



Study in Teacher Quality

**Report on
Solutions for improving primary school
teachers' quality
Ministry of Education and Training, Vietnam
School Education Quality Assurance Project**

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Overview of this report

In the development of the School Education Quality Assurance Project (SEQAP) several common themes have arisen within each of three reports for the *Survey of Primary Principals and Teachers: the Study in Scaling up Solutions*, the *Implementation of the Teacher Professional Profiles*; and, *Solutions for Improving Primary School Teachers' Quality*. These themes indicate that there is a need for a coordinated response to the initiatives for the implementation of full day schooling, teacher profiles and the improvement of teacher quality. This section presents the Executive Summary of the recommendations and begins with an introduction to the themes that have been identified and the framework used to prepare the recommendations. A more detailed discussion of the recommendations and associated issues is then presented.

The discussions leading to the recommendations to solutions for improving primary schoolteachers' quality comprise four chapters:

Chapter 1 presents a review of current trends in teacher education programs for graduates of primary teaching. The chapter focuses on international research and suggests there is a need for extensive and comprehensive pre-service teacher education programs to prepare graduate teachers with skills and attitudes that are commensurate with the demands of schooling in the 21st Century. This chapter concludes with three examples of course designs for graduate teacher preparation and a discussion of issues related to teacher supply.

Chapter 2 summarises the experiences of schools with FDS and factors that are influencing the uptake of this model in different regions. The chapter presents recommendations regarding the training and professional development needs of principals and teachers and issues related to teacher workloads.

Chapter 3 brings together the findings related to teacher professional autonomy and needs-based professional development of teachers. The discussion focuses on the relationship between these two aspects of teacher professionalism and presents a case study for developing a systemic approach to teacher professional development and autonomy.

Chapter 4 makes recommendations on the implementation of the primary school teacher standards and examines how the task of implementing the assessment of teachers might be pursued. This chapter concludes with recommendations for the new statutory authority for the teaching profession needed to regulate and develop a professional body for teaching in Vietnam.

Framework for Recommendations

As a background to the School Education Quality Assurance Project (SEQAP) it is worth revisiting aspects of the Primary Teacher Development Project (PTDP), which gave rise to the teacher standards. There were four parts of the primary teacher development project. These were:

- a. The teacher professional standards

- b. Professional development training modules
- c. Quality assurance (Educational management information system)
- d. Teaching terms of service

Teaching standards were conceived as the central spine of the primary teacher development project. The standards were designed as a developmental framework of competence that enabled teachers to understand their own professional development and progression in terms of expertise. They were competency based. They were developmental. They did not require teachers to be compared to one another in a relative assessment. They defined the knowledge, skills and dispositions that teachers were developed throughout their career and that would define a career path in terms of developing competence.

Teachers were expected to be assessed against the standards and to identify professional development training needs that would assist them to progress through the standards framework. Records of assessment and career activity were expected to be recorded in the educational management information system. The legislation that would enable all of this to occur was expected to be framed within the teaching service act and the teaching terms of service. The professional development training modules were classified as component B of the primary teacher development project. Education management information system was labelled as component C. The terms of service were the focus of components D.

In many ways the current project on teacher quality mirrors the primary teacher development project in that the implementation of the professional standards, professional development for teachers based on need, the developing teacher autonomy, with a the recruitment of graduates to the primary teachers, and implementation of full-day schooling are very much related to the components of the primary teacher development project.

Teacher Standards

At the beginning of this project the research team became aware that the labels attached to the levels associated with the teacher professional the standards were the evaluative, value laden labels of: *bad; average; good; and, excellent*.

The data presented in the *Survey for primary school principals and teachers* suggested that the system is populated by teachers who are either good or excellent. In the discussion of this data we have noted that the (value-laden) power of these labels results in few, if any, teachers admitting to being assessed as 'bad or average'. We also note that if the data were to be accepted on face value there would be little need for professional development and little hope of improving the system. Good or excellent teachers would be less inclined to seek additional help through professional development and might even consider themselves as the persons who would be best to deliver the training to the remaining few 'bad' or 'average' teachers.

In using these labels, the standards have lost their competency base. They are no longer an absolute description of teacher development in terms of their skills but they have become a framework that encourages teachers to be compared one to another.

Undoubtedly the teacher recognised as the best in the local context will be labelled as excellent at all other teachers in the local context will be rated relative to that teacher. Under these circumstances localisation of norms takes over. The best, or excellent teacher, in one context will not be the same as the best or excellent teacher in another context. So the meaning of the *good, average and excellent* labels changes from location to location. This is accentuated when it is considered that approximately 1% of teachers were rated as excellent on a national scale but approximately 40% of teachers were rated as excellent against the teaching standards. This clearly underlines the fact that the national standards for teachers have lost their competency, are no longer absolute, and no longer define an excellent teacher.

Under these circumstances it is not appropriate to link the teacher standards to teachers' career paths at this time. It appears that planning to link standards to career paths needs to be projected forward to a time when legislation can establish an enabling framework for the labelling associated with teacher standards to revert to a competency-based system. At that time it would be expected that the current confusion between the *National Excellence* awards and labels associated with the standards will be resolved. The current teacher standards for teacher terms of service legislation and the implementation of the Ministry strategic plan for 2010 to 2020 will assist in this process.

FDS Structure and implementation

Implementation of full-day schooling has presented several issues and difficulties for the Ministry, principals and parents as well as the teachers. The Ministry of Education and Training would do well to organise a study tour to a range of countries. Germany has recently introduced full-day schooling to its school system in response to low academic achievement in international PISA project. It would be wise of the Ministry to send a delegation to Germany to study how this implementation has been promulgated. It would also be prudent to send a delegation to the United States and Mexico. This would enable an examination of full-day schooling in the developed and developing country. It would enable the Ministry representatives to examine the structure and the curriculum associated with full-day schooling in these two contexts. It may also be advisable to visit Cuba. In that country full-day schooling is associated with extraordinarily high achievements and learning outcomes. In Latin America the Chilean system is in the process of implementing universal primary schooling and the Vietnamese government may benefit from a dialogue about the governance of that school system. The Singapore system also has full-day schooling with high achievement levels. The Ministry of Education in Singapore is currently revising its curriculum and may also offer insights to a delegation from the Ministry of Education in Vietnam.

Inequity

There are dangers with the nature of full-day schooling in a mixed model with on-going half day and full-day class schools. For example, when the majority of the school is undertaking half day schooling and some students in the school are provided with additional classes, due to marketing strategies by the school, or due to parental pressure, there is a danger that the educational program of the school becomes inequitable. This system is likely to disadvantage the students who have the greatest

educational needs. In the 2001 study of grade 5 achievements and again in 2007 the ratio of between school variance to within school variance was extremely high and among the highest in the world. This means that there are huge differences between schools in terms of pupils' opportunity to learn. With the introduction of full-day schooling for specific classes within a school it may increase an already inequitable opportunity to learn. If this is the case it would mean that the inequity is moved from between schools to within schools. This reasoning assumes that private tutoring is not compensating for full-day schooling.

The link to differentiated opportunity to learn is made worse by other factors. In many cases full-day school is linked to a parent's willingness or capability to pay both for the extra tuition and for the provision of meals. Hence full-day schooling may well be associated with the wealthier parents. It may be denied to children of poorer parents. The data also show that full-day schooling is more likely to be linked to schools with specialist teachers and with increasing numbers of teachers who are either self rated or locally rated as excellent teachers. Full-day schooling is also associated with teachers who are more aware of and more likely to take the opportunity for additional professional development. These factors tend to suggest that full-day schooling is associated with more successful schools. It does not in any way suggest that full-day schooling creates successful schools. It does suggest that successful schools are likely to be those that choose to implement full-day schooling and hence further advantage of children attending those schools over children attending less successful schools with parents of lower socioeconomic status, in more isolated or rural settings. In this sense the factors that point to educational advantage may well be exacerbated by the introduction of full-day schooling unless action is taken to diminish this effect.

Professional development and teacher autonomy

In the differentiation in pedagogy, teachers in both FDS and in HDS have indicated that there is a need for assistance in implementing the new pedagogy and the curriculum. While there is an encouragement for teachers to act with autonomy there seems to be little understanding among teachers and principals regarding what this can mean. In focus groups the discussion centred on the teachers opportunity to make changes in scheduling of classes and in pedagogical practice but not in core curriculum. While the latter is understandable, there is little opportunity for teachers to exercise their autonomy in scheduling classes or in altering curriculum. There are however many opportunities for the teachers to vary pedagogical practice and to experiment in the class organisation and teaching transactions. However the need for professional development in these areas is strongly expressed in the data and the impression is gained that teachers are not confident in varying teaching practices or in being innovative. With a lack of confidence in teaching methodology and content it is presumably also true that teachers are not able respond in innovative ways to the new model of schooling and curriculum. Coupled with the identification of difficulties dealing with the bottom and top ends of class achievers it seems that teachers are retaining whole class instruction and not implementing differentiated or targeted instruction. The classroom management skills that this latter form of teaching depends on are also apparently absent and assistance is needed by teachers in these areas.

The evidence from the focus groups and the survey suggested that there is little understanding of the notion of autonomy. The idea that a school can set goals consistent with national and provincial strategic plans and that these can, and should, be coupled with the teacher appraisal and goal setting is not well understood. Teachers need to have targets that contribute to the national agenda, to the provincial and the school interpretation of that agenda. While this may appear to be inconsistent with the notion of autonomy, it does provide the teacher with freedom to vary the pedagogical practices and even curriculum content provided that the goals and targets are achieved. This is autonomy. Autonomy does not mean complete freedom for teachers to teach what ever takes their fancy. That would be anarchy and cannot help Vietnam's national agenda. As indicated, autonomy needs to be constructed as part of a teachers' professional competence to understand and respond to the goals set by the school, and to understand how these relate to the provincial and national agendas for schooling.

When the current lack of understanding about teacher autonomy is coupled with what appears to be a delusion about excellence among teachers' assessments, there is an urgent need to intervene through professional development, perhaps first with principals and then, through them and the district offices, to teachers. Further development in the meaning of autonomy, the link between the standards and appraisals and the availability of professional development is a large scale undertaking which will take several years to be fully implemented. This project indicates that there is a need for the Ministry to develop a major strategic initiative to start work on these issues as soon as practicable.

