to meet the requirements of universal preschool education for children age 5 in the Central Highlands provinces

Chapter 3: Solutions for the development of preschool teachers to meet the requirements of universal preschool education for children age 5 in the Central Highlands provinces

## **Chapter 1**

### **THEORETICAL BASIS FOR THE DEVELOPMENT OF PRESCHOOL TEACHERS TO MEET THE REQUIREMENTS OF UNIVERSAL PRESCHOOL EDUCATION FOR CHILDREN 5 YEARS OLD**

#### **1.1 Overview of the research topic**

##### **1.1.1. Researches on human resource development**

Concept development of human resources, the idea of human resource management of author Leonard Nadler has 3 main tasks are: To develop human resources; Using human resources; Creating an enabling environment for human development [22, 26].

Author Phan Van Kha depth analysis of the basic concepts of management, nature of process management, quality and the concept of quality training of human resources [50].

Author Dang Ba Lam researchs on human resources development and specific analytical development of human resources for industrialization and modernization in Vietnam [54]

Author Mac Van Trang raised requires personnel management and human resource management, analyze the characteristics of pedagogical workers and the role of human resource management; This issue should be further studied in practical innovation management today teachers to further improve the quality of human resources in the education sector.

"Education and human resource development in the XXI century" by Tran Khanh Duc; The study: "The basic theoretical issues of human resource development in Vietnam" by Nguyen Loc; Study on "Management of human resources strategy based on capacity," by Nguyen Tien Hung ..

Thus, there have been many studies on the development of human resources, confirming the role of human resources for the development of economy and society of the country in the context of modernization, industrialization and go to different conclusions depending on the approach and the starting point of research ... So, to continue research on human resource development in Vietnam in general, especially research on human resource development in each area for each region-specific ... in particular in the context of the present innovation is particularly needed.

#### 1.1.2. Research development issues teachers and preschool teachers

Mentioning the development of teachers, several recent studies highlight the promotion of sustainable development and the rapid adaptation of teachers. Daniel R. Beerens advocated creating a culture of motivated, highly motivated and always learning (Creating a Culture of Motivation and Learning) in a team; Summary of UNESCO (2005) described the role of the teacher: In terms of quality of teachers, a number of studies of the OECD (Organize European Development Cooperation); "Education Management" of the author: Bui Minh Hien - Vu Ngoc Hai - Dang Quoc Bao was concerned three issues: quantity, quality and structure of the teaching staff. Project management support educational innovation (SREM) has conducted research on educational management innovation to improve capacity for management staff . The doctoral thesis of Le Khanh Tuan (2006); Pham Minh Gian (2012), the contents concentrated research and development of teachers high School as standard...

The research process shows in any period of history, the human factor always plays a key role, decided the development of society. The change of Vietnam society today poses new demands on education and training, including the first renewal must be made from pre-school education - first level study of national education

#### ***Research development issues of preschool teachers***

"Solid foundation of care and preschool education" published by UNESCO in 2007, Report on the Global Monitoring for Education for everyone to see qualifications for pre-school teachers differ in many countries; Author Nguyen Thi My Loc - Nguyen Thi Tuat confirms the role of preschool teachers: "Teachers germ non- organizers - managers" [60.74]; Topic: "The study rationale and practicalities of building standards for preschool teachers to meet the requirements of innovative preschool education"; "Model of personality preschool teachers during international integration" (2012)...

In the process of educational development towards modernization, standardization of education in many countries around the world has focused on development of teachers in general and preschool teachers in particular. Especially the more advanced countries in the world such as USA, Germany, Japan, Thailand.

From these studies showed that teachers develop the issue of human resource development in education and training and have a decisive influence on improving the quality of teaching in schools. Development of preschool teachers as special role for the development of children in the first year contribution to the development-oriented character of the child in the future. Development of preschool teachers including the quantity, quality and structure, in which the quality of teachers has always been particularly interested in studies.

### 1.1.3. Research on education and universal preschool

Many developed countries and developing countries have completed primary education and junior secondary schools as UK, France, USA, Japan, South Korea... In our country, the issue of development of teachers and education issue were addressed long ago. In recent years, there have been studies on the issue of universal education in Vietnam. To perform on schedule and achieve the effect of the work of general universal education, preschool universal education, elementary universal education, secondary universal education establishments in particular: *teachers are important factors. But do not mention the subject of development of preschool teachers to meet the requirements of universal preschool education for children 5 years old.*

Until now there have been many works in domestic and foreign research on human resource development, human resource development of teachers, development of preschool teachers, universal education, universal preschool education.. Each structure refers to the different aspects studied, but the works are unified:

- Reaffirming the role of human resources in general and teachers in particular towards improving the quality of education and training.
- Teachers are an important element in the implementation of universal education for each educational level. Particularly in the current phase of



preschool teachers have a key role in the implementation schedule and achieve the effect of the work of preschool universal education for children 5 years old.

