

TRAINING MANAGERS, TEACHERS OF LAO CAI BOARDING HIGH SCHOOL, LAO CAI PROVINCE

Do Thuy Hang^a
Le Ngoc Quynh^b

^a Vietnam Academy for Ethnic Minorities

Email: dothuyhang@cema.gov.vn

^b Lao Cai Boarding High School

Email: huyquynhlc@gmail.com

Received: 21/2/2019

Revised: 26/2/2019

Accepted: 5/3/2019

DOI:

<https://doi.org/10.25073/0866-773X/268>

Training and improving the qualifications for managers and teachers of Lao Cai boarding high school, Lao Cai province has an important role in fundamental and comprehensive innovation of teaching of the school. This is also a long-term strategic mission of the school in the course of development. That managers and teachers, which are the determinants of the school's educational quality is a key part in all education reforms and innovations as they are those who directly create the quality of the school's education.

Keywords: Training; Improving the quality; Staff; Lao Cai Boarding high school, Lao Cai province.

1. Recognizing the problem

Training managers, teachers is not only the major policy of the whole education sector in Lao Cai province in general, but also the duty of managers, teachers Lao Cai Boarding high school, Lao Cai province in particular. In order to implement Resolution No. 29-NQ / TW of the 11th Central Committee of the Communist Party of Vietnam in the good way, the Resolution has set out the following tasks: Formulating plans, plans for training and retraining of teachers and administrators associated with socio-economic development, security, defense and international integration. The improvement of the quality of the school's training in the coming period requires the renovation of fostering programs and contents, especially the training contents must be practical, updated, and active for the teaching duty of the school.

Apart from the theory and practice of training managers, teachers in the context of 4.0 technological revolution, Lao Cai Boarding high school had a specific plan for training managers, teachers of the school. The leaders of the school have developed a training plan for each stage and improving the quality to meet the current practical requirements of the society.

2. Actual situation of training managers, teachers of Lao Cai Boarding high school, Lao Cai province from 2016 to 2018

Lao Cai Boarding high school, Lao Cai province was established in May 1992 (after the re-establishment of Lao Cai province in 1991). The school's mission is to train students who are children of ethnic minorities in Lao Cai province,

which makes an important contribution to creating sources of cadres and intellectuals of ethnic minorities (EMs) for the locality and the whole country. Many generations of students, children of ethnic minorities, are trained and matured in the school and have become the key leaders of the local, provincial and central governments nowadays. Some people are also outstanding examples in economic development to reduce poverty, contributing to local socio-economic development.

There are 62 managers, teachers currently working at the provincial high school in January 2019 including 03 managers, 40 teachers; The total number of staff in the school is 22 people. Regarding professional qualifications, managers and teachers with a Master's degree is 6/40 people, which accounts for 15% of the total number of managers and teaching staff; accounting for approximately 0.1% of the total number of managers, teachers in the school; The total number of teachers with university degrees is 32/40 people accounts for 80%.

In the past years (from 2013 to February 2019), the number of managers and teachers training professional qualifications and political theory is too small, specifically:

Managers and teachers are allowed to participate in a regular professional course every Summer and the training time lasts from 05 days to 1 week, organized by the Lao Cai Department of Education and Training.

Managers and teachers of the school have not been involved in doing scientific research and training courses on skills for designing lectures for

E-Learning, electronic lesson plans, electronic software for testing, teachers mainly research and apply by themselves, so the quality is not high.

**Statistics of managers and teachers of Lao Cai boarding high school, Lao Cai province
(As of January 2019)**

Number	Subject	Total	Ethnic minority	Party member		Training degree							
				Total of Party member	Manager	Political level			Professional qualifications		Professional title		
					Chief/ deputy director	advanced	intermediate	primary	University degree	Graduate degree	Class I	Class II	ClassII
I	Teacher	40	7	26		1	2	37	34				40
1	Literature	6	2	4	Temporary principal: 01	Studying 01		5	3	3			6
2	Physics	4	2	4			Studying: 01	4	3	1			4
3	Chemistry	4		3				4	4				4
4	Biology	2		1				2	2				2
5	Mathematics	6	1	5	Deputy director: 02		2	4	4	2			6
6	History	2		1			Studying: 02	2	2				2
7	Geography	2		2				2	2	1			2
8	Civic education	1		1				1	1				1
9	Technology	2		1				2	2				2
10	Physical education	2		3				3	3				3
11	English	4	2	2				4	4				4
12	National defense education	1		1				1	1				1
13	Informatics	2						2	2				2

Source: Lao Cai High secondary boarding school

Statistics shows that the number of qualified managers and teachers is 32/40, accounts for 85%; the number of managers and teachers reaching above standards is 6/40 people, accounts for 15%; 100% of current teachers having a career title of class 3-Code V.07.05.15; the current number of managers is 3 (including 1 Temporary principal, 02 deputy directors, there is currently the lack of one director); the number of party members who are teachers is 27/40, accounting for 65%; the number of managers and teachers with advanced levels of political theory is 01/40 people accounts for 0.25%; the number of managers and teachers with intermediate level of political theory is 2/40 people, accounting for 0.5%; the remaining with primary political theory accounts for 92.5%; The number of teachers who are ethnic minority is 7/40 accounts for 17.5%.