A professional development plan needs to be defined at a national level. It should be defined by the Ministry of Education and Training and implemented by the Departments of Education in the provinces and districts. National plans should be interpreted by provinces and then by districts and schools. Compatibility and congruence between these levels is essential. Principals should be accountable for their annual plans and the goals and targets set should be congruent with the province and national levels. Their appraisal, and involvement with teachers, can then focus the professional development and autonomy of teachers more systematically toward the attainment of nationally desired goals.

This approach assumes that the competencies documented in the standards will be referenced in the national goals to ensure the assessment of teachers is clearly focused on the skills they will need to attain those goals.

There are therefore two purposes of teacher assessment in the schools. The first is the focus on national goals and the second is the identification of skills and training for teachers in order to attain those goals and to progress the teachers career.

The siesta and lunch-time program

In the implementation of FDS in Vietnam consideration must be given to the cultural practice of the midday siesta when it is implemented in the school. This practice increases the length of the school day to something like 9 or 10 hours for even the youngest of the children. It makes problems for the principal in terms of the cost of facilities needed for the implementation (although most teachers and principals

indicated that the resources were appropriate). Supervision involves more than costs. For instance, is it the teachers' role to provide *in loco parentis* care during the school lunch break? Is there a need to employ separate carers? What salary would be paid to teachers or carers for the supervising? Would teachers be paid at the rate of a teaching salary for a carer role? Would less expensive personnel be involved?

There are costs associated with supervision and care for the children during the lunch break. There are logistic issues of management, care, facilities. Parent will be responsible for the cost of food and for the cost of the added time in the school. The two-hour break in the middle of the day is a cultural practice and may be difficult to overcome, but studies of other school systems and the way the FDS is managed, administrated and organised should identify sufficient evidence for a reconsideration of this practice. There are already a range of practices implemented and this need to be evaluated and perhaps eradicated if FDS is to avoid the lunchtime issues.

Impact

The impact of FDS on the teachers is greater than the dilemma of the lunch break. Teachers and principals will need support in financial, professional and administrative ways. While FDS teachers are more aware of professional development opportunities, it may be that FDS is implemented in more successful schools and the awareness, participation and recognised need are signs of a successful and vibrant school than of a specific need from implementing FDS. FDS itself may be a sign of a more proactive principal.

An impact that has to be dealt with is the effect on teacher's workload. It does and must increase with an increase in the length of the school day. The change might also affect their financial situation. Additional income from after school tuition will be curtailed and the effect of FDS will be an increase of work and a decrease in earnings. This combination has to be resolved. Hence there are financial implications for teachers, parents and principals. While this might be observable, they are also able to be overcome and the costs of implementation and a cost benefit analysis needs to be undertaken. There is little doubt that FDS will be implemented in Vietnam. The benefit in a broader curriculum, more time on task and presumably better learning outcomes, a diminution in the 'shadow education system' of 'extra tuition' after school may all lead to an overall benefit to the system and to the children.

Standards and teacher career paths

The recruitment of graduate teachers into the profession will naturally increase the discipline skill and knowledge level of the primary teacher workforce. However they will need to establish their pedagogical credentials just as all teachers will need to do.

In many systems of education there is a separation of the roles of recognition of teaching skills and the employment and promotion of teachers. Teacher registration through institutes of teaching or teacher registration boards is a quality assurance structure used by the profession to protect the quality of teaching as a profession. In many systems there is a statutory authority established, independent of the employing body. The independent authority is responsible for setting the standard for entry into the profession and graduate teachers, exiting from teacher training institutions are

automatically employable based on the transcript provided by the teacher training institution. In many systems this is not the case. Graduate teachers need to register as probationary teachers for a year or two and during this time they are expected to accumulate evidence of developing pedagogical and professional knowledge. At the end of the probationary period they are assessed by a registration board. Only after providing satisfactory evidence of competence at the entry level to the profession are they able to be fully registered as a teacher. Those who fail the registration assessment are not permitted to continue in teaching. It is a quality assurance process that has been outlined in the development of the primary teacher standards. While many systems charge the registration board with the responsibility of establishing the criteria, the PTDP established the minimal skills criteria in the lowest level of the teacher standards. An independent authority might wish to revise these, but there is a base level already established as a starting point. Hence our recommendation is that the procedures of registration and employment be separated.

The link to the PTPD components is clear. Teachers need to be assessed against the professional standards focusing on skill development after an initial assessment for registration and entry to the profession. These records need to be maintained at a national level perhaps by a proposed Vietnam Teacher registration Board. Teachers must be given the opportunity to be assessed and to improve through professional development that focuses on the school's links to national and local agendas and to improve the teacher's professional skills.

Finally none of this is possible until the teaching service is separated from the civil service and a new teacher service act is needed. The fact that this is in progress is an encouraging sign.

Executive summary of recommendations

Full Day Schooling

Recommendation 1.1: Provinces should draw on the experience of successful FDS and mixed schools that successfully run FDC. The specific skills and knowledge used in running FDS of the experienced school leaders and teachers should be analysed and integrated into professional development programs for HDS in transition to mixed or FDS.

Recommendation 1.2: While there were a very small percentage of school principals who refused the opportunity to make their schools FDS, it would be worthwhile conducting studies to understand the problems and issues that lay behind their decision.

Recommendation 1.3: In Vietnam, FDS emerged because of community needs rather than government strategies. At this stage when considering system change into FDS, broad strategies should be developed and clear rationales should be defined at all levels of the education system. At the school level, schools should clearly define their needs, their capacity to cope with FDC or FDS and map out a plan of implementation.

Recommendation 1.4: The characteristics of the HDS suggest that there is a risk that many HDS will not be successful in making a transition to FDS. To reduce the risk, preparation for a transition period is needed. Requirements, criteria and conditions for schools to become FDS or a mixed school should be developed in order to help schools improve their infrastructure and teacher training to the level required before these schools can run FDC or become FDS.

Recommendation 1.5: Measures should be taken to recruit better-qualified teachers, or teachers with experience in FDC and FDS, into the HDS to facilitate the transition from HDS to FDS. At the same time, specific professional development courses targeting the skills and knowledge in running and organising FDC and FDS should be provided for HDC teachers and principals.

Recommendation 1.6: To facilitate the transition from HDS to FDS, priorities should be given to pedagogical issues and school management when designing PD courses for teachers. Similarly, priorities should be given to school management and financial management when designing PD courses for principals.

Recommendation 1.7: In-service and pre-service training programs should focus on the following content, as teachers need to teach them, even though many of them do not have formal training:

- *Outside activities*
- *Local culture and context*
- *Assistance to low achieving students*
- *Assistance to high achieving students*

Recommendation 1.8: More specialised teachers are needed for Information Technology in all schools. Measures will also need to be taken to recruit specialised teachers into primary schools for the areas of Foreign Languages and other specialist areas if FDS is to be more widely implemented. Training and employing more BDH teachers for primary teaching is needed to assist in alleviating the shortage of specialised teachers in primary schools.

Recommendation 1.9: The Ministry of Education and Training should explore further the reasons teachers in rural and remote areas selected the option for children to go home for lunch as this choice may reflect community and local contexts.

Recommendation 1.10: The Ministry of Education and Training should take steps to engage with educators, parents and policy makers to explore the possibility of shortened lunch and break times for all primary schools in Vietnam.

Recommendation 1.11: Caretakers should be employed to supervise lunch programs.

Recommendation 1.12: Preparation time for classes should be built into teachers' workloads to improve the balance between the demands of home and work life.

Recommendation 1.13: To help reduce the workload for FDC teachers, specialised subjects or activities such as music, foreign language, arts, technology, IT, and pioneer movement studies should be taught by specialised teachers.

Training Primary School Teachers from Bachelor Degree Graduates/ Holders (BDH)

Recommendation 2.1. Recognise that teaching is a clinically oriented profession that requires candidates to have knowledge about:

- *Primary school students and their learning characteristics,*
- *Primary curriculum subjects they are expected to teach*
- *Teaching methodologies appropriate to primary contexts and subjects*
- *Assessment of learning in the primary school years*

Recommendation 2.2. Engage Teacher Education Institutions in a program of development to implement teacher education programs for BDH holders that align with models for reform of teacher education and clinically based practice in teaching.

Recommendation 2.3: Teacher education programs for BDH holders should include subjects that ensure candidates will develop knowledge about:

- *Core discipline areas they are expected to teach; e.g Vietnamese Language, Mathematics, Arts, Humanities, ICT Health and Physical Education.*
- *Pedagogy and its application to discipline specific content areas for teaching;*
- *Assessment of learning and teaching*
- *Students and factors that promote their engagement in learning*
- *Effective use of ICT in learning.*

Recommendation 2.4: Teacher education programs for BDH holders should include options for specialist streams that focus on preparing candidates to become subject specialists in primary teaching for areas of teacher shortages: for example teaching Music, Foreign Languages, ICT, Physical Education. These streams will require courses that develop knowledge about:

- *Specialist discipline areas they are expected to teach; e.g Music or , Foreign Languages or ICT or Physical Education*
- *Pedagogy and its application to discipline specific content areas for teaching;*
- *Assessment of learning and teaching*
- *Students and factors that promote their engagement in learning*
- *Effective use of ICT in learning.*

Recommendation 2.5: Preparation for teaching must provide time for candidates to develop and pedagogical skills. A minimum standard of 1-year should be required for the post-degree pre-service preparation of Bachelor Degree holders for primary teaching. The program should ensure theory and practice in teaching are integrated through the on campus and in school program. There should be a minimum number of specified days in school placements (between 45-60 days) and the placements should include some full-time place block and provide experience in more than one school.

Recommendation 2.6: Ensure extensive school experience component of teacher education programs are supported by high quality school-university partnerships and are designed to reinforce both theory and practice in teaching.

Recommendation 2.7: Ensure all new teacher education programs are designed to align with the professional standards for the teaching profession.

Recommendation 2.8: The Ministry of Education and Training should investigate the need to upgrade all future teacher qualifications to a minimum 4-year Bachelor degree level.

Recommendation 2.9: Develop incentives, such as paid study leave and scholarships for Bachelor Degree holder graduates to attract them into teacher education for areas of teacher shortage, in the following specialist areas, which are listed in order of need:

- *IT,*
- *Foreign Languages,*
- *Physical Education,*
- *Art and Music*

Recommendation 2.10: The Ministry should investigate the suitability of programs such as Teach First in the UK and Teach for America as a model for attracting high quality Bachelor Degree holders into areas of teacher shortages, including rural areas.

