

**THE USE OF INNOVATIONS IN THE PROFESSIONAL DEVELOPMENT
OF TEACHERS OF HIGH SCHOOL****N. V. Toan***Postgraduate student
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Abstract. In today's implementing organization of high school teacher training plan only meets a part of requirements in improving teacher's quality, the major part of teachers have not meet these requirements. The quality of teacher training activities currently is not high, it is also not encourage teachers to participate actively. A large part of teachers at all levels did not meet requirements for improving quality of education and society. Therefore, it is necessary to "innovate in planning establishment and implementing organization, implementing direction of high school teacher training plan towards orientation of high school education innovation" in order to improve quality of teachers.

Keywords: training; teacher; quality; plan; organization; high school; solutions of innovation.

Assessing reality of plan implementing organization and implementing direction of high school teacher training plan.

To have practical basis of plan implementing organization and implementing direction of high school teacher training plan, on August, 2014 we conducted a survey with 276 managers in departments; managers in offices and broads of departments; administrators in high schools; and 865 high school teachers in Ho Chi Minh city, Dong Nai, Ba Ria –Vung Tau, and Tay Ninh. Results of the survey are as follow:

Management situation of implementing organization of high school teacher training plan.

In today's high schools, implementing organization of high school teacher training plan is principal task. Implementing process of training plan is still not attract participa-

tion of sub-organizations, unions in the school.

In today's implementing organization of high school teacher training plan only meets a part of requirements in improving teacher's quality, the major part of teachers have not meet these requirements. Currently, the effectiveness of activities in high school teacher training organization is not high, and also is not promote its role in the formulation and improvement of teachers' quality. The major part of teachers are not aware of the role of teacher training activity, they do not arrange an appropriate time and do not have specific plans for teacher training plan. The professional groups in schools are not good in use of regularly training time following to the regulation of quality improving activities about all aspects for current high school teachers.

Table 1

Management quality of implementing organization activity about high school teacher training plan. (%)

No	Criteria	Quality (%)			
		Good	Fair	Normal	Weak
1	Establishment of leader board, private organizations participate in implementing high school teacher training plan	28,4	36,8	32,0	2,8
2	Assignment of responsibility for each member who participates in management of teacher training activity	25,9	40,2	31,0	2,8
3	Promulgating regulations implement high school teacher training plan.	26,3	38,5	32,1	3,2
4	Resource mobilization for high school teacher training activity	22,6	29,6	45,3	2,5
5	Promulgating guidances implement training activities	21,8	43,4	31,3	3,5
6	Establishing a mechanism for coordination between management of teacher training activity and resources (human, financial and material resources, information)	22,4	57,0	17,2	3,4
7	Preparing conditions service for implementation of training plan	23,7	52,1	21,0	3,2

Source: Field survey

From the above results, we found that most managers and teachers have evaluated management quality of implementing organization activity about training plan in high schools, which reaches at good level such as establishment of leader board, private organizations participate in implementing high school teacher training plan; Assignment of responsibility for each member who participates in management of teacher training activity; Promulgating regulations implement high school teacher training plan; Promulgating guidance implement training activities; Establishing a mechanism for coordination between management of teacher training activity and resources (human, financial and material resources, information); Preparing conditions service for implementation of training plan. Particularly, resource mobilization for teacher training activity was evaluated at normal level by managers and teachers. This shows that the major part of high school principals have done pretty well in organizing activities of teacher training in his school management.

Results of the survey on the feasibility of high school teacher training implementing plan implementing also shows that:

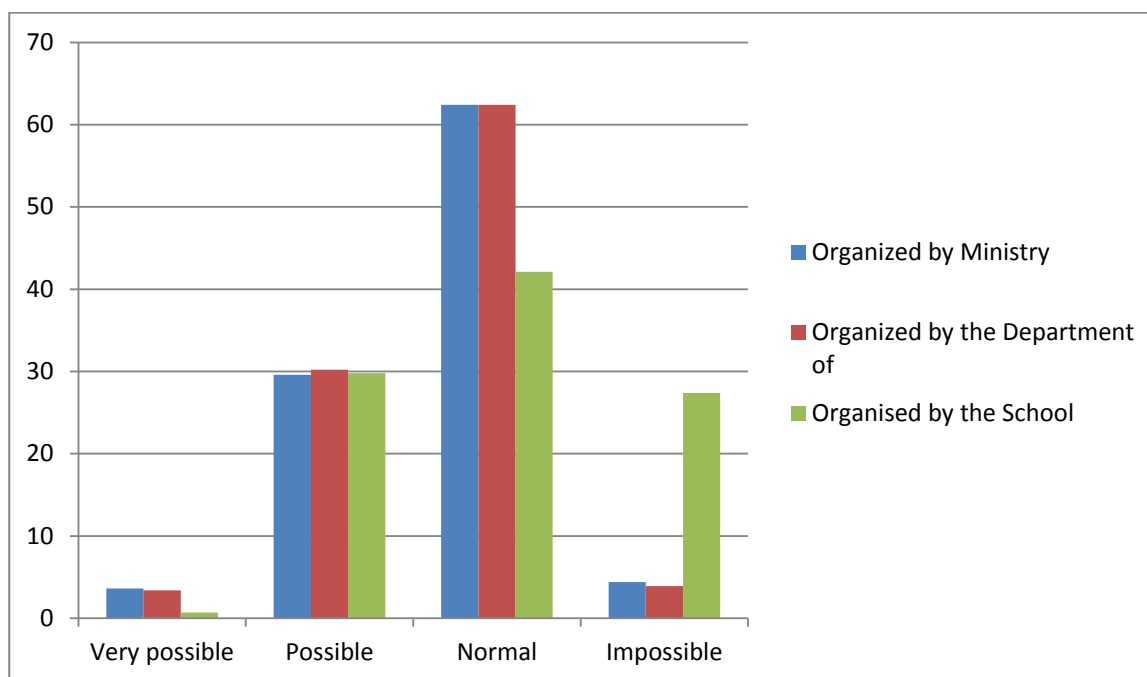


Figure 1: Assess the feasibility of training plan implementation

The majority opinion showed that the feasibility of training plan implementation for high school teachers, which was celebrated by Ministry, Departments, and high schools, reached at a normal level. It means that the feasibility of training organization activities is not high. This is one of issues that needs to have practical solutions in implementing high school teacher training to improve efficiency of education to meet requirements of basic innovative and compre-

hensive education of Viet Nam in the international integration stage.

Situation of management in activities of implementing directions for high school teacher training plan

Currently, situation of management in activities of implementing directions for high school teacher training plan from Ministry to Local is still timely, heavy about administrative procedures, which are presented in the following survey results:

Table 2

Situation of management in activities of implementing directions for high school teacher training plan

No	Contents	Evaluating level (%)			
		Good	Fair	Normal	Weak
1	Promulgating decision of implementing training activities for high school teachers	32,6	59,9	4,6	2,8
2	Guiding to select contents, methods, and forms of training to suit with teachers' qualification in high schools	24,5	63,1	10,0	2,4
3	Directing identify needs and objective of training to improve professional skills for high school teachers	39,3	50,5	7,2	3,1
4	Directing innovation about targets, contents, methods and organizational and evaluating forms of results in high school teacher training	27,2	30,1	39,7	3,1
5	Guiding selection about contents, methods, provided documentation to teacher self-training to improve their professional qualifications	25,4	26,6	45,6	2,4
6	Guiding teachers study lesson	20,9	29,5	47,0	2,5
7	Steering schools arrange a reasonable time for teachers participate in groups	24,9	24,3	49,6	1,2
8	Directing preparation and use of equipment and facilities for high school teacher training	24,8	23,8	47,9	3,5

Source: 2014 Field survey

Aggregated survey results show that the majority of respondents evaluated at fair level in some criteria of direction in training plan implementation such as promulgating decision of implementing training activities; Guiding to select contents, methods, and forms of training to suit with teachers' qualification; Directing identify needs and objective of training to improve professional skills for high school teachers. Meanwhile, some other criteria such as directing innovation about targets, contents, methods and organizational and evaluating forms of results in high school teacher training; Guiding selection about contents, methods, provided documentation to teacher self-training to im-

prove their professional qualifications; Guiding teachers study lesson; Steering schools arrange a reasonable time for teachers participate in groups; Directing preparation and use of equipment and facilities for high school teacher training was evaluated at good level by majority of respondents; assessing effectiveness of directing activities was reached at normal level. This shows that effectiveness in managing operations and directing implementation of high school teacher training plan is not high yet.