- Development of teachers in general, development of preschool teachers in particular towards improving the quality of human resources is concerned the study to meet the new requirements on function and task of the teachers .
- Developing teachers implement universal preschool education for children age 5 covers not only in quantity but enough to meet the standards of quality and uniform in structure.

## **1.2 Some basic concepts of the thesis**

### 1.2.1 Management

Management is the process of planning, organizing, leadership and examine the work of the members of a unit system and the use of appropriate resources to achieve the identified purpose, ...

1.2.2 Development includes three elements are: enhanced volume, adjust structure and enhance quality

### 1.2.3 Human resources

This is one of the most important resources of economic - social development

Human resources which provide labor for the society include the entire population have normal body.

### 1.2.4 Human Resource Management

Human Resource Management is the process of impact-oriented, purposeful, planned and systematically on the basis of scientific and objective trend of social development, the actors manage to people to achieve the organization's objectives, increase the value of people, cause people to become workers who have the capacity, new and higher quality to meet the huge requirement of career social economic development.

### 1.2.5 Human Resource Development

Human Resource Development is the process of providing the necessary resources for the development of economy, society, the development of a manufacturing business, an organization, a nation.

Human Resource Development is the development team sufficient in quantity, quality assurance (standards of qualifications and professional standards), uniform in structure.

Development team through the recruitment, use, training and retraining, build remuneration policy and evaluation personnel to make comprehensive human

development, in which education and training are considered key measures and important to develop human resources.

Development of human resources in education and training is the development of human resources in sufficient quantity, quality assurance (standard of qualifications and professional standards), uniform in structure... meet the increasing requirements of education through the implementation of the content on the recruitment, use, training and retraining, implementing remuneration policy and evaluation of teachers.

### 1.2.6 Development of preschool teachers

Development of preschool teachers is to develop human resources in preschool pedagogy sufficient quantity, quality assurance (standard of qualifications and professional standards), uniform in structure... through the recruitment process, use, training and retraining, implemented treatment policies, create a favorable environment and pedagogical assessment of preschool teachers in order to improve the operational efficiency of care, education preschool children, meets the objectives of preschool education.

1.3 Preschool education for children 5 years old and some peculiarities of the development needs of preschool teachers meet the requirements of universal preschool education for children 5 years old

Preschool education for children five years old means that all children 5 years of age are involved in the system of preschool education establishments and complete program of preschool education for children 5 years old.

The role of preschool teachers in implementing objectives and requirements of preschool universal education for children 5 years of age is expressed through the following diagram:

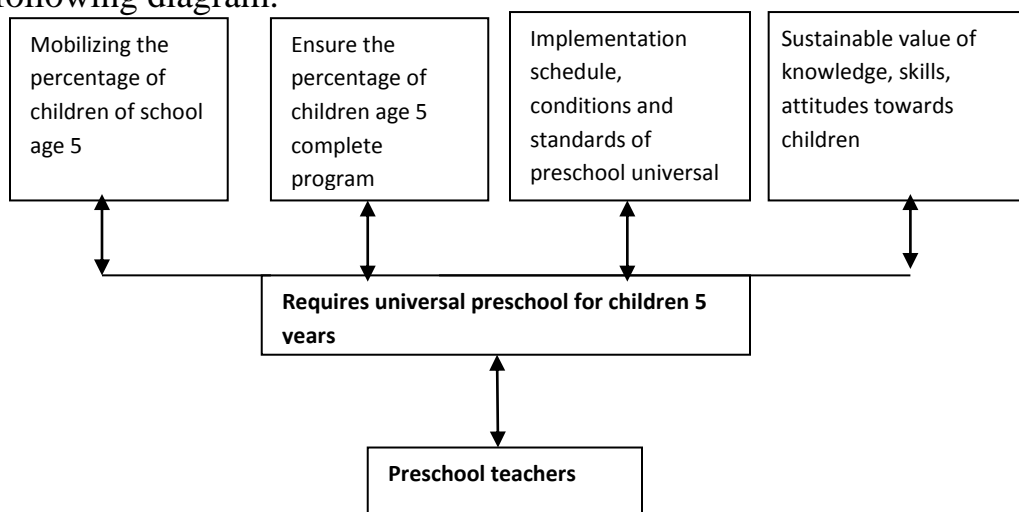


Figure 1.1: The role of preschool teachers with required universal preschool education for children 5 years old