Professional Development and Professional Autonomy

Recommendation 3.1: Develop a National Blueprint to frame the professional development goals and targets for teachers and models for school-based training. The Blueprint should include:

- *A set of standards to identify key points of learning for students at different school levels.*
- *Curriculum guidelines for the development of curricula and pedagogy in schools (to be consistent with the new standards for student learning).*
- *Assessment and reporting guidelines to improve formative and summative assessment practices for the assessment of learning and reporting to parents.*
- *Development of National resources on learning and teaching for teachers.*
- *A common framework for learning and teaching to define the pedagogical practices to be used in classrooms to improve student engagement and learning outcomes.*

Recommendation 3.2: To support the professional development of teachers through external support including resources and trained expert teachers to implement the National framework for learning and teaching. Teachers should be provided with targeted professional development that is designed to enable them to:

- *Understand the National guidelines for effective learning and teaching and their application to classroom teaching;*
- *Use evaluative strategies to profile the effectiveness of learning and teaching at the individual class level and across the whole school;*
- *Understand the challenges they need to address in order to make changes to their teaching practice;*
- *Feel respect for their current levels of knowledge while at the same time be encouraged to make a commitment to further improvement.*

Recommendation 3.3: To promote professional autonomy among teachers MOET should consider conducting a pilot development project with trained teachers, similar to the program described for POLT in Victoria. The pilot should identify how teachers should be prepared for autonomy during their initial training and what ongoing professional development is required to support autonomy during teacher's professional career.

Recommendation 3.4: Develop a project to inform the annual reporting protocols for schools and districts needed to ensure all professional development targets are quality assured. The protocols will need to be designed include criteria to evaluate the effectiveness of professional development programs in terms of content, quality of delivery, cost-effectiveness, short-term and long-term impacts on teacher performance and impact on student learning outcomes.

Nationwide Implementation of the Teacher Standards

Labelling of the developmental levels of teacher standards

Recommendation 4.1: The developmental nature of the standards should be reinforced through a clear link to the framework that defines the career path of teachers. The labelling of the developmental levels of teacher standards in Vietnam as 'Bad', 'Average', 'Good' and 'Excellent' should be discontinued as this process fails to recognise a the professional progression of teachers in the teaching profession and may cause confusion in the application of the standards to professional development.

Recommendation 4.2: MOET should continue to act to separate the teaching profession from the general public servant titles. This will free the teaching profession from the need to use the labels ('bad', 'average', 'good' and 'excellent') to measure the level of performance of teachers and permit the use of the teacher standards to more effectively assess and guide teacher professional development.

Implementation of the Primary School Teacher Standards

Recommendation 4.3: MOET should create a senior position of Program Director (Teacher Assessment) in the Ministry of Education and Training to be responsible for teacher assessment on a national basis. The appointed officer should be accountable for establishing the infrastructure (budget, people) for national monitoring of teacher assessment and needs based Professional Development.

Recommendation 4.3a: The appointed officer should attend a training seminar at the University of Melbourne on teacher standards and teacher assessment.

Recommendation 4.3b: The senior officers from secondary teacher development project who came to Melbourne to be trained in development and use of the teacher standards are already trained in the concepts and use of the data. They should be regarded as a resource for the new position of teacher assessment at MOET.

Recommendation 4.4: Establish teacher assessment offices in each province. The provincial teacher assessment office should be accountable for training principals in assessing and training teachers.

Recommendation 4.4a: The provincial assessment office should collect the school assessment data and analyse them to inform needs based Professional Development (NBPD) and workforce planning.

Recommendation 4.5: A training project should be developed for provincial Teacher Assessment (TA) officers. It should provide them with skills in using the standards and in training school principals to use the standards.

Recommendation 4.5a: Provincial TA officers should be accountable for the successful training of principals to incorporate the Standards TA in an annual appraisal of teachers and in providing TA and NBPD data to the provincial TA office.

Recommendation 4.5b: Provincial TA officers should be accountable for the maintenance and analysis of the TA data in identifying the Professional Development needs at a provincial level and in advising the National TA office in MoET of the data in formulating and implementing a national TA and Professional Development Policy. They would be accountable for providing advice on NBPD that aligns with and supports the implementation of national policy in primary education.

Recommendation 4.6: Principals will be accountable for the teachers understanding and acceptance of the teacher standards. Principals assess teachers as part of annual assessment and in identifying the needs based professional development needs of the school. The Principal will also be responsible for aligning the school goals and NBPD program with the goals and priorities of the province and ultimately with the national MoET agenda.

Recommendation 4. 7: The provincial TA officer should be accountable for maintaining the TA data on assessment results and should be responsible for making the data available for various purposes and to meet the needs of schools and the national MoET agenda.

Recommendation 4.7a: The MoET TA officer would be accountable for training Provincial TA staff in data management and basic data analyses needed at school, province and national levels.

Recommendation 4.7b: At all levels of MOET administrative system (Ministry, provincial, district and school), there should be staff that are trained in using the data base of teacher assessment to inform PD planning and other teacher policies.

Recommendation 4.8: MOET should be the lead agent to disseminate information about changed conditions for employment, assessment and the registration of teachers. Television, radio and newspapers could be used to inform teachers of the work on the development of standards for classroom teachers. These duties should be part of he responsibilities of the MoET TA officer.

Recommendation 4.9: Statutory Authority for teacher registration should be developed to regulate the registration of teachers, the professional requirements for progression against the standards and accreditation of teacher education programs and professional development courses (where this is considered necessary by the MoET TA officer).

Recommendation 4.10: The National MoET TA Office should be responsible initially to work with the TTI organisations to link the professional standards for teaching to teacher preparation courses.

Recommendation 4.10a: Initial teacher registration should be possible only after two years post graduation employment as a teacher.

Recommendation 4.10b: Throughout a teacher's career, (every five years) the Teacher registration authority should require renewal of registration by demonstration of competency against the standards. The National TA officer will be accountable for establishing this process in conjunction with the Teacher registration Board when it is initiated, and the National TA office will be solely responsible for this process in the absence of the teacher registration authority. The purpose is to create greater consistency in the implementation of the teacher standards and identity of the teaching profession as well as implementing a national quality assurance process for the teaching profession.

Consistency between the Teacher Standards of different Educational levels in Vietnam

Recommendation 4.11: A consistent approach should be applied to the development and structure of standards for all school education sectors to ensure the process of professional development and assessment against the standards and the implementation procedures is consistent across sectors.

Recommendation 4.12: The national MoET TA office should be accountable for the consistency of approach and for its implementation.

Recommendation 4.13: To ensure the consistency of teacher standards those constructing standards should follow substantially the same methodology for developing and implementing the teacher standards.

Further Developments

Recommendation 4.14: The National TA office of MoET should explore the relationship between student achievement and ratings of teacher performance against the teacher standards.

Recommendation 4.15: The National TA office of MoET should be accountable for the periodic review, improvement and dissemination of the standards across all sectors and for the maintenance of training for provincial offices against the standards over time.

Chapter 1: Solutions for teacher issues when implementing full day schooling

In this chapter, recommendations on how to prepare teachers to meet the needs of full day schooling (FDS) will be discussed. The recommendations will be proposed in relation to the following areas: Teachers' acceptance and experience with FDS; Teachers qualifications and teaching resources; Teachers' training needs; and teachers' workload. In each section, all the findings related to FDS will be summarised first, followed by the recommendations.

1.1 Experience with and acceptance of FDS

The data from the survey of principals demonstrated that many schools in Vietnam have experience in running Full Day School (FDS) and also with Full Day Classes (FDC). More than 40% of schools run a FDS program and more than 70% of schools currently offer FDC. More than one third of schools have experience in running FDC within mixed schools. Almost all principals stated that they want their schools to become FDS and only a very small proportion of schools indicated they were not interested in offering FDS. These results suggest that FDS implementation is being well received and accepted among school principals and is consistent with the worldwide trend toward FDS schools. Experience with FDC may be providing a start for schools and communities, enabling them to become familiar with problems and issues associated with FDS.

The focus group discussions suggested parents feel pressured to send their children to after school classes where FDC is not offered. The implementation of FDS, and to a lesser extent FDC, will help reduce the need for parents to be concerned about after school care and extra tuition for their children. FDS, in particular, will increase the time children have to learn at school and this is likely to help reduce gaps in student achievement caused by differences in socioeconomic background. For instance, in a recent study of the introduction of FDS by schools in Germany Pfeifer and Holtappels, (2008) have predicted that by increasing time spent in school, home effects will be reduced, thus lessening the disadvantages to children from lower socioeconomic backgrounds. Thus, the increased learning time will create more opportunities for students to excel and gaps in academic achievement between them and students from other countries are anticipated to decrease.

1.2 Teachers' qualifications and teaching resources

The findings related to teachers' qualifications indicate that teachers from more affluent areas (such as urban and economic level 1) and teachers from FDS or FDC in mixed schools are more likely to have a higher number of years of training than their counterparts in other schools. In addition the percentage of teachers assessed as excellent teachers at all levels from FDC and FDS are higher than for HDC and HDS. FDS are also more likely than HDS to employ bachelor degree holders to work in their schools. Overall, the results demonstrate that teachers from FDC and FDS are of

a higher teaching quality than their peers from HDC and HDS. Thus, FDC and FDS have better teaching resources and classroom conditions than HDC and HDS

These findings suggest that schools with better teaching staff and better material resources are the ones that are changing to FDS. Within mixed schools, highly qualified or highly performing teachers are often selected to teach FDC. These classes are often given the best resources in the school. Existing FDS are responding as pioneer schools and are able to more capable of reacting quickly to make changes to meet the needs of FDS and their communities. In contrast, HDC schools have less qualified teachers and less resources. There is, therefore, a high risk that these schools will not have the capabilities or resources needed to be successful in implementing FDS. The results of this study suggests that the requirements, criteria and conditions for schools to become FDS or mixed schools should be developed to assist schools to make a more targeted response to improve their infrastructure and teacher resources prior to implementing FDC or FDS.

HDS schools that wish to offer FDC or FDS should be encouraged to recruit more qualified teachers to facilitate their transition to FDS. At the same time, specific professional development courses targeting the skills and knowledge in managing and organising FDC and FDS should be provided for HDC teachers and principals. These professional development courses should be targeted at narrowing the gap in teachers' qualifications and experience.