Besides, the implementation of above activities only focuses on some teachers, but is not thorough and uniform while implementing directions. Thus, when training imple-

ments, managers should change to avoid focusing on a number of teachers, should have equal opportunities for all of teachers. It requires the participation of all management levels from Ministry to Department, to Managing board of high schools, professional groups and to each teacher.

Some solutions of innovation in organizing and guiding high school teacher training plan implementation towards orientation of high school education innovation

Solution of innovation in organizing training plan implementation

Recognizing the importance of education in eco-social development, especially training to improve teachers' quality, Department of Education and Training reviews actively high school teachers as well as needs of labor use in high schools to organize implementing training plan suit with reality. Besides, Department of Education and Training needs to contact with centers of teacher and manager training in universities to train; Coordinate with schools to manage and monitor training activities; teacher training in all grades and assessing annually.

It is necessary to diverse contents and organizing forms of training for high school teachers to organize effectively, we can make the following requirements:

- Organization of training plan implementation about managing profession for leaders of expertise team.

In meetings of professional teams and groups need to focus on research documents that relate to the content, curriculum of subjects. It must have practical contents to serve for improving professional capacity of members in teams and groups.

- Organization of teacher training via seminars:

Some topics may invite experts to talk, exchange, such as seminars on improving teaching methods, training for good students; using teaching equipments... The division assigns teachers who have experience and good professional qualifications to help new teachers or limited experience in profession and expertise.

Method to implement: exchange on issues of content, methods of training, attending lessons, guiding prepare lesson, prepare necessary equipments, handling pedagogy situations, and other education activities.

- Organization of teacher training via contest and teaching movement.

This form attracts participation of many teachers. Thus, principal in schools has to pay attention hold at reasonable times of the movement. Teachers who play a leading role in the school. With requirement of new textbook program implementation, it is necessary to strengthen training organization for teachers to overcome shortcomings in terms of views, content, teaching methods; Updated with new knowledge and technical scientific advances; equipped for teachers about skills of flexible and creative labor.

- Organization through research BDGV lesson content:

In our opinion, the efficiency and quality based BD effectively transform HS impacts need to organize for teachers professional experience, using knowledge gained from BD. Therefore, the need to use some form of organized research unit of professional groups, taking the research done by teachers as a source of lessons for the transformation demonstrates professional competence after BD.

Solutions of innovation in directing implementation of training plan

Department of Education and Training has to direct regularly schools to conduct training plans suit with practical requirements of each school. The plan has to focus on the overall objectives to ensure general requirements in term of size, number of on-demand structure of sector. Department of Education and Training directs high schools to train teachers during school year, implementing process follows to each subject and school group under monitoring of staff in office of Department of Education and Training.

In addition, Department of Education and Training directs schools about conducting plan of self-study and self-training for teachers base on teachers who had to conduct plan and school approved. This activity must be respected and carried out regularly, constant-

ly under the control and supervision of professional leaders with leadership team during teaching.

To manage teacher training activities, high schools should establish a steering committee about high school teacher training. Steering Committee needs to develop a plan base on guiding documents of all levels about teacher training. Plan and content of teacher training have to show clearly role, tasks, subjects, content, form, method of training, forms of direction, methods of test, evaluate, and accredited training results. Directing the team classification for assigned plan of homeroom teacher, teachers who teach in grades to suit with ability, and promote teacher's qualification, and meet the student's requirements and aspiration.

Steering professional groups take the contents of teaching method innovation and assessment, which are central, to the discussion, have to unify to the following contents: Knowledge standard; skill standards for each particular lesson; organizational forms of teaching; focused method; regulations on teaching aids; teaching facilities; criteria for evaluating students' awareness; forms of assessment of learning outcomes of students.

Steering professional groups organize and exchange content of self-taught, self-training, deployment to meet the scientific projects contribute to improving the qualifications of staff and improve the quality of teaching.

Directing the schools and teachers have to develop training plans and professional self-training, the Department of Education and Training has planned inspections, regular inspections self-taught and self-training activities of the school and the teachers in order to create routines, habits and indispensable needs of each teacher.

Conclusion.

It is need to be careful to choose the model of advanced training and retraining for teachers. It has to suit with eco-social characteristics of each local and region. The high schools should be invested more about capacity of infrastructure and necessary equipments to implement education strategy fol-

lowing to social needs effectively. On the other hand, it is necessary to strengthen more and more preferential policies to attract talent to study in teacher sector with appropriate award and wage policy, and also build positive and healthy working environment in high schools.

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