- The required development of preschool teachers to meet the requirements of preschool universal education for children age 5 are specified as follows:

\* Requires sufficient numbers and ensure the structure of preschool teachers to organize child care and preschool education 2 sessions / day at preschool (Require 1)

\* Requires quality preschool teachers teach kindergarten age 5 standards of qualifications and professional standards (Request 2)

\*Request preschool teachers have the ability to engage in activities outside the school and the implementation of quality and progress of preschool universal education for children 5 years old and contribute to improving the quality of preschool education sustainable (Request 3)

\* Requires preschool teachers are guaranteed regime, remuneration policies (Requires 4)

#### **1.4. Content development of preschool teachers meet the requirements of universal preschool education for children 5 years old**

\* Notion

Development of preschool teachers meet universal preschool education for children age 5 is the process of implementing the plan content, the content on the recruitment, use, training and retraining, implementation remuneration policy, creating favorable environment for educators, preschool teachers to build preschool teachers conform to the requirements of universal preschool education for children 5 years old have been identified.

1.4.1 Planning preschool teachers meet the requirements of universal preschool education for children 5 years old

+ Planning on a number of pre-school teachers to meet the requirements of universal preschool education for children 5 years old

+ Planning structurally preschool teachers meet the requirements of universal preschool education for children 5 years old

1.4.2 Selection and use of preschool teachers meet the requirements of universal preschool education for children 5 years old

1.4.3 Management training and retraining of teachers to meet the requirements of universal preschool education for children 5 years old

1.4.4 Implementation of the regime, remuneration policy for preschool teachers to meet the requirements of universal preschool education for children 5 years old

1.4.5 Test and evaluation of teachers to meet the requirements of universal preschool education for children 5 years old

1.5. Factors affecting the development of preschool teachers meet the requirements of universal preschool education for children 5 years old

1.5.1 Objective factors

1.5.2 Subjective factors

## **Conclusion of Chapter 1**

### **Chapter 2**

## **PRACTICAL BASIS FOR THE DEVELOPMENT OF PRESCHOOL TEACHERS TO MEET THE REQUIREMENTS OF UNIVERSAL PRESCHOOL EDUCATION FOR CHILDREN 5 YEARS OLD IN THE CENTRAL HIGHLANDS PROVINCES**

### **2.1. Some characteristics of the population, economic, cultural - social and education of the Central Highlands provinces**

2.1.1. Characteristics of the population: Central Highlands includes five provinces: Kon Tum, Gia Lai, Dak Lak, Dak Nong and Lam Dong. Central Highlands has 54 ethnic groups live together, most of the provinces in the region have a structure very diverse population includes many ethnic groups, the region has many mechanical movements of population.

2.1.2. Economic Characteristics: Central Highlands is blessed. The economic development of the Central Highlands has set many problems to solve.

2.1.3. Characteristics of culture and society: Highlands is where the advantage of ecotourism and culture .. In recent years, health networks, education of the Central Highlands provinces have changed dramatically.

2.1.4. Educational Features

a) Development of the network, the scale of the class

b) Ethnic Education development

The number of minority students has increased at all levels of educational and increasingly high proportion. Scale students increased but the network of schools has yet to meet the needs, teachers are insufficient in quantity and quality is not strong, the structure is not uniform. The issue of education in ethnic minority is still insufficient ...

### **2.2 Current status of preschool education for children age 5 in the Central Highlands provinces.**

2.2.1 The reality of the scale development of preschool and children to the preschool

a) The reality of the scale development of preschool classrooms

The school year 2012 - 2013, the Central Highlands provinces have 922 preschools and kindergartens. There are also 18 groups of kindergarten in elementary schools; include 1,316 groups of children and 10 104 kindergarten classes, including 4922 kindergarten classes of children 5 year old, accounting for 48.71% percentage.