The difference in the level of teacher training and resources between FDS/FDC and HDS/HDC schools discovered in this study suggests there are multiple sources of disadvantage for students in HDS/HDC. That is, they have less qualified teachers and spend less time learning in school. The significance of implementation of FDS must therefore be more strongly linked to the issue of equity and to the provision of equal opportunities for students from different backgrounds, rather than being more simply related to meeting the demands of parents for longer hours of care for children.

1.3 Training needs and professional development

The survey of school principals indicated that more than 70% require further training in school management. The areas of additional training identified by principals were school management: financial management; personal management; pedagogic issues and relations with parents. In addition, almost 80% of principals indicated the teachers in their schools required training in pedagogical issues and 70% principals indicated that their teachers needed training in school management. Teachers also indicate that to adapt to the demands of FDS they will need to be trained in pedagogical issues, school management, subject matters and relations with parents.

The teacher survey demonstrated that a number of teachers are teaching subjects that they are not qualified to teach. The data suggest that teacher shortages exist for teaching: outside activities; local culture and context; provision of assistance to low achieving students; and, for provision of assistance to high achieving students. The percentage of teachers teaching subjects or activities "out of field" demonstrates a need for more teachers with these capabilities to meet these needs at present and to continue to support the development of all schools as FDS.

The survey data from teachers also indicates that there are shortages in subjects requiring specialist teachers. For example there are shortages in subject specialists for ethnic languages and foreign language, as these two areas were the ones teachers reported they were least trained. In addition the highest percentage of subjects that teachers expressed low confidence for teaching are: Information technology; Foreign language; Ethnic language; Fine arts; Music; Pioneer movement; and, Local culture and context

Data on the ratios of specialised teachers per student from the survey of principals demonstrates that the proportion of teachers increases from HDS to mixed schools, and again from mixed schools to FDS. HDS experienced the most serious levels of shortages for trained teachers in Information Technology and Foreign Languages. FDS also demonstrated shortages for teachers of Information Technology and reported that on average a teacher should be in charge of 1000 students. For comparison, specialised teachers in FDS schools for music, foreign languages, physical education and arts were reported to be responsible for teaching approximately 400 students.

1.4. Teachers' workload

Teachers identified "Morning, lunch, and afternoon sessions" as the most popular model for FDS for all geographical areas. Approximately 15% of the rural and remote teachers selected the option of "Morning session, lunch at home and then afternoon sessions." Schools also indicated that when the lunch program is provided, start times for vary from 10.30 to 11.30 a.m. finishing times vary from 11.50 a.m. to 14.00 p.m. Across the schools the duration of lunch times varied from 50 minutes to 3 hours, with 2½ to 3 hour lunches being popular. These findings indicate that lunchtime for most students in Vietnam is unusually long, compared to other countries. The longer lunch period places pressure on schools for supervision of lunch and the associated mid-day sleep time.

Sixty percent of the schools that run lunch programs employed paid caretakers and some schools employed teachers with additional pay at caretakers' rates. In a very few number of cases teachers reported they supervised the lunch program with no additional pay, or with additional pay that was higher than caretakers' rates. Teachers strongly preferred the option for paid caretakers for this task.

Information on school timetabling indicates that schools offer four or five periods before lunch, with four being the most popular. There are often two to five periods after lunch, with three being the most popular, followed by four. The highest number of periods taught each week is 41 periods for FDC and 39 periods for HDC. FDC and FDS teachers report that they have a heavier workload than their counterparts from HDC and HDS. FDS teachers work longer hours with a higher number of students in their classes. These teachers also spend time at home preparing for their classes.

Overall the data indicate teachers' workloads are increased by FDS. In the long run, it is not effective to expect teachers work long hours and to carry the burden of these changes, particularly if the ultimate purpose of FDS is to improve teaching and

learning. The data suggest that measures should be found to reduce the workload of teachers.

1.5 Conclusions and recommendations

The evidence indicates that more full-day school programs (FDS and FDC) are being implemented in affluent areas. Thus, although FDS is being accepted by schools there is a risk of increased levels of inequity developing across the school system unless steps are taken to support the implementation of FDS in a broader range of schools. Teachers are also teaching outside their areas of expertise and shortages exist for specialist classes beyond the core curriculum. Further action is needed to continue to build the expertise of the teacher workforce.

Recommendation 1.1: Provinces should draw on the experience of successful FDS and mixed schools that successfully run FDC. The specific skills and knowledge used in running FDS of the experienced school leaders and teachers should be analysed and integrated into professional development programs for HDS in transition to mixed or FDS.

Recommendation 1.2: While there were a very small percentage of school principals who refused the opportunity to make their schools FDS, it would be worthwhile conducting studies to understand the problems and issues that lay behind their decision.

Recommendation 1.3: In Vietnam, FDS emerged because of community needs rather than government strategies. At this stage when considering system change into FDS, broad strategies should be developed and clear rationales should be defined at all levels of the education system. At the school level, schools should clearly define their needs, their capacity to cope with FDC or FDS and map out a plan of implementation.

Recommendation 1.4: The characteristics of the HDS suggest that there is a risk that many HDS will not be successful in making a transition to FDS. To reduce the risk, preparation for a transition period is needed. Requirements, criteria and conditions for schools to become FDS or a mixed school should be developed in order to help schools improve their infrastructure and teacher training to the level required before these schools can run FDC or become FDS.

Recommendation 1.5: Measures should be taken to recruit better-qualified teachers, or teachers with experience in FDC and FDS, into the HDS to facilitate the transition from HDS to FDS. At the same time, specific professional development courses targeting the skills and knowledge in running and organising FDC and FDS should be provided for HDC teachers and principals.

Recommendation 1.6: To facilitate the transition from HDS to FDS, priorities should be given to pedagogical issues and school management when designing PD courses for teachers. Similarly, priorities should be given to school management and financial management when designing PD courses for principals.

Recommendation 1.7: In-service and pre-service training programs should focus on the following content, as teachers need to teach them, even though many of them do not have formal training:

- *Outside activities*
- *Local culture and context*
- *Assistance to low achieving students*
- *Assistance to high achieving students*

Recommendation 1.8: More specialised teachers are needed for Information Technology in all schools. Measures will also need to be taken to recruit specialised teachers into primary schools for the areas of Foreign Languages and other specialist areas if FDS is to be more widely implemented. Training and employing more BDH teachers for primary teaching is needed to assist in alleviating the shortage of specialised teachers in primary schools.

Recommendation 1.9: The Ministry of Education and Training should explore further the reasons teachers in rural and remote areas selected the option for children to go home for lunch as this choice may reflect community and local contexts.

Recommendation 1.10: The Ministry of Education and Training should take steps to engage with educators, parents and policy makers to explore the possibility of shortened lunch and break times for all primary schools in Vietnam.

Recommendation 1.11: Caretakers should be employed to supervise lunch programs.

Recommendation 1.12: Preparation time for classes should be built into teachers' workloads to improve the balance between the demands of home and work life.

Recommendation 1.13: To help reduce the workload for FDC teachers, specialised subjects or activities such as music, foreign language, arts, technology, IT, and pioneer movement studies should be taught by specialised teachers.

Chapter 2: Review of teacher education programs for Graduates/Bachelor Degree Holders (BDH) from other disciplines

2.1 Introduction

This chapter reviews quality in teacher preparation and implications for Bachelor Degree Holders (BDH)/ graduate teacher education programs. It presents some examples of new developments in graduate primary teacher education and concludes with comments about steps needed to ensure a supply of high calibre BDH teachers who have the capacity to respond to the needs of students in Vietnam today. In this chapter the term graduate and Bachelor Degree Holders (BDH) will be used interchangeably.

Teacher quality has a profound impact on student learning outcomes and student engagement in schools. High calibre teachers enable students to enjoy life at school, to achieve their potential and to solve problems flexibly. Poor teachers dull the lives of students and prevent them from achieving their potential. The new curriculum goals for education in Vietnam present a challenge to schools and teachers to ensure conditions for success for all students. The proposed new generation of BDH graduate teachers will be expected to support productive learning for all students.

The responses of primary school principals to the introduction of bachelor degree entry teacher education programs supports the view that the graduates from these programs will assist schools to offer a broader curriculum. Principals agree that BDH teachers bring new a new range of knowledge and skills to the primary schools that will support teaching in specialist areas. However, they were less sure about how well prepared BDH graduates would be for teaching core curriculum subjects. Principals identified the core curriculum areas as an important area for inclusion in all teacher preparation programs. The responses of the principals also suggested they regarded the task of preparation of the BDH graduates as requiring a substantial amount of study requiring, on average, a minimum of 21.6 months of full-time study and that programs should include psychological and pedagogical issues in teaching and learning as well as core curriculum content.

2.2 Teacher education: conditions for excellence

Although the research on what makes a teacher education program effective is limited the available evidence supports the views of the Principals. Inadequate pre-service teacher preparation is widely evident from both research and government reviews of teacher education. For example, Levine (2006), reviewed over a thousand university-based education schools in the US concluded that teacher preparation was inadequate and that few programs used theory in education to inform the development of teaching practice. Levine's findings reflect the outcomes of reviews of teacher education conducted in Australia, including the most recent State Parliamentary report (2005) for Victoria *Step In Step Up Step Out* and the Federal inquiry (2006) "*Top of the Class.*"

The available evidence on links between program design and the teaching practices of teacher graduates suggests that courses which include more practicum experiences and which are designed to integrate student teaching experience with coursework produce graduate teachers who are more confident and effective in their teaching. Teachers from programs exhibiting these features also appear to make a longer-term commitment to teaching as a career and remain employed in teaching for longer periods (Darling-Hammond & Bransford, 2005).

2.3 Length of teacher education programs and quality of teacher graduates

The views of the Principals concerning the length of programs for the preparation of bachelor entry graduates are in alignment with current practice. Graduate entry teacher education programs are typically one or two year programs (both primary and/or secondary) leading to a minimum of 4-year teacher preparation for a Degree plus a Graduate Diploma in Teaching or 5-6 years for a Degree plus a Bachelor of Teaching or a Master of Teaching (see lists of International and Australian programs for graduate teacher preparation in Appendix 1). Although there is currently little research evidence to definitively linking the length and type of program a 4-year program is considered to provide the minimum level of preparation for teaching. Comparative assessments of teacher graduates suggests that the quality and endurance of teachers is improved with longer (i.e. 5-years) of teacher preparation (Scannell, 2007).