Through the collected results from the school year 2016-2017 to 2018-2019, the number of managers and teachers who rated according to the annual standards has been excellent, ranging from 12 to 13 people, accounts for about 30%; the number of managers and teachers rated according to the fairly good criteria ranges from 26 to 27, accounts for about 60%; The number of teachers assessed according to the standard is 01 accounts for 0.25%; the number of teachers ranked annual average qualification still fluctuates from 01 to 02 teachers, accounts for over 5%; the number of teachers with good professional qualifications is about 10 teachers, accounting for over 30%; Most managers and teachers with good professional qualifications accounts for about 70%.

The number of current managers and teachers of the school mainly has university level, most of the managers and teachers only focus on the task of “teaching”, not much participating in scientific research. They do not have much time to accumulate knowledge from practice to apply to teaching in integrated subjects so their lectures are sometimes unattractive, appealing to students.

**The result of assessment, classification of the managers and teachers
(From 2016 to 2017)**

STT		Evaluation and grading standards							Expert rankings					
		2016-2017		2017-2018		Average	To 12/2018		2016-2017			2017-2018		
		Excellent	Good	Excellent	Good		Excellent	Faily good	Good	Rather good	Average	Good	Rather good	Average
I	Chief (01)	1		1			1		1			1		
II	deputy director (02)	1	1	1			1		2			2		
III	Total of teachers	40		39					40			39		
1	Literature	1	4	1	3					4	1	2	2	1
2	Physics	2	2	2	1	1			2	2		2	1	
3	Chemistry	2	2	2	2				2	2		2	1	
4	Biology	2		1	1				1	1			2	
5	Mathematics		5	2	3				2	3		2	2	
6	History	1	1	1					1	1		1		
7	Geography	1	1	1	1				1	1		1	1	
8	Civic education		2		2					2			2	
9	Technology + agricultural subjects		2		1					2			1	
10	Physical education		4		4					2	2		4	
11	English	1	4		3				1	3	1		3	
12	Informatics		2		2					2			2	
13	Music		1		1					1			1	
14	National defense education													
	Total	12	31	12	24	1			10	27	4			

Source: Lao Cai High secondary boarding school

The above fact shows that the work of training and improving professional qualifications for managers and teachers of the school in the coming time should be focused and a matter of utmost importance. Schools need to develop plans to improve professional qualifications for managers, teachers in various forms.

3. Issues and some solutions to improve quality for managers, teachers of Lao Cai Boarding high school in the current period.

3.1. Current issues

- In the coming time, the Board of Directors of the Lao Cai Boarding high school will focus on training professional skills and self-studying for the managers, teachers of the school and enhancing qualification, competence, standardizing management staff and teachers in the school. It is important to develop plans for training managers and teachers, encourage and assign responsibilities to managers and teachers to continue to attend post-graduate training and political theory classes.

- Arranging and assigning managers, teachers must be suitable to each job position and the actual situation of the school.

- Paying much attention to the material and spiritual life for managers, teachers of the school.

3.2. Some solutions

3.2.1. Effective teaching implement and learning activities in 4.0 technology revolution and international integration

In the industrial age of 4.0, the school management board of Lao Cai Boarding high school need to pay attention to the training for managers, teachers with thinking, creative, innovative ability, analytical skills and informative processing skills and ability to work independently.

- The school management board of the school organizes training on informatics for managers, teachers

training in making and marking tests with software (Mark Recognition Test; ..)

- Training to improve the level of information technology application in teaching to help teachers improve creativity and become more flexible in the teaching process, with skills to use images and sounds in designing lessons. Teachers who are skilled in designing e-Learning lectures can upload on the school website, use electronic lesson plans, and electronic lectures during class time. Managers and teachers use proficiently and effectively modern teaching facilities.

3.2.2. *Diversify training contents and forms*

- The management board of the school builds programs and plans to improve the professional qualifications of each year of study and improve the capacity and expertise for managers, teachers and employees in the home. school according to each subject, professional team, supervising the implementation of the targets of each subject. Regularly provide necessary materials, documents and equipment related to the content of knowledge and teaching methods of the subject.

- Promoting professional self-studying, learning from other high secondary schools inside and outside the province, improving professional and foreign language skills; improving the human resources with high quality rapidly, especially training the core teachers of the province, key teachers in the school. Managers and teachers need to innovate teaching methods to suit each type of training and re-training and each students' abilities.

- Promoting scientific research in schools, combining scientific research with innovation of teaching methods; building a research team to enhance academic exchange and experience in scientific research; organizing and encouraging teachers to attend conferences and seminars inside and outside the province.

- Exchanging experiences, regularly organizing seminars on current domestic and regional and international situations related to the subjects.

3.2.3. *Renovating assessment work in accordance with the school's training program and need of the school*

Examining and assessing the quality of managers, teachers are very important stages in the teaching process.

- The school management board needs to check and evaluate regularly the improvement of professional qualifications of managers, teachers of the school, collect feedbacks from colleagues, students at the aim of making timely decisions and adjustments. And the inspections has to be conducted at all stages from individuals to each subject, and professional teams. Assessments must

be conducted according to plans, applying scientific advances and diverse methods.