Network preschool classrooms in the Central Highlands provinces developed fit the local situation meets the learning needs of children. However these types of preschools in the province distributed unevenly.

b) The number of children in the age of kindergarten

Table 2.6: Scale of children to preschool of the Central Highlands provinces, academic year 2012 -2013

No.	The provincial	Children from 0-2 years			Children 3-5 years old			Children 5 years old				
		Quantity	in preschool	Percentage	Quantity	in preschool	Percentage	Quantity	in preschool	Percentage	Children learn 2 times / day	Percentage
1	Gia Lai	59.922	5.743	9.6	87.928	66.825	76.0	32.002	31.968	99.9	27.680	86.6
2	Kon Tum	28.130	3.243	11.5	34.713	29.641	85.4	11.151	11.117	99.7	11.010	99.0
3	Đak Lak	60.399	4.531	7.5	98.997	78.107	78.9	34.383	33.989	98.9	32.661	96.1
4	Đak Nông	17.278	1.259	7.3	33.423	27.423	82.0	12.003	11.714	97.6	11.124	95.0
5	Lâm Đồng	51.321	7.540	14.7	65.039	53.712	82.6	23.804	23.688	99.5	23.688	100.
Total		<b>217.050</b>	<b>22.316</b>	<b>10.3</b>	<b>320.100</b>	<b>255.708</b>	<b>79.9</b>	<b>113.343</b>	<b>112.476</b>	<b>99.2</b>	<b>106.163</b>	<b>94,4</b>

*Source: Department of Education and Training*

c) The reality of development kindergarten classes and the number of children 5 years old

+ Children 5 years old: Total 112.476 children, 99.2% percentage to total age children, Dak Nong has the percentage of children age 5 lowest (97.6%) and the highest was Gia Lai (99.9%).

+ Children learn 2 times/day: Total 106.163 children, 94.4% percentage to total age children. Dak Nong has the percentage of children age 5 learn 2 times/day lowest (86.6%) and the highest was Lam Dong (100%).

2.2.2 Current status of quality care and education for children 5 years old

a) The quality of education of preschool children

Table 2.8: Implementation program of preschool education in the Central Highlands provinces in 2012 -2013 school year

N o.	The provincial	Implementation of preschool program										Classes for children 5 years old learn 2 times / day		
		Preschool	Percentage	Preschool classes	Percentage	Classes for children 5 years old	Percentage	Children	Percentage	Children 5 years old	Percentage	Total	Eating, sleeping at school	Not eating, sleeping at school
1	Gia Lai	244	100	2784	65.4	1472	100	70019	96.5	30506	95.4	2127	1187	940
2	Kon Tum	116	100	1327	99.6	806	100	32390	98.5	11117	100.0	1325	732	593
3	Đak Lak	258	99.6	2624	94.6	1284	97.1	78549	95.1	32790	96.5	2624	1747	877
4	Đak Nông	91	100	871	92.8	397	85.4	24749	86.3	11218	95.8	871	629	242
5	Lâm Đồng	212	100	1895	89.4	856	100	56654	92.5	23688	100.0	1783	1618	165
Total		<b>921</b>	99.9	<b>9.501</b>	83.2	<b>4815</b>	97.8	<b>262.361</b>	94.4	<b>109319</b>	97.2	8730	<b>5913</b>	<b>2817</b>

*Source: Department of Education and Training*

#### b) The quality of care, nurturing preschoolers 5 years

The quality of care and education for children in preschools have been many advances have created a trust with parents. However the quality of care and education of children has been uneven among areas with ethnic minorities, disadvantaged areas to cities and towns. The reason there are difficulties in infrastructure is not enough work, serving utensils and equipment hygiene, catering for children and qualifications of preschool teachers, staff limited cooking.

#### 2.3. Development status of preschool teachers of the Central Highlands provinces to meet the requirements of preschool education for children 5 years old

##### 2.3.1. Development planning preschool teachers

###### a) The reality of growing the number of preschool teachers

In the academic year 2012 -2013, the Central Highlands provinces have total 12 479 preschool teachers , in which preschool teachers who teaches children 5 years old have 6956 people. Local authorities have tried to arrange preschool teachers to perform duties of care and education for children 2 times / day (2 preschool teacher

/ class boarding, 1 preschool teacher / class 1 session). But still lack 1,418 preschool teachers than manning and needs of the boarding school. Lack of preschool teachers most Dak Lak province (650 people), a lack of preschool teachers at least Lam Dong Province (86 people).

Preschool teachers teach children 5 years old have 6956 teachers, the average margin was only 1.4, compared to the general norm of 2.2 preschool teacher / class still lacks about 3637 teachers.

b) Structure of preschool teachers teaching 5th grade age of ethnic composition, age

### 2.3.2 Selection and use of preschool teachers

The implementation of the recruitment of staff for preschool teachers is urgent present job. Through statistical data from the Department of Education and Training in the Central Highlands province, percentage of preschool teachers on the payroll is low. Kindergarten teacher with 67% and teachers in young group percentage is only 13.1%.