Broad evidence linking quality student learning to the length of teacher qualifications can also be inferred from the results of the OECD's Program for International Student Assessment (PISA) for Finland where teaching is highly esteemed and every teacher has a master's degree. Teacher education is among the top three preferences for students entering universities, with only 10-12 per cent of applicants being admitted. The overall quality of teaching in Finland appears to be reflected in the small disparities recorded in the PISA rankings between high- and low-performing schools, with teachers producing high standards of learning for all students. Although the demographic indicators for Finland may be narrower than for many other countries this example supports a link between the professional status for teaching, the nature and length of pre-service teacher education and the overall outcomes of schooling (Harris 2006). It is consistent with the view that a more highly educated teaching profession provides teachers who are better equipped to deliver high quality learning environments for students in schools.

While it might be argued that longer teacher education programs are more costly, the benefits that accrue from these programs should be economically assessed for possible long-term gains. For example, studies with 4- and 5- year single and combined degree programs in the US suggest that longer teacher education programs are linked to higher teacher capabilities and longer retention rates in employment (Levine 2006, Scannell 2007). The benefits of longer teacher preparation programs include:

- More qualified candidates at entry
- Lower attrition rates during training

- Graduates who were more committed to the welfare of their students and the profession of teaching
- Higher levels of satisfaction with teaching as a career
- Higher rates of recruitment and ongoing employment
- Higher standards of teaching.

2.4 Current reforms in teacher education

Over the past 8-10 years, the focus of teacher education has shifted from a “traditional” view to embrace a new “reform agenda.” The new reform agenda is focused on the use of evidence about learners to inform teaching practice better (Darling-Hammond & Bransford, 2005). Traditional models of teacher preparation have been based on a narrower, and incomplete, understanding of the links between learning and teaching. The goals for these programs were designed to prepare teachers to deliver content knowledge to students in sequential and graded amounts. Consequently, the learning requirements for pre-service teachers in these programs focused on processes of lesson preparation and strategies needed to manage and maintain the activities of the classroom.

The reform agenda for teacher education has substantially expanded the focus of teacher preparation to include knowledge about development, theories of learning and an appreciation of the range of factors that motivate and engage students in learning. In these programs, the learning content for student teachers is highly focused around the use of information about students to construct learning contexts that create productive learning environments for all members of the classroom. As a result, teacher preparation is more concerned with assessing student characteristics, monitoring learning and using evidence to make effective interventions in student learning.

The reform agenda for teacher education is more closely aligned with an agenda for evidence-based teaching in schools and reflects research on how effective teachers drive the learning in their classrooms. It is the minute-by-minute adjustments made by teachers across both the social and contextual domains of the learning environment that moderate student engagement and achievement (Clarke, Keitel and Shimizu 2006). Teachers who are more responsive to students create conditions for more productive learning for all members in their classrooms.

Table 1 contrasts “Traditional” and “Reform” models of teacher education across three key themes relating to how these approaches view what teachers need to know, the construct of teaching and learning employed and the process of learning to teach that is emphasised and practiced.

Table 1. Frameworks in teacher education

Feature of course	Agenda for reform	Traditional approaches
Content: View of what teachers need to know	Extensive course practicum. Core studies on learning and teaching, students and their development. Discipline related studies with links to pedagogical content knowledge. Coherence across the theme of the teacher education program	Lack of coherence and fragmentation that is characterised by a set of subjects that lack a consistent or shared theme.

	that is framed and reinforced in all elements of the program.	
Pedagogical model: Construct of teaching and learning employed	Strong links between theory and practice in teaching with substantial attention being given to pedagogical content knowledge for teaching, integration of discipline knowledge and individual student needs for learning.	Attention is given to the delivery of information related to discipline knowledge areas and management of classes. Little attention given to teacher pedagogical knowledge for teaching.
Student teacher teaching experiences: The process of learning to teach	School experiences that are designed to link theory and practice in teaching and that encourage candidates to review the impact of their teaching through cycles of reflection. Analytical models focus on student teacher use of evidence to monitor learning and teaching.	School experience that is limited in its focus and does not make a connection to practice. Student teachers learn to teach as apprentice to the master. These programs are found to create little impact on the teaching practices of the graduates.

Advocates of the need for high quality teacher education stress the importance of overall coherence through processes that align all elements of the program (Scannell 2007, Darling-Hammond 2005, Howey and Zimpher 1992). High quality teacher education is characterised by programs that are designed to strengthen the links between what teachers need to know with practice through the development of pedagogical content knowledge and teaching experiences that are specifically designed to support this development (Scannell 2007, Darling-Hammond 2005). High quality school – university partnerships that are based on a shared view of good teaching are also essential to provide support for the university components of the program and to the reinforce of student teacher learning in the placement component of the course.

2.5 Examples of initiatives for reform of teacher education.

This remainder of this section presents a descriptive account of three current initiatives in teacher education that have been developed in response to the reform of teacher education. The first example presents a brief account of the Teachers for a New Era (TNE) initiative which has developed in the US and which is informing and motivating change in other countries including Australia and the UK. The second example is the Master of Teaching recently development at the University of Melbourne in Victoria, Australia. This example has been presented as an example of a 2-year graduate teacher education program that has been designed to develop teachers who are analytical in their practice. The third example is the Stanford Teacher Education Program (STEP) that is offered as a 1-year graduate teacher preparation program. STEP is frequently cited as an example of a high quality teacher education program in reviews in the US (e.g. Levine 2006 and Scannell 2007).

2.5.1 Teachers for the New Era project (TNE)

The TNE was initiated by the Carnegie Foundation in 2002, with 4-selected Teacher Education Institutions. This project has provided an important stimulus for reform in teacher education and the adoption of a clinical model for learning to teach. The concepts applied to the TNE project were shaped by an understanding that teacher quality has a profound influence on student learning. The key purpose of the TNE project was to establish what interventions were needed to promote the development of effective teachers and to apply this to teacher education. The TNE initiative has resulted in the development of three guidelines for the development of quality teacher education programs.

These are:

- Teacher education programs should be evidence-based. Research should focus attention on student learning gains developed by the graduates of the teacher education programs.
- The disciplines of arts and sciences should be fully engaged in the education of prospective teachers to ensure that teacher graduates have a general and liberal education and are well prepared for the disciplines they will teach.
- Education should be understood as an academically taught clinical practice profession involving close cooperation between teacher education institutions schools with master teachers to act as clinical tutors for student teachers and support the induction of beginning teachers.

These guidelines further reinforce the view that high quality teacher education programs should be designed to prepare graduate teachers with the professional and pedagogical skills they need for teaching. The anticipated graduate outcomes for programs using the TNE agenda are to prepare teacher graduates with:

- Strong knowledge of the subject matter they will teach.
- Strong skills and knowledge specifically related to pedagogical knowledge for teaching and pedagogical content knowledge for the different discipline areas of teaching.
- A model of professional development that begins with an extensive period of school experience during that is developed in a close partnership between the teacher education institution and school and continues through to the first two years of teaching as an induction program.

2.5.2 Melbourne model for graduate teacher education

The Melbourne Graduate School of Education introduced a new Master of Teaching program (early years, primary and secondary streams) in 2008 as part of the University of Melbourne's graduate model for professional education programs.

The design the Master of Teaching has reflected the goals of the TNE initiative and it has been benchmarked against 20 graduate teacher education courses in the US, Europe, and Australia.

The essential goals of the Master of Teaching are to improve coherence in teacher education and to produce graduates who are able to use data to inform their teaching. There are two significant reforms in this teacher education program: the first is the introduction of clinical teaching models using partnership schools for the delivery of field experience, and the second is the revised curriculum delivery at the University of Melbourne, where theory is taught in the context of practice and field experiences are articulated and sequenced with theory.

At the broadest level, the goal of the Master of Teaching Program is to prepare teachers and leaders of the future who bring to education their ethical commitment to making a difference to students' learning and lives, who appreciate the need to engage continually with the intellectual issues and challenges of the profession, and who can effectively manage the learning environment of the school and the classroom to maximise learning opportunities for all learners. The learning outcomes for the Master of Teaching to prepare graduates who are able to demonstrate:

- a commitment to student-centred learning, supported by the knowledge and skills that ensure its implementation;
- skills in developing emotionally supportive relationships and interactions with students;
- a broad knowledge of how students learn and how best to teach them effectively
- an informed understanding of the learning needs of a diverse range of students and the ability to profile each student's learning across different curriculum and contexts;
- an understanding of the content, processes and skills they will teach;
- a capacity to work with curriculum guidelines to plan, implement and evaluate programs and assess student learning;
- an ability to use a range of strategies, resources and technologies to engage students in effective learning;
- the capacity to create a community of learning in the classroom that is safe, supportive and challenging;
- a dedication to equity and excellence for all students;
- a capacity to develop positive relationships with colleagues, parents and the community generally;
- a capacity to reflect on, evaluate and improve their professional knowledge and practice;
- an active contribution to education through engagement in a range of professional learning contexts.¹

In addition to the knowledge and skills listed above, the Master of Teaching program expects its graduate teachers to display particular professional qualities or attributes that are needed if they are to be able to make the kinds of difference to student learning that schools seek:

¹ These skills and values incorporate and extend the eight standards of professional practice established as a requirement for full teacher registration by the Victorian Institute of Teaching.

- the ability to think independently and to be resilient and self-regulating;
- taking of responsibility for improving the quality and characteristics of student learning, as well as for sustaining students' motivation for learning;
- the flexibility and capacity for adapting to change through knowing how to learn themselves;
- the valuing of and engagement in the scholarship of teaching;
- responsiveness to school-wide, community and system expectations;
- the capacity and will to relate respectfully, professionally and supportively to students and colleagues;
- valuing equity, participation and democracy in learning and teaching.

This clinically-based teacher education program makes a fundamental change to the professional training of teachers and the design of the program reflects this aim. The Masters-level academic course builds on the (inter) disciplinary knowledge and critical analytical skills of graduate-entry teaching candidates. Informed by a solid theoretical and research base, the academic study provides teaching candidates with knowledge of learning and development, pedagogy, curriculum and assessment commensurate with 21st century education. This academic study is integrated with continuous and long-term practical work in schools and a practicum seminar program – each supporting applied clinical learning.