- The examination and evaluation of self training results of managers, teachers are planned and checked by the team leader and the school board. The teaching hours and the quality of the two-sided education of the students need to be checked frequently. Assessment methods are used diversely, creatively and flexibly, and the assessing must be based on new trends of the world and their competence.

- Leaders of the school and the head of department regularly and unexpectedly check module training of managers, teachers, and staff of the school. Leaders of the school also organize the examination of managers, teachers about the understanding of guidelines and orientations of fundamental and comprehensive innovation of Education and Training and new issues, focusing on professional guidance in the next school year; The political and socio-economic situation of the local and the country as well as self-awareness about the topic of the school year are also examined weekly, monthly, quarterly and yearly. Every year, teachers are required to take a written test, both in terms of professionalism and homeroom work,...

- The Board of Directors directs professional teams strictly implement the examination matrix for teaching subjects. Examining and assessing students' learning results is an important link in the process of training and retraining managers, teachers. Systematic and regular inspection and evaluation will provide timely needed information to help students adjust their learning activities, help teachers have feedback to adjust and improve the teaching process, which enhances the quality of training.

3.3.4. *Equipping with facilities, teaching equipment and conditions to improve the quality of the school's training.*

- The school will provide modern equipment for teaching in accordance with the need of society to meet teaching requirement and fully renew teaching method. It is crucial to develop school libraries, information portals, connecting with ethnic schools in the province and some schools outside the province.

- The school need to develop plans to equip teaching aids and supply modern machines for research and teaching of the school. The classrooms and subject rooms of the school are equipped with the sound system for the teaching work.

- The school has upgraded computer room with high-speed Internet connection for teaching and learning informatics. Practical laboratories are equipped with modern learning tools, invested and equipped with computers, projectors, flipcharts, pin

boards, and subject rooms of the school are installed projectors to enhance the teaching by electronic lesson plans of the subject teachers, serving the weekly, quarterly and yearly professional activities.

- The school library needs to be widely and scientifically arranged and supplemented with books, references for the study of teachers and students. In the coming years, the school will upgrade the computer rooms and library following the electronic library model.

3.2.5. Improving the awareness and responsibility of ethnic minority people in the local for the school's education.

The authorities should propagandize and encourage ethnic minority people to notice the

development of the educational career of the school, at the aim of helping ethnic minority people in the province to be aware of their roles and responsibilities for the development of Lao Cai province in general and Lao Cai Boarding high school in particular, to improve the quality of local human resources. The local government continues to promote political-ideological education and raise ethnic minorities' awareness of the importance of schooling. The press and communication agencies are encouraged to run programs with specialized pages and sections on dissemination and education for ethnic minorities, bringing about a strong change in both awareness and action of ethnic minority people in the local, especially in the remote and mountainous areas to meet the requirements of social development.

References

Resolution No. 29-NQ / TW 8th Conference (Session X).

Directive No. 05-CT / TW of May 15, 2016 of the Politburo on promoting learning and following Ho Chi Minh's ideology, morality and style.

Lao Cai Boarding high school (2016 - 2017), the report of summarizing the academic year of 2016-2017; 2017-2018.

Lao Cai Boarding high school (2016 - 2017), a list of managers and teachers in the 2016-2017 school year.

Lao Cai Boarding high school (2017-2018), the list of managers and teachers in the 2017-2018 school year.

CÔNG TÁC BỒI DƯỠNG ĐỘI NGŨ CÁN BỘ QUẢN LÝ VÀ GIÁO VIÊN Ở TRƯỜNG TRUNG HỌC PHỔ THÔNG DÂN TỘC NỘI TRÚ TỈNH LÀO CAI

Đỗ Thúy Hằng^a
Lê Ngọc Quỳnh^b

^a Học viện Dân tộc

Email: dothuyhang@cema.gov.vn

^b Trường Trung học phổ thông Dân tộc nội trú tỉnh Lào Cai

Email: huyquynhlc@gmail.com

Ngày nhận bài: 21/2/2019

Ngày phản biện: 26/2/2019

Ngày duyệt đăng: 5/3/2019

DOI:

<https://doi.org/10.25073/0866-773X/268>

Tóm tắt: Công tác bồi dưỡng, nâng cao trình độ cho đội ngũ cán bộ quản lý và giáo viên ở trường Trung học phổ thông Dân tộc nội trú (THPT DTNT) tỉnh Lào Cai là nhiệm vụ chiến lược cơ bản, lâu dài của nhà trường trong sự nghiệp xây dựng và phát triển. Bồi cán bộ quản lý và giáo viên là nhân tố quyết định chất lượng giáo dục của nhà trường, là vấn đề then chốt của mọi sự cải cách, đổi mới giáo dục, là những người trực tiếp tạo nên chất lượng giáo dục của trường học.

Từ khóa: Bồi dưỡng; nâng cao chất lượng; đội ngũ cán bộ quản lý, giáo viên; Trung học phổ thông dân tộc nội trú tỉnh Lào Cai.