### 2.3.3 Management Training and retraining for preschool teachers

a) Management training for professional qualifications for preschool teachers

The number of preschool teachers reach secondary level teacher is 13.310 of 14.108 preschool teacher ratio 94.34%. 5.952 including preschool teachers achieve college degree or higher teacher ratio 41.29% over the total number of preschool teachers. Compared with the scheme targets preschool education for children age 5 period 2011-2015, 5.66% are not preschool teachers must be qualified.

b) Managing professional training of preschool education

Surveys of 65 managers shows there is 40/65 opinions ( 61.5%) receive training to work regularly for preschool teachers was conducted but results are limited, inconsistent. The reason is that most preschool teachers are guided only in theory, the lack of content on practical skills.

### 2.3.4 The implementation of policies for preschool teachers

Survey results in 5 provinces and 200 municipal-level management staff education and training, Education and training Bureaus and 50 preschool principals, 100% opinion comments: the implementation of policies for preschool teachers in the public school system in the Central Highlands provinces was solved basic guarantees prescribed modes include salaries and other allowances .. . Average income basic wage base of the current preschool teachers about 3,000,000 VND/ monthly ...

### 2.3.5 Test and evaluation of preschool teachers

Carry out follow professional standards of preschool teachers through evaluation forms at the end of the year every year. The results of assessment conducted in May 6/2013 through synthetic evaluation patterns of 212 principals, 212 professional groups of preschool and kindergarten teachers in 2791), with 6.4% of preschool teachers achieve graded excellent, 62.2% graded fairly, still 2.3% of preschool teachers graded poorly.

#### **2.4 Assessment of the development status of teachers in the Highlands provinces meet the requirements of universal preschool education for children 5 years old**

- The strengths

+ The educational level of interest management, planning development of preschool teachers to increase in number and gradually manning arrangements ensure preschool teacher / class and arranged preschool teachers appropriate scale campus network, layer in areas of ethnic minorities.

+ The majority of preschool teachers especially teachers teach kindergarten preschool age 5 is enthusiasm, learning consciously improve, have a sense of responsibility in the care and education of children, actively participating in the mission of preschool education for children age 5 locally.

+ Preschool teachers gradually rejuvenation, training and above-standard benchmark that should be sufficient capacity to meet the requirements of the innovation program of the new preschool education. Quality of care and education of children, especially to evaluate the standard of children under the age of 5 development current with the obvious changes.

+ Refresher training, fostering self profession of preschool teachers are focused deployed as planned, the goal of the industry and the needs of learners, to help preschool teachers make conditional implementation protection according to professional standards require preschool teachers to meet the requirements of preschool education for children 5 years old.

+ Policy regime for preschool teachers: basic salaries of preschool teachers have been settled according to grades.

+ The evaluation and classification of preschool teachers were conducting routine annual process, basic instruction required by professional standards for preschool teachers.

- Weaknesses

+ Forecasting and planning of preschool teachers is still much confusion imbalance between training and use should lead to a shortage of many preschool teachers, particularly preschools in disadvantaged areas, regions minority to affect the



organization of care and education for children in kindergarten at the request of preschool education for children 5 years old;

+ Quality preschool teachers has been uneven between regions, cities, towns, townships and ethnic minority areas. So many difficulties still in construction, development of preschool education in the direction of standardization and modernization;

+ The training of preschool teachers have not met the needs of the development of preschool education scale, not a guarantee for the implementation of universal norms of preschool education for children 5 years old. Preschool Teachers and insufficient in quantity and quality has been uneven between regions in the province. The coordination in planning, training and use among preschool teachers pedagogical colleges with the Department of Education and Training and the provincial preschools are not closely linked.

+ Business professional training regularly for preschool teachers but routine but still superficial, self-teaching of preschool teachers is not high due to conditions and working time of teachers germ non exceed specified 10-12 hours / day. The training content is not practically no training content in the field, ask about teaching skills and update knowledge on the care and education of children.

+ The language training minorities for preschool teachers are not really. Primarily seasonal, the number of preschool teachers are taking classes to learn the language of ethnic minorities less than demand; no language training program of local ethnic minority in most of the provincial teachers' schools under local particularities.

+ Local Still no attention adequate investment for early childhood education; lack of conditions for preschool teachers assured work in disadvantaged areas, ethnic minority areas.