Figure 1 provides details of the curriculum for the Master of Teaching Primary program. The academic program is delivered over three days each week. Teacher candidates spend 2 days per week in a school for 10 weeks prior to completing a full-time placement for 3 weeks. Graduating teachers are prepared to teach across all grade levels and in all core curriculum areas offered in the primary years of schooling. Considerable attention is given to the areas of child development, productive learning and teaching and teacher professionalism. The final (4th) semester provides an intensive focus on individual learning needs of students and how to intervene to support student difficulties in learning in the two core areas of literacy and numeracy.

Semesters 1 – 4: Master of Teaching (Primary)					
1	Professional Practice & Seminar Prim 1 12.5 points	Learners, Teachers & Pedagogy 12.5 points	ICT in Primary Education 6.25 points	Foundational English Literacy 12.5 points	Mathematics Education 1 6.25 points
2	Professional Practice & Seminar Prim 2 12.5 points	Assessment, Learning & Teaching 6.25 points	Mathematics Education 2 12.5 points	Arts Education 12.5 points	Humanities Education 6.25 points
3	Professional Practice & Seminar Prim 3 12.5 points	Social & Professional Contexts 12.5 points	Science & Technology Education 12.5 points	Advanced English Literacies 6.25 points	Health & Physical Education 6.25 points

4	Elective 12.5 points	Designing Personalised Learning 12.5 points	Mathematics, Assessment & Learning 12.5 points	Literacy, Assessment & Learning 12.5 points
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Elective Subjects (12.5 points): Integrating the Curriculum; Teaching in the Middle Years; Australian Indigenous Education; Promoting Student Well-being; Teaching for a Sustainable World; Negotiated Project; ESL across the Curriculum; The Artistic Classroom; LOTE in the Primary Classroom, TESOL in the Primary Classroom

Figure 1. Course content for the Master of Teaching (Primary)

The strong emphasis on the role of the school practicum in the Master of Teaching is supported through the development of networks of schools referred to as Neighbourhood Schools Groups [NSG]. Principals and staff at these schools have taken up the opportunity to work in partnership with the University of Melbourne, and with each other, to produce a new generation of teachers and thus build capacity for the program and for teaching in general. Each school in the NSG has agreed to support a cohort of teaching candidates and one school has opted to act as the lead school for the network. Figure 2 represents the relationship between the university and the school partnership groups. In 2008, seven NSG's, with 3-5 schools per NSG, were required for approximately 120 teacher candidates.

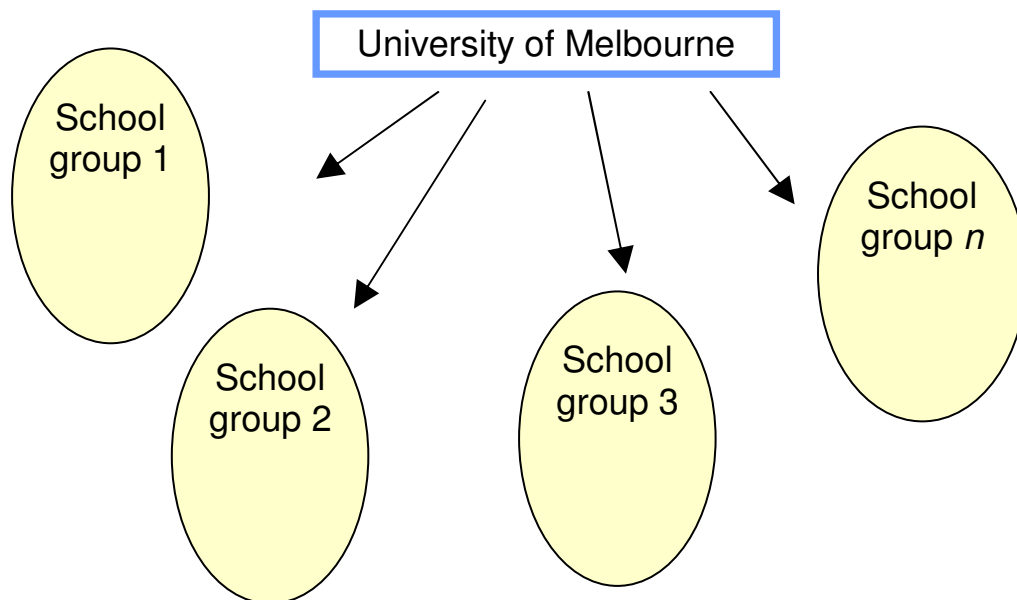


Figure 2. University – school partnerships for support of the Master of Teaching

Teacher candidates' experience in schools is supported by the appointment of key staff to ensure the coherent delivery of the practicum. Clinical specialists are drawn from the pool of academic staff and work with the teacher candidates in their appointed schools. Here they facilitate a series of practicum seminars, which have been designed to link theory and practice, to focus on core skills and approaches drawn from a

research base, and to align with the professional standards for graduating teachers outlined by the Victorian Institute of Teaching (2005).

In addition a Teaching Fellow, who is highly skilled teacher drawn from the lead schools in each NSG, is employed on a 0.5 time basis to facilitate the consistent delivery of the teaching experiences of candidates across the school group. Supervising Teachers in each school individually mentor a teacher candidate to develop their skills as teachers. A university based Practicum Partnership Co-ordinators –oversees the entire practicum program.

Figure 3 details the relationships within the partnership model in Master of Teaching. As indicated, teacher candidates are given extensive support from both the university and teachers in the NSG in which they are placed.

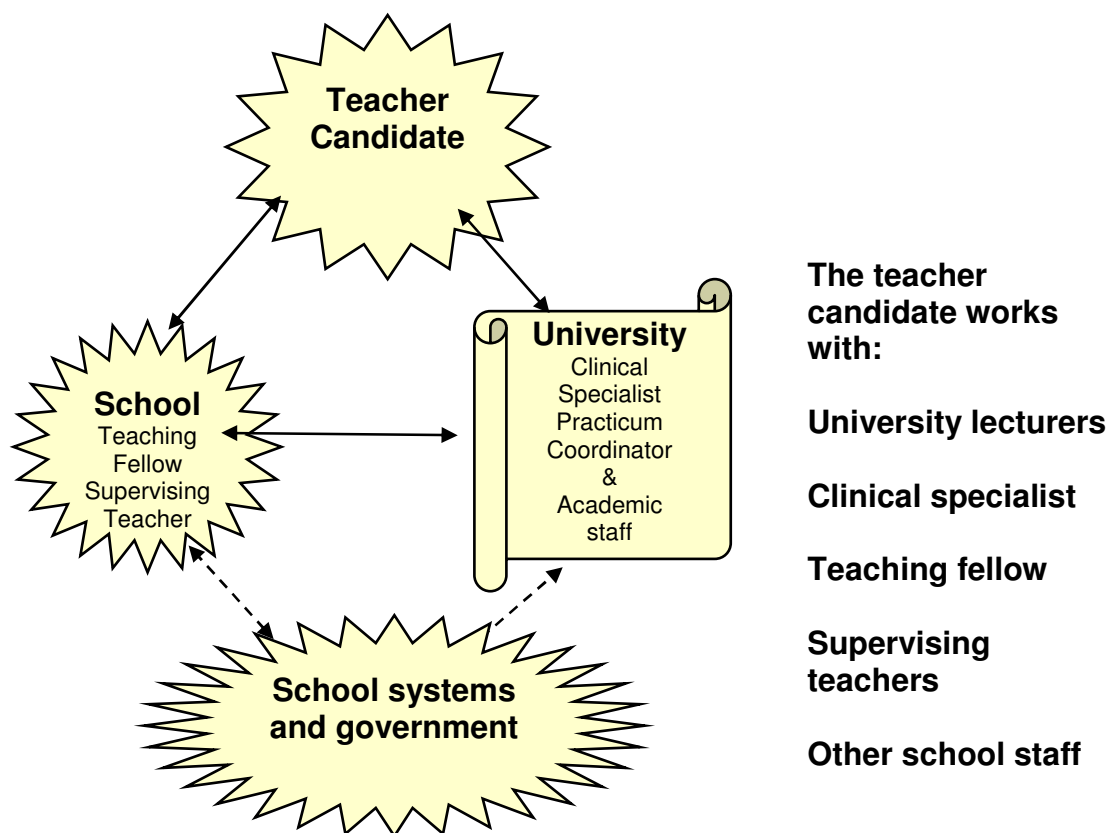


Figure 3. Relationships for support of teacher candidates in the Master of Teaching

A recent review following the first semester of operation of this course supports the claim that this is a high quality program for teacher preparation. The initial findings indicate that candidates are working at an advanced level when compared with candidates in other graduate teacher education programs. For example, school teachers and principals rank the performance of candidates against other graduate teacher education programs, as advanced for 13 out of 14 indicators, including ability to plan, implement and maintain challenging learning environments, monitor learning needs of students, respond to and manage difficulties in the classroom and engage

with other teachers in professional discussion about teaching and learning. In addition, the teacher candidates reported they felt confident in their ability to teach.

2.5.4 The Stanford Teacher Education Program (STEP)

The Stanford Teacher Education Program (STEP) for elementary (primary) teaching is a 12-month, full-time program leading to a Master of Arts in Education, offered at Stanford University in California. The program prepares graduates to teach all core areas of the curriculum for all grade levels and meets the requirements for a multiple subject teaching credential in the state of California. The STEP program is widely recognised as a program of excellence in the US and is regularly cited in reviews of teacher education (e.g. see Levine 2006, Scannell 2007) as providing a coherent program with extensive school-based experience.

The key goal of STEP is to prepare graduates who can meet both the practical and intellectual challenges of the teaching profession and who are able to serve the needs of the diverse population students in schools. The program seeks to revitalize the profession and the field and prepare educational leaders for tomorrow's schools. This program aims to produce graduate teachers who are able to demonstrate:

- a set of core values for teaching that includes a commitment to social justice;
- an understanding of the strengths and needs of a diverse student population;
- a dedication to equity and excellence for all students;
- a capacity to focus on the individual needs and development of learners;
- an ability to develop teaching and learning that is sensitive to the family and community;
- an understanding of the political contexts of education;
- teaching skills that are grounded in the study of subject matter and that promote inquiry, critical thinking, and problem solving.

In addition, STEP also seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. The professional qualities and attributes to be delivered in graduates include:

- an understanding of teaching as intellectual work and as a caring profession;
- a depth of content knowledge and a repertoire of powerful pedagogical practices;
- a view of teaching and of the role of education in society informed by appreciation of the socio-cultural contexts of education;
- a capacity to foster an understanding of and commitment to research, reflection and inquiry in the classroom;
- an ability to collaborate across individuals, institutions and communities;
- an ability to blending of theory and practice;
- to make effective use of technology as a teaching and learning tool.

