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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/10823

DOI URL: <http://dx.doi.org/10.21474/IJAR01/10823>



RESEARCH ARTICLE

BUILDING THE CAPACITY FRAMEWORK OF A PROFESSIONAL LEADER FOR PRIMARY SCHOOL

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Manuscript Info

Manuscript History

Received: 12 February 2020

Final Accepted: 14 March 2020

Published: April 2020

Key words:-

Leader, Primary School, Capacity, Capacity Development, Profession, Capacity Framework, Capacity Evaluation, Primary School in Vietnam

Abstract

Teaching activities at Primary Schools in Vietnam are being strongly shifted to the orientation of developing student competencies. Especially, from the 2020-2021 school year, primary schools will implement a new education program in the direction of capacity development with quite radical changes compared to the current program. Those changes set new requirements for a team of professional leaders in primary schools. To have a team of professional leaders to meet the requirements of a new education orientation and program, primary schools must develop a new quality team of professional leaders according to their competence approach.

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Introduction:-

The capacity framework of a professional leader in elementary schools:

Capacity framework (or competency model) is a comprehensive description of the knowledge, skills, and attitudes that an employee needs to have a good job to complete his or her job. Accordingly, the Capacity Framework of a professional leader in primary schools is a comprehensive description of the knowledge, skills, and attitudes that a professional leader in primary school needs to have to complete his/her work well.

Due to the characteristics of pedagogical labor - its management: is the person who directly performs and is also the manager of professional activities in primary schools, so the capacity framework of a professional leader at primary school is dual: both summarizes knowledge, skills, and attitude of teachers; has just gathered the knowledge, skills, and attitudes of managers. In other words, a capacity framework of a professional leader at primary schools is not only capacity but also quality.

The capacity framework of a professional leader at primary schools includes the following 6 basic components:

Teacher qualities:

Include specific qualities:

1. Implementing well regulations on teacher ethics;
2. Directing the strict implementation of regulations on teacher morality in a professional team;
3. Having innovative ideology in leadership, management to develop quality and capacity for students in charge of grades;
4. Meeting standards of training and complete professional training courses according to regulations;
5. Timely update innovative requirements of the industry about profession and major.

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Professional and major competence:

Including specific competencies:

1. Developing your expertise (proactively study and promptly update the requirements of professional knowledge innovation; apply creatively and appropriately forms and methods and select the contents of learning and training support and improve their professional capacity);
2. Developing a plan for teaching and education in the direction of developing the quality and capacity of students (Actively adjust teaching and education plans under actual conditions of schools and localities);
3. Using methods, a system of standard for teaching and education; evaluating results of teaching and education in the direction of developing quality and competence of students (Proactively updating, applying flexibly and effectively methods, a system of standard for teaching and learning; evaluating results of teaching and educational meet innovation requirements following practical conditions);
4. Checking and evaluating in the direction of developing quality and competence of students (Proactively updating and creatively applying forms, methods, and tools of assessment and evaluation in the direction of developing quality and competence of students);
5. Counseling and supporting students (Implementing effectively advisory and support measures following each type of student in teaching and education activities).

Management capacity of professional teams:

Management capacity of the professional team at primary schools, including:

1. Organizing elaboration of the professional group's development plan (innovation and creativity in formulating plans, guide the organization of implementation and supervision, and evaluation of the implementation of the professional group's development plan);
2. Managing to teach and educating activities by grade/class (innovating management of teaching and education activities effectively by block/class; ensuring teachers use appropriate teaching and educational methods with diverse learning styles, needs, interests and readiness of each student; the learning and training results of students are improved);
3. Managing teachers (assigning teachers with professional skills; evaluating the capacity of each teacher; creating motivation to develop regular career capacity for teachers).
4. Managing the quality of education of the professional team (directing the formulation and implementation of plans to improve quality and overcome weaknesses according to the evaluation results of the school).