+ The implementation of policies for preschool teachers is still inadequate, no regime for preschool teachers working in ethnic minority areas.

- Opportunities

+ The Resolutions and directives of the Party and State from central to local levels of education in general and specifically on preschool education in line with economic developments, economic conditions of each province has created corridor legal, create good conditions for the development of preschool education;

+ Committee, People's Council, People's Committee was concerned with the concrete measures to take care of education and training in general and in particular pre-school education, promoting good progress towards universal preschool education for children 5 years old;

+ The economic restructuring and economic growth facilitates the quality of life of the people is more advanced development contribute preschool education in implementing the goals of preschool education for children Kids 5 years old.

#### - Difficulties and Challenges

+ Population fluctuations from sources free migration did immigrate to scale development of education and training in general and preschool education in particular, make the gaps between development conditions and development needs, affect the development of preschool teachers in terms of quantity and quality, lack of preschool teachers qualified to perform the tasks care and education of preschool children 2 times / day.

+ Conditions on the facilities of the school, preschool classes are more needy, still children 5-6 years old must attend borrowed room, bathroom, nursery classes in primary schools, not all conditions ...

+ The implementation of the transformation of kindergarten until 2012, the project was implemented in early childhood education for children 5 years old, so policies for preschool teachers is not addressed promptly as personnel recruitment, seniority allowances ....

+ Most of the Central Highlands provinces are funded from the central government, in recent years the education budget in general and in particular preschool education, there are many difficulties. Meanwhile social work education in some localities, which can not take to attract people to participate in building kindergartens as well as tuition fees to ensure the operation of the nursery school. On the other hand the life of a part of the people in remote areas and ethnic minority areas more difficult to have affected the social work education .

+ Thought dependence on subsidies from the state is quite severe in one part of the population, particularly ethnic minorities.

The main cause of the difficulties and challenges: Despite the policies of the Party and the State on the development of preschool education. The Central Highlands provinces have plans to develop education and training short and medium term, including plans to develop pre-school education but no planned development of preschool education in particular. Especially the development of preschool teachers are not interested. Therefore, to achieve the objective of universal preschool education for children 5 years old in recent years has faced many difficulties ...

## **Conclusion Chapter 2.**

## Chapter 3

### **SOLUTION DEVELOPMENT PRESCHOOL TEACHERS TO MEET THE REQUIREMENTS OF UNIVERSAL PRESCHOOL EDUCATION FOR CHILDREN 5 YEARS OLD IN THE CENTRAL HIGHLANDS PROVINCES**

#### **3.1. Development orientation of education and training and development of preschool education in the Central Highlands provinces until 2020**

3.1.1 Development orientation of education and training in the Central Highlands provinces until 2020

3.1.2 Development orientation of preschool education in the Central Highlands provinces until 2020

"Strive to 2015 the percentage of children under 5 malnourished underweight dropped below 23%, below 16% by 2020. By 2015, all provinces in the standard of preschool education for children five years old ". [

*\* Orientation of preschool education for children age 5 until 2020*

"Universalize preschool education for children five years old is a top priority task in pre-school education in order to best prepare them for Grade 1 in all regions in the country. State liability management, investment and development of preschool education, enhance physical facilities and training teachers; priority investment areas with difficult conditions, mountainous, remote, island and border ".

#### **3.2 The solution proposed rule**

3.2.1 Ensure necessary

3.2.2 Ensuring practicality

3.2.3 Ensure effective

3.2.4 Ensuring continuity

3.2.5 Principles guarantee system

3.2.6 The principle of ensuring fair

#### **3.3 The solutions development preschool teachers to meet the requirements of universal preschool education for children age 5 in the Central Highlands province**

*3.3.1 Renewal of planning and directing the implementation of effective development planning preschool teachers*

*\* Aims*

Good management of the development of preschool teachers as planned, the impact on the structure of preschool teachers will motivate the general preschool education and preschool teachers in particular have been developed in the , is one of the factors that enhance the quality of pre-school teachers in the Highlands have a positive effect in improving the quality and effectiveness of preschool education and the work of early childhood education for children 5 years old.

\* Content and implementation conditions

- Implementation of planning preschool teachers follow the process, according to their competence, ensure the matching requirement for innovation and improving the quality of preschool borders, and must meet the requirements of universal preschool education for children age 5 of the Central Highlands provinces.

- Development of quantity of preschool teachers ensure the development of preschool education of local, specific units to meet the size, grade, children go to school, the educational activities in the school conditions and educational care of children all day or a session, preschool teacher ratio / group, class prescribed, and changes in levels of illness, childbirth ...