A key feature of the STEP elementary program is the amount of school experience in the program. Candidates spend an average of sixteen hours a week in schools (4hrs per day for 4 days). The teaching experiences of candidates are guided by a classroom-based (mentor) teacher and a university supervisor. The placement program

is also supported with a weekly seminar that is focused on issues related to schools. Over the course of the year, candidates experience three different placements in selected local and public elementary schools.

The partnership schools in which the placements are made are selected for their alignment with the program goals. Stanford University has established relationships with schools through a range of university – school based projects that have focused on professional training, school-based research and school reform. The program also offers an option with a bilingual emphasis for candidates who are proficient in Spanish and meet additional requirements.

Another feature of the STEP elementary program is its small size. With only 20 (approx) candidates enrolled each year, the program provides highly focused and personalised guidance in both the university and school components of the program. This enhances opportunities candidates have to review and integrate information from their academically oriented studies with school based teaching experiences. The small number of candidates and the delivery mode of the STEP program help to maintain the focus on development and use of knowledge for the construction of effective teaching practice and possibly contribute to its success as a 1-year intensive program for primary teacher preparation. Candidates are exposed to numerous opportunities to observe, plan and discuss different pedagogical approaches introduced in the course and to apply and evaluate them in relation to the context of the school.

Figure 4 provides details of the curriculum for STEP. The academic program is delivered each day of the week. Teacher candidates spend 4 hours per day over 4 days per week to focus on integrating both theory and practice in teaching. Graduating teachers are prepared to teach across all grade levels and in all core curriculum areas offered in the primary years of schooling. Candidates must complete a minimum of 45 of the 48 units of study. Like the Melbourne Model, this program includes study of child development, learning and pedagogy of teaching and core curriculum for primary teaching

Strands/ Courses	Summer	Pre-fall	Fall	Winter	Spring
Curriculum & Instruction	ED228E: Becoming Literate in School I (2 units) 2008 syllabus	ED219E: The Creative Arts in Elementary Classrooms (1 unit) 2008 syllabus	ED228F: Becoming Literate in School II (3 units) 2007 course docs	ED228G: Becoming Literate in School III (2 units) 2008 syllabus	ED228H: Literacy, History and Social Science (1 unit) 2008 syllabus
		ED263E&F: Quantitative Reasoning and Mathematics I&II (4 units) 2007 syllabus		ED263G: Quantitative Reasoning and Mathematics III (3 units) 2008 syllabus	
		ED267E: Development of Scientific Reasoning and Knowledge I (2 units) 2007 syllabus			ED267F: Development of Scientific Reasoning and Knowledge II (2 units) 2008 syllabus
Social & Psychological Foundations	ED144X: Child Development In and Beyond Schools (2 units) 2008 syllabus ED167: Educating for Equity and Democracy (2 units) 2008 syllabus				
Language & Literacy			ED264E: Métodos y Materiales en los Salones Bilingües (2 units) <i>BCIAD only</i> 2007 course docs	ED388A: Language Policies and Practices (2 units) 2008 syllabus	
Pedagogical Strategies	ED244E: Elementary Classroom Culture and Management (1 unit) 2008 course docs		ED244F: Elementary Classroom Culture and Management (1 unit) 2007 syllabus		ED285X: Supporting Students with Special Needs (2 units) 2008 syllabus
Practicum & Student Teaching	ED246E: Elementary Teaching Seminar (3 units) 2008 syllabus		ED246F: Elementary Teaching Seminar (5-7 units) 2007 course docs	ED246G: Elementary Teaching Seminar (2 units) 2008 course docs	ED246H: Elementary Teaching Seminar (5 units) 2008 course docs
	10 units		18 units	10 units	10 units

Figure 4. Course content for STEP (Master of Arts in Education)

2.5.5 Alternative Graduate Programs for Teacher Education

2.5.5.1 Increasing teacher supply in areas of teacher shortages

Teacher supply and demand issues, particularly in hard to staff schools have encouraged governments to develop short-term programs to fill gaps in staffing schools. This has led to a growing interest in programs that place graduates directly in schools after a short-term introductory program in teaching. Two examples of these programs are:

- Teach First offered in the UK: www.teachfirst.org.uk ; and
- Teach for America: <http://www.teachforamerica.org/>

While research on the outcomes of these programs is mixed (e.g. see Scannell 2007) there is some evidence that programs which select only high quality graduates are able to support the teaching needs of schools that are normally difficult to staff (Xu, Hannaway and Taylor 2008) . The two examples listed above are considered exemplars as they have an additional long-term goal to create deeper links between schools and industry. Both programs target very able graduates to teach for two years in hard-to staff schools before moving into industry. The strength of the program is founded in developing future leaders for industry through the experience of teaching in schools. It is envisaged that in the long-term this will create leaders who are sensitive to the needs of the school sector.

Darling-Hammond and Bransford (2005) caution that overall teacher recruits from short school-based programs:

- Show higher levels of dissatisfaction with their teacher preparation program
- Are less effective in planning curriculum goals
- Demonstrate more difficulties in managing the classrooms
- Are less effective in diagnosing student learning needs
- Demonstrate lower levels attainment for students.

These authors suggest that a common weakness in these short preparatory programs for teaching is inadequate attention to pedagogy. Consequently, teachers are not adequately prepared in how to structure learning or how to adapt pedagogy across different discipline areas. Programs that are more aligned with the standards applied to full-time pre-service teacher preparation programs and which prepare candidates for teacher registration while they are teaching appear to be more satisfactory.

2.5.5.2 Specialist programs for indigenous teacher education

The focus group discussions raised concerns about teacher supply for remote indigenous settlements. In addition, data from the teacher surveys indicated that over 90% of teachers lacked confidence in teaching ethnic languages and that less than 10% of teachers indicated a high level of confidence in teaching local culture and context. The issues of teacher supply and education for minority groups may therefore need to be identified for further review to ensure the supply and quality of teachers for these groups are appropriate and that the goals of schooling reflect community needs.

A study of specialist teacher education courses may therefore provide further insights into issues related to indigenous teacher education. The University of British Columbia (UBC) offers a Native Indian Teacher Education Program (NITEP) as a Bachelor of Education Program for primary and secondary teaching (<http://teach.educ.ubc.ca/bachelor/nitep/>). This program is guided by an advisory council of Aboriginal educators and community members along with Faculty staff from UBC. The program is designed to build upon Aboriginal identity and cultural heritage in teacher education and to prepare and challenge teachers of Indigenous origin to become effective educators in for public, independent and indigenous schools in British Columbia.

A review of nine Indigenous Teacher Education Programs (Beaulieu, Figueira and Viri, <http://www.aare.edu.au/05pap/vir05321.pdf>) for the American the Office of Educational Research and Improvement (now the Institute for Educational Science) and the Office of Indian Education, U. S. Department of Education provides insight into issues of program design in relation to the goals for teacher education to ensure the preservation or maintenance of indigenous cultures, languages, and values.

2.6 Conclusions and recommendations

High quality school education depends on a teaching profession that has highly competent teachers. The goals for new graduate teacher education programs in Vietnam should be modelled on programs that align with current models for reform of teacher education. The programs should identify teaching as a clinically oriented profession and prepare graduate teachers who have a sound discipline knowledge base

for all areas they are expected to teach, complex pedagogical knowledge and its application to discipline specific content areas for teaching, and knowledge of students and factors that influence their learning. Teacher education programs should be based in high quality school- university partnerships that are designed to reinforce both theory and practice in teaching and align with the professional standards for the teaching profession and should be no less than a year in length.

Recommendation 2.1. Recognise that teaching is a clinically oriented profession that requires candidates to have knowledge about:

- *Primary school students and their learning characteristics,*
- *Primary curriculum subjects they are expected to teach*
- *Teaching methodologies appropriate to primary contexts and subjects*
- *Assessment of learning in the primary school years*

Recommendation 2.2. Engage Teacher Education Institutions in a program of development to implement teacher education programs for BDH holders that align with models for reform of teacher education and clinically based practice in teaching.

Recommendation 2.3: Teacher education programs for BDH holders should include subjects that ensure candidates will develop knowledge about:

- *Core discipline areas they are expected to teach; e.g Vietnamese Language, Mathematics, Arts, Humanities, ICT Health and Physical Education.*
- *Pedagogy and its application to discipline specific content areas for teaching;*
- *Assessment of learning and teaching*
- *Students and factors that promote their engagement in learning*
- *Effective use of ICT in learning.*

Recommendation 2.4: Teacher education programs for BDH holders should include options for specialist streams that focus on preparing candidates to become subject specialists in primary teaching for areas of teacher shortages: for example teaching Music, Foreign Languages, ICT, Physical Education. These streams will require courses that develop knowledge about:

- *Specialist discipline areas they are expected to teach; e.g Music or , Foreign Languages or ICT or Physical Education*
- *Pedagogy and its application to discipline specific content areas for teaching;*
- *Assessment of learning and teaching*
- *Students and factors that promote their engagement in learning*
- *Effective use of ICT in learning.*

Recommendation 2.5: Preparation for teaching must provide time for candidates to develop and pedagogical skills. A minimum standard of 1-year should be required for the post-degree pre-service preparation of Bachelor Degree holders for primary teaching. The program should ensure theory and practice in teaching are integrated through the on campus and in school program. There should be a minimum number of specified days in school placements (between 45-60 days) and the placements

should include some full-time place block and provide experience in more than one school.

Recommendation 2.6: Ensure extensive school experience component of teacher education programs are supported by high quality school-university partnerships and are designed to reinforce both theory and practice in teaching.

Recommendation 2.7: Ensure all new teacher education programs are designed to align with the professional standards for the teaching profession.

Recommendation 2.8: The Ministry of Education and Training should investigate the need to upgrade all future teacher qualifications to a minimum 4-year Bachelor degree level.

Recommendation 2.9: Develop incentives, such as paid study leave and scholarships for Bachelor Degree holder graduates to attract them into teacher education for areas of teacher shortage, in the following specialist areas, which are listed in order of need:

- *IT,*
- *Foreign Languages,*
- *Physical Education,*
- *Art and Music*

Recommendation 2.10: The Ministry should investigate the suitability of programs such as Teach First in the UK and Teach for America as a model for attracting high quality Bachelor Degree holders into areas of teacher shortages, including rural areas.