Capacity to build an educational environment:

Capacity to build an educational environment of a professional team in primary schools, including:

1. Building the school culture (Proposing measures to effectively implement the articles and rules of behavior culture of the school according to regulations; direct and promptly handle effectively violations of articles and rules of behavior culture in grade/class in charge);
2. Implementing grassroots democracy in specialized groups (encourage all members of specialized groups to participate in the implementation of grassroots democracy regulations; detect, prevent and promptly handle violations of democracy regulations in professional groups);
3. Building safe schools and preventing school violence (encouraging members of professional groups to participate in building safe schools and preventing school violence; detect, prevent and promptly handle violations of school regulations on safe schools, prevention of school violence).

Capacity to develop relationships between school, family, and society:

Capacity to develop the relationship between the school, family, and society of the professional team at primary schools, including:

1. Collaborate with the school, family, and society to carry out teaching activities for students (in cooperation with parents and other stakeholders to implement the curriculum and plans of teaching in grade/class in charge; disclosure and transparency of information about the results of an implementation of the teaching program/plan of the grade/class);
2. Coordinate between school, family, and society to educate ethics and lifestyle for students (in collaboration with parents and other stakeholders in the implementation of ethical and lifestyle education for students in grades/classes in charge);
3. Collaborate between schools, families, and society in mobilizing and using resources to develop professional groups (in collaboration with parents of students and other stakeholders in mobilizing and using resources for the development of professional groups according to regulations).

Additional capacities of a professional team

These are capacities that play a supporting role in the professional and managerial activities of professional leaders at primary schools, including:

1. Pedagogical communication: being able to effectively carry out communication activities with superiors, teachers, students, and other stakeholders.
2. Using foreign languages (using foreign languages in improving professional skills of themselves, directing the formulation and implementation of plans to develop the capacity of using foreign languages for teachers and students in grades/classes);
3. Applying for information technology (using software to support teaching and management activities).

Thus, the capacity framework of professional leaders in primary schools has 5 components, each of which is constituted by certain systems of knowledge, skills, and attitudes. Based on the content and labor characteristics of professional leaders in primary schools, there is a need for a fundamental and comprehensive innovation in education and training that identifies the structure and criteria of each component accordingly.

Table 1:- Summary of competence framework of a professional leader in primary school.

No	Competence	The manifestation of competence
1	Teacher's qualities	Good implementation of teachers' ethics regulations
		Directing the strict implementation of regulations on ethics of teachers in professional groups
		There is an innovative thought in leadership and management to develop the quality and capacity of students in charge of the grade
		Satisfying the standards of training and completing professional training courses according to regulations
		Timely update the innovation requirements of the industry in terms of profession
2	Professional and major competence	Developing your expertise
		Developing teaching and education plans in the direction of developing the quality and capacity of students
		Using methods, means, systems of the standard to teach and educate in the direction of developing the quality and the competence of students.
		Examining and evaluating the results of teaching and education in the direction of developing the quality and capacity of students
		Counseling and student support
3	Management capability of professional groups	Organizing the development of specialized team development plan
		Managing to teach and educating activities by grade/class
		Teacher management
4	The capacity for building an educational environment	Manage the quality of education of specialized groups
		Building a school culture
		Undertaking grassroots democracy in specialized groups
5	The capacity of developing relationships among the school, family, and society	Building safe schools and preventing school violence
		Collaborating with the school, family, and society to carry out teaching activities for students
		Collaborating with the school, family, and society to carry out ethical and lifestyle education for students
6	The complementary capacities	Collaborating with schools, families, and society in mobilizing and using resources to develop professional groups
		Pedagogical communication competence
		Using foreign languages
		IT applications

Evaluating professional team leaders in primary schools according to the competence framework:

The goal of the solution:

Identifying the purpose, requirements, content, methods of assessing professional team leaders according to capacity framework; contributing to innovating and assessing the teaching staff and educational managers in general, the professional team leaders in primary schools in particular.

Content of the solution:

Assessing an important stage in human resource development. There are assessments to know-how about the status of human resources; there are evaluations, we can understand the effectiveness of human resource development solutions and policies.

In education, an assessment of the competence approach has become an urgent meaningful trend, serving the process of training and retraining of teachers and administrators, orienting on their capacity development.