- Planning structurally preschool teachers to meet the requirements of preschool education for children age 5 are shown in the face of the age structure, level of training, expertise, special structured on ethnic composition. The structure of preschool teachers in association with the needs and conditions of the school's development as national standards for school construction, scale development of schools, classes ...

\*Implementation

- Based on the results predicted quantity of preschool teachers, Department of Education and Training plan development and directing the organizations implementing development planning germ no teaching staff meet the requirements of universal preschool for children 5 years old.

- Education and Training Bureau plans to direct the implementation of the development plan for preschool teachers to meet the requirements of preschool education for children 5 years old.

- Principals of preschool development planning preschool teachers to meet the requirements of preschool education for children 5 years old.

### ***3.3.2 Innovation in the selection and use of preschool teachers***

\* Aims

Make good use of the selection and pre-school teachers on the basis of development planning of preschool teachers. Perform the task of attracting and ensuring benefits for preschool teachers in order to create stability, sustainable development of preschool teachers, Improve the quality of care and education for

children, especially ethnic minorities, deep, extremely difficult to meet the requirements of universal preschool education for children 5 years old.

\* Content and implementation conditions

Assign training preschool teachers in ethnic minorities outside the guarantee of professional requirements should be interested in fostering the possibility of using minority languages for preschool teachers and Vietnamese usability for preschool teachers from ethnic minorities. Ensure the living conditions, housing, transportation, activities for preschool teachers ...

\*Implementation

- The Department of Education and Training advised the provincial People's Committee has a policy of recruiting preschool teachers on the characteristics of local, ensure the regime to engage preschool teachers to disadvantaged areas added to the number of missing preschool teachers to perform duties of preschool education and meet the requirements of universal preschool education for children 5 years old.

- Education and Training Bureau plans to recruit preschool teachers ensure implementation of universal preschool education for children 5 years old.

- The kindergarten implement plans to recruit and use preschool teachers

***3.3.3 Management training and retraining of teachers of preschool standards meet the requirements of preschool education for children age 5 suit specific conditions in the Central Highlands***

\* Aims

Guarantee for pre-school teachers especially preschool teachers teach kindergarten age 5 have qualifications and capacity, improve the quality of preschool teaching staff to ensure the implementation of educational objectives preschool, meet the requirements of preschool education for children 5 years old in a sustainable way.

\* Content and implementation conditions

- Plan and organize refresher guaranteed as decentralized management, made sure goals and measures specific training;

- To organize the training planned in various forms such as regular training, fostering team prepared to make a shift to quality preschool teachers;

- To supervise the implementation of training plans periodically, according to the decentralization and the training content.

\*Implementation

- The Department of Education and Training in collaboration with relevant agencies develop plans for training preschool teachers as required universal preschool education for children 5 years old for the entire province.

- Rooms education and training plans as required universal preschool education for children 5 years old and plan to organize the training of preschool teachers locally.
- Principal preschool initiative in organizing training at the unit.

### ***3.3.4 Organize the fostering ethnic languages for preschool teachers in ethnic minority areas***

#### **\* Aims**

Organize the fostering usability ethnic language proficiency for preschool teachers in ethnic minority areas to preschool teachers would do well to mobilize and sustain children sizes 5 school-age children. Preschool helps teachers understand the characteristics of psychological and physical development especially language skills and awareness of ethnic minority children better prepare children 5 years in grade 1 at primary school.

#### **\* Content and implementation conditions**

- Plan and organize refresher guaranteed as decentralized management, made sure goals and measures specific training;
- Organize the fostering as planned, with appropriate content. Fostering ethnic minority languages should be consistent with the local people;
- To supervise the implementation of training plans periodically, according to the delegation.

#### **\*Implementation**

- The Department of Education and Training Department of the Interior in collaboration with the planning organization fostering local ethnic languages especially preschool teachers teach kindergarten age 5 working in ethnic minority areas.
- Education and training Bureau based on assessment results, demand management personnel, preschool teachers are fostering ethnic languages to send officials plan management, preschool teachers to participate in learning planned fostering of the sector and local.
- Implementation plan language training minorities for preschool teachers in preschool.

### ***3.3.5 Developing and perfecting remuneration policy for preschool teachers, particularly for preschool teachers teach in ethnic minority areas, particularly difficult areas***

#### **\* Aims**

These are measures of leverage, creating incentives for preschool teachers work with mind; helping preschool teachers promote all potentials, constantly learning, improve their professional skills to fulfill the tasks assigned.

\* Content and implementation conditions

Guarantee policy regime prescribed by the State as salaries and incentives to attract teachers to teach in ethnic minority and disadvantaged. Policies for training preschool teachers to integrate children with disabilities; policies for preschool teachers teaching 2 sessions / days. Emulation policy in education. And policies to encourage teacher award "Good preschool teacher". Preschool teacher high achievements in the emulation movement "Two good" in education.

\*Implementation

- The Department of Education and Training to advise and oversee the implementation of the regimes and policies prescribed for preschool teachers. Preschool teachers have outstanding achievements in learning or housing and transportation, opportunities for advancement.
- Education and training Bureau thoroughly to preschool educational institutions and organizations planning to perform duties as assigned by management personnel.
- Principal preschools fully implement regimes and policies prescribed for preschool teachers as timely payment of wages, salary increase due; addressing modes overtime, part-time basis consistent with the actual situation ...
- Local trade union support spiritual life and material for preschool teachers in general and attention to preschool teachers have difficulty in working conditions to family circumstances, remote and ethnic minority .

***3.3.6. Performance evaluation under Standard preschool teachers, preschool teachers profession consistent with the Central Highlands province***

\* Aims

To inspect, assess preschool teachers follow professional standards for preschool teachers as prescribed and meet the specific needs of the highlands, and ensure the objectives of preschool education for children 5 age in the Central Highlands provinces in a sustainable way.

Evaluation results of preschool teachers as the basis for the school and the education levels of management planning and development using the teaching staff to meet the requirements of universal preschool education for children 5 years old.

\* Content and implementation conditions

- Plan and organize the examination, evaluation guaranteed as decentralized management, implementation assurance objectives, content inspection;
- Implementing plans to examine, evaluate.

\*Implementation

The Department of Education and Training Standards implemented regulations on occupational preschool teachers; Direct the Department of Education and Training to organize the preschool principal steps evaluation, preschool teacher grading process.

### ***3.3.7 The relationship between the solution***

## **3.4 Inspection and testing of proposed solutions**

### ***3.4.1. Surveying the urgency and feasibility of the solution***

About the urgency and feasibility, the results showed the 6 solutions are recognized consensus.

### ***3.4.2. Test content solution***

*3.4.2.1 Solution 3: Manage the training and retraining of teachers of preschool standards meet the requirements of universal preschool education for children age 5 suitable for the specific conditions in the Central Highlands*

a) Test Purpose: Verify to compare the change in design skills education plans for preschool children under preschool education programs and new skills assessed against the standards on child development the development of children age 5 in the test subjects before and after participating in training, which can result to prove the necessity and feasibility of solution 3.

b) The subject matter, content and time trial

c) Organization Test

- Plan and organize refresher

- Issue documents about plans to organize training courses

- Design evaluation form

- Methods of evaluation test results

+ Evaluation Criteria: Evaluation of perceptions on a scale from 1 – 10

+Summary of input and output after organizing training courses through self-evaluation of preschool teachers, compare data and provide comments.

d) Assessment test results

Test results and fostering the work of preschool teachers have been strengthened and helped demonstrate a reasonable level and feasibility of the proposed solution.

*3.4.2.2 Solution 4: Organization and ethnic language training for preschool teachers in ethnic minority areas*

a) Test Purpose

Verify to compare the change in the ability to use and communicate in ethnic languages for preschool teachers in ethnic minority areas in the Central Highlands



in the test subjects before and after participating in training, thence results to prove the necessity and feasibility of the solutions 4

b) The subject matter, content and time trial

c) Organization Test

- Plan and organize refresher

- Issue documents about plans to organize training courses

- Design evaluation form

- Methods of evaluation test results

+ Evaluation Criteria: Good, achieved and not achieved

d) Assessment test results

The impact of the measures have contributed to improving the use of ethnic minority languages of preschool teachers, creating confidence for preschool teachers in the course of performing their tasks and contribute to improving quality education for children in ethnic minorities.

### **Conclusion Chapter 3**

## **CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusion**

### **2. Recommendation**

***2.1. To the Ministry of Education and Training The Ministry of Education and Training (MOET)***

***2.2. To People's Committees of the Central Highlands provinces***

***2.3. To the Department of Education and Training of the Central Highlands provinces***

***2.4. To the Education and Training Bureau and preschools in the Central Highlands provinces***

***2.5. To Pedagogy***

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