Assessing professional team leaders at primary schools according to the competence framework not only assesses the performance of professional team leader's functions and tasks but is more important than evaluating the capacity to perform professional team activities of professional team leaders. Because the competence of professional team leaders at primary schools is only formed and developed through activities and by activities, so when evaluating, it must also be through the activities of professional team leaders. Assessing professional team leaders at primary schools according to the competency framework requires an assessment of the quality of teachers, professional competence, major competence, professional skills, management competence of the professional team, and competence of building an educational environment; capacity of organizing and coordinating education forces ...

Assessing professional team leaders at primary schools according to the competency framework and making adjustments and improvements is an important step in the assessment of administrative officers in general, and evaluation of professional team leaders in particular.

Way to implement the solution:

Clearly define the purpose and require evaluation of professional team leaders at primary schools according to the competency framework

The purpose of assessing professional team leaders at primary schools according to the competency framework is to correctly determine the level of professional team's existing competence in each professional team leader; On that basis, there is an adjustment and supplement of content and methods of professional team leaders at primary schools suitably.

Assessing professional team leaders at primary schools according to the competency framework must meet the following requirements:

It must ensure process: To have the capacity, it takes time and goes through many stages: from formation, consolidation to shaping, and development. The competence assessment must also be evaluated in stages. Each stage has certain evaluation criteria. Therefore, when assessing the capacity of professional team leaders at primary schools must also ensure process.

It must be based on the activities of professional team leaders: Ensuring this requirement requires, when evaluating the professional team leader at primary schools according to the competency framework, it must be based on the activities they perform in the professional teamwork at primary schools. Assessing professional team leader at primary schools based on their activities is not simple. Therefore, the Principal of the Primary School must combine observation of the activities of the professional team leader with providing situations related to the professional teamwork for them to handle.

It must quantify the capacity of professional team leaders to evaluate: Ensuring this requirement requires, when assessing professional team leader at primary schools according to the competence framework, it is necessary to quantify the capabilities of professional team leaders to be assessed. Therefore, it is necessary to describe the capacity of professional team leader at primary schools to be able to apply existing knowledge and skills about professional teamwork to solve common situations in professional teamwork.

Selecting content for evaluation

The content of the evaluation is the competencies that professional team leaders must have or need to be fostered to have.

For professional and major competencies, it is necessary to evaluate teaching ability, professional and academic exchange with colleagues; deep understanding of issues of differentiated and integrated teaching in primary schools; teaching and developing the capacity of primary school students; organizing experience activities for primary school students, in the context of fundamental and comprehensive innovation in education and training in general, and reform of educational programs in particular.

For the management capacity of a professional team, it is necessary to evaluate the ability to build a professional team development plan; organize teaching and educating students; direct the renovation of teaching and educational methods; assess students' learning and training results according to requirements of quality and competence development.

For the capacity of building an educational environment, need to evaluate the ability to propose measures to effectively implement the rules and regulations of cultural behavior of the school; encouraging all members of the professional group to participate in the implementation of grassroots democracy; detect, prevent and promptly handle violations of democratic regulations in a professional team; encourage members of a professional team to participate in building safe schools, preventing school violence, etc.

For the capacity of organizing and coordinating educational forces, it is necessary to evaluate the ability to coordinate with parents of students and other stakeholders in implementing the curriculum and teaching plans in charge grade/class; coordinate with parents and other stakeholders in the implementation of ethical education and lifestyle for students in charge grade/class; coordinate with parents of students and stakeholders in mobilizing and using resources to develop professional team, etc.

For the capacity of using foreign languages and information technology, it is necessary to evaluate the ability to direct the formulation and implementation of plans to develop the capacity of using foreign languages for teachers in a professional team; create an environment of applying information technology in teaching, learning and managing a professional team.

Using a variety of methods to evaluate professional team leader at primary schools according to the competency framework:

Assessing professional team leader at primary schools according to the competence framework requires the use of many evaluation methods: qualitative/ quantitative evaluation, process/summative evaluation, process/product assessment, multiple-based evaluation reference frame ...

Organizing the assessment of professional team leader at primary schools at a strict process:

The evaluation of professional team leader at primary schools according to the competence framework is carried out according to a process including the following steps:

Determining the objective of evaluating the professional team leader at primary schools: Assessing the professional team leader at primary schools must achieve the goal of determining the level of attainment of the capability to do the task of a professional team of each professional team leader.

Selecting contents of assessment of professional team leader at primary schools: Assessing the professional team leader at primary schools should focus on the competencies that professional team leader at primary schools need to have to do well in their work.

Developing standards and evaluation scale: It is necessary to base on the competence framework of professional team leader at primary schools to build standards and assessment scale for professional team leader at primary schools. For each capacity, it is necessary to concretize into some criteria, specific indicators, which can be measured, together with necessary evidence.

Organizing assessment of professional team leader at primary schools: In the process of assessing professional team leader at primary schools according to the competence framework, this is the most important step. In parallel with the use of standards and evaluation scales that have been developed, it is also necessary to use additional standards related to the learning and training results of grade/class students; experience initiatives in professional teamwork, achievements in "good professional team leader" exams in all level.

The learning experience on evaluation activities: This is an indispensable step in the process of evaluating professional team leader at primary schools according to the competence framework. Lessons learned after each audit will help the subsequent assessments will ensure more credibility and objectivity.

Using assessment results to serve the development of professional team leader at primary schools in the subsequent stages:

The results of the assessment of professional team leader at primary schools must be used to develop a professional team leader at primary schools in the subsequent stages. To do this, after the evaluation, there must be analyzed the evaluation results objectively; indicate strengths, limitations of one, or other competencies of each professional team leader. On that basis, improving the content, methods of training, or making specific requirements for each professional team leader.

Survey results of urgency and feasibility of the proposed solutions:

The urgency of the proposed solution:

The statistical results of the evaluation of 596 experimental solutions that are surveyed about the urgency of the solution to evaluate the professional team leaders at primary school according to the capacity approach are gathered in Table 3.2.

Table 3.2:- Assess the urgency of the proposed solution (n = 596).

No	Solution	Feasibility of the solution (%)				
		Very feasible	Feasible	Less feasible	Impossible	No answer
1	Assessing the professional team leader according to the competency framework and making regular adjustments and improvements	41,6 (248)	49,3 (294)	9,1 (54)	0,0 (0)	0,0 (0)

The survey results show that the respondents have a high appreciation for the urgency of the proposed solution. In particular, the number of reviews is a very urgent and urgent account for a high proportion (90.9%). There is not have any comment that was deemed unnecessary.

This evaluation proves that the proposed solution is urgently needed in the development of secondary school pre-school staff according to capacity approach.

Feasibility of the proposed solutions:

The statistical results of the evaluation of 596 experimental solutions were surveyed on the feasibility of the solution to assess professional team leader at primary schools according to the competence approach, which is gathered in Table 3.3.

Table 3.3:- Assessing the feasibility of the proposed solution (n = 596).

No	Solution	Feasibility of the solution (%)				
		Very feasible	Feasible	Less feasible	Impossible	No answer
1	Assessing the professional team leader according to the competency framework and making regular adjustments and improvements	31,9 (190)	48,1 (287)	20,0 (119)	0,0 (0)	0,0 (0)

The results in table 3.3 show:

Compared to the urgency assessment, the feasibility assessment of the proposed solutions is lower. The number of reviews that are very feasible and feasible only accounts for 80.0% (urgency assessment is 90.94%).

If using the feasibility coefficient point calculation method as prescribed: the very feasible level coefficient 5; Feasibility level of score 4; the less feasible level of score 3; Feasibility level of score 2 and without answer point factor 1, we will have a general score about the feasibility of the solution. Evaluating professional team leader according to the competence framework and making often adjustments and improvements: Feasibility score 2455/2980.

Considering the feasible score, the maximum possible feasibility score is 2980 (596 comments x 5 points for a very feasible level). Analyzing the feasibility evaluation score of proposed solutions shows that the solution has a higher feasibility score than the average feasibility score (> 1490 points). This proves that the proposed solutions are highly feasible.

Conclusion:-

Innovating professional team assessment activities under the competence approach is a basic and important solution to develop this important team at primary school to meet the fundamental and comprehensive innovations of the school according to the direction in developing student's capacity. To innovate and evaluate professional team leaders at primary schools effectively, it is necessary to build the competency framework of evaluating professional team leaders, to create a change of awareness of managers and teachers of primary schools, and apply the competence framework in practice. the school, creating conditions for management mechanisms and motivation for the operation of this team.

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