Chapter 3: Solutions for expanding teacher professional autonomy and needs-based professional development

3.1 Overview of the current situation for professional development and professional autonomy in Vietnam

3.1.1 Professional development

The data from the surveys of principals and teachers demonstrates that although both groups agree that principals have the major responsibility for quality assurance of professional development for teachers they differ on their view about teachers' responsibility. Almost 70% of principals, but less than 10% of teachers think that teachers are responsible quality assurance of professional development. These differences suggest that teachers do not view themselves as being active contributors to the processes related to quality assurance of their professional development. The

response from principals suggests they are, however, expected to have more involvement in this process.

Teachers and principals rank both themselves and each other as having the highest levels of responsibility for determining teachers' individual professional development needs. This is followed in order of ranking by the district, provincial and national offices education offices. The findings suggest that within most schools principals and teachers agree that the determination of professional development needs for individual teachers is primarily a shared responsibility between principals and teachers.

At the school level, principals and the district offices are most commonly regarded as being responsible for setting priorities for professional development, followed by the provincial offices. However, only 30% of principals recognised involvement by MOET in setting school priorities for professional development needs. This finding suggests there is a need to develop a strategy to ensure that the professional development in schools is more strongly linked to national priorities set by MOET. Although school priorities for professional improvement are important, they should be aligned with district, provincial and national priorities. There should be a national strategic plan for the professional development of teachers, therefore. This plan should encourage schools to identify priorities for professional development that take into account national and provincial strategies.

Within schools, teachers think that principals are responsible for the choosing providers for their professional development programs, followed by higher administrative levels such as the district offices, provincial offices and MOET. According to the principals, the district offices are the agents that have most responsibility for this issue. Principals also have responsibility for deciding who should attend these programs, followed by the district offices and provincial offices.

For teachers, the district offices are the most important agents responsible for when and where professional development programs are run, the number of days teachers are permitted to attend these programs, and what the content of the programs should be. Principals regard themselves and the district offices as having the highest levels of responsibility for these activities. Principals are almost solely responsible for determining time release and backfill to cover for teacher absences for attendance at professional development programs, while the district offices have the responsibility for payment of professional development programs.

Teachers ranked the area of teaching methods as their highest need for professional development, followed by teaching content. Classroom management and student assessment were not ranked as being important for teachers at this time.

The principals have reported that the professional development programs for their staff have been directly linked to the professional teacher standards and that teachers have been given recognition for, and feedback about, their involvement in these activities. Teachers have reported to colleagues what they learned from the professional development programs they attended and they have assessed what they learned. However, less than a half of the principals reported a link between professional training and salary increases.

The information obtained from the surveys on professional development is consistent with information collected earlier in the focus group discussion sessions. Overall, the data suggest that while the administrative processes for professional development are understood and appear to be satisfactory, teachers require immediate professional development to improve their teaching methodology and content knowledge. Recognition for ongoing teacher development should be made through links between professional development and salary increments.

Teachers' needs for professional development in the areas of teaching methodology and subject content suggests that more attention needs to be given by the Ministry to the development of a more confident and competent teaching workforce to ensure all schools have the capacity to respond to the current initiatives for school organisation, curriculum change and teacher quality. A comprehensive professional development program for teachers should be developed and implemented nationally. It is suggested this program should include areas of assessment and classroom management, in addition to teaching methodology and content, to ensure teachers are able to evaluate how their teaching influences student learning and student participation and engagement in learning.

3.1.2 Professional autonomy

Overall teachers have a low level of professional autonomy. The findings from the survey and the focus interviews demonstrate that teachers are assessed against, or required to have, approvals from the principals or their year coordinators for changes to their teaching. Although teachers have some autonomy over pedagogy, teaching resources, and time given to topics and assessment, they require the principals' approval for class scheduling, educational activities, topics to be taught and assessment methods. Teachers are also required to have approval from their colleagues and year coordinators for scheduling of classes educational activities, time given to topics and student assessment, their use teaching resources and teaching pedagogy. Teachers expressed a strong desire for professional autonomy and the freedom to make decisions about their use of teaching resources and materials, teaching pedagogy, time they allocate to each topic in each lesson, and teaching.

The findings on professional development and teacher autonomy indicate that a more strategic approach by MOET for the needs-based professional development of teachers is required to ensure teacher competencies conform to the national goals for schooling. Professional development for teachers that is focused on learning and teaching and the delivery of content knowledge will improve teachers' competence to adjust learning to meet the immediate learning needs of students and to design curriculum that is responsive to local contexts. In the long-term, this will improve teachers' capacity for autonomy and remove the need to exercise centralised control over teaching and related classroom activities.

3.2 Strategic planning for teacher professional development

3.2.1 A case study for professional development of teachers from Victoria, Australia: The POLT initiative

To achieve an increase in teacher capacity at a system-wide level a national strategy for a continuous process of targeted school improvement needs to be established. This strategy should include the professional development needs of teachers to ensure a whole-of-school response to the targeted objectives.

The successful achievement of a targeted approach to the professional development of teachers aimed at increasing whole school capacity will require a shared understanding of the national goals of schooling and strategies for annual reporting against these goals. Principals will need to determine each year what skills teaching staff will need to align the school's performance with the national goals and report annually on changes in school performance. If schools are to develop in a manner that is consistent with the initiatives of government, the goals set by teachers and principals must also comply with the national targets. This implies that teacher professional development and any increased teacher autonomy will need to operate within targets that are designed to achieve the system-wide goals determined by government.

An example from the State of Victoria in Australia is presented here with guidelines for a system-wide response to a new government initiative that includes attention to teacher development. In this instance, the government of Victoria developed a new blueprint for the development of all state-regulated schools. The blueprint was launched in 2003 and identified seven related flagship strategies for the reform of school organisation and learning. The first flagship strategy to be launched across the state was student learning, which encompassed the following key elements:

- The introduction of a new set of standards to identify key points of learning for student learning at different school levels (the VELS; the Victorian Essential Learning Standards).
- New curriculum planning guidelines for the development of curricula and learning and teaching processes in schools (to be consistent with the new standards for student learning).
- The development of new assessment and reporting guidelines to improve formative and summative assessment practices for the assessment of learning and reporting to parents.
- The development of a state-wide, online resource on learning and teaching for teachers, called the "Knowledge Bank."
- A new common framework, called the Principles of Learning and Teaching (POLT) to define the elements of pedagogical practice to be used in classrooms to improve student engagement and learning outcomes.

The Principles of Learning and Teaching (POLT) initiative was implemented to change teachers' classroom practice using a shared vision of good pedagogical practice. Teachers were provided with targeted professional development that was designed to enable them to:

- Understand the POLT guidelines for effective learning and teaching and their application to classroom teaching;
- Use evaluative strategies to profile the effectiveness of learning and teaching at the individual class level and across the whole school;

- Discuss the challenges presented by the POLT initiative and the support teachers needed to help them make changes to their teaching practice;
- Feel respect for their current levels of knowledge while at the same time be encouraged to make a commitment to further improvement.

The POLT initiative was implemented state-wide through a coordinated program called “Leading Change” which was administered at regional areas. Schools applying to participate in the program were required to make a whole school commitment to the flagship initiative for school improvement and the POLT program. Each school appointed a teacher to act as their POLT coordinator and this teacher attended training offered to schools in the region. The training program was developed by the Department of Education, in consultation with academics from the teacher education sector who also delivered the regionally based training sessions to the POLT coordinators. The trained POLT coordinators were provided with time release in their home schools to work with teachers to help them to implement and monitor their progress in POLT. The POLT coordinators were supported in their work in the school by a specialist regional educator who had also attended the POLT training program.

The POLT program created a common set of expectations for change across the school system in Victoria. It provided a model for a program of reform that engaged teachers in collegial learning that focused on the needs of the whole school and aligned with the broader objectives of government. The POLT program was developed through six principles that teachers were expected to apply to their classrooms. The principles were designed to encourage teachers to develop:

1. A supportive and productive learning environment for all students;
2. Independence, interdependence and self motivation for students;
3. Learning environments that reflect student need, background and interests;
4. Learning processes that challenge students to use thinking and problem solving strategies;
5. Use of assessment practices that inform teaching and learning;

And,

6. Learning contexts that reflect communities of practice within, and beyond, the classroom.

This system-wide program for school reform was developed through a whole school approach that required schools to respond to the broader strategic goals set by the Ministry. Schools reported on their progress with the POLT initiative to their regional office.

3.3 Implementing a strategic plan in primary schools in Vietnam

A national, provincial, district and school level strategic planning process will provide a unified and targeted approach to the professional development of teachers with the initiatives for school organisation, curriculum and teacher quality for primary schools in Vietnam. To be strategic, the planning and reporting approaches that are to be adopted will need to be designed to ensure each level within the national system plans and reviews their progress against the same set of goals. The communication and reporting procedures between levels focus will need to focus attention on planning,

development and evaluation of projects that are designed to achieve specific goals related to the range of innovations being implemented in Vietnam.

Schools, districts, provinces and government departments that have already adopted strategic planning would find the approach relatively simple to adopt. There is no fixed method of implementing this approach but some suggestions are offered to help with the implementation. The suggested procedures provide a frame of reference to address a series of basic questions that can be used to monitor the implementation of each of the innovations. There are five major initiatives being implemented within Vietnam in the primary education system:

- Autonomy
- Innovation
- Professional standards
- Teacher assessment
- Curriculum

In order to implement these initiatives, several questions need to be addressed by each of the levels within the system.

- Questions concerning goals and needs have been identified for the school, the district, the province and the nation. Goals for each should be examined to ensure that they are consistent with the national implementation plans for the initiatives
- Plans have to be established and documented. The plans need to be compared at each of the contiguous levels within the system. There is a need for schools to ensure that their plans are consistent with those of the district. The district, in turn, needs to ensure that their plans are consistent with those of the provinces. The province also needs to make sure that the plans, goals and strategies chosen are consistent with the national agenda for each of the five initiatives
- In implementing teacher autonomy, innovative teaching methods, professional standards, picture assessment procedures and innovative curricula there must be a consistent approach throughout the system. In particular, procedures have to be adopted. Those adopted at the school must be demonstrably linked to national, provincial and district goals. Strategies adopted at the district level need to be demonstrably linked to provincial and national goals and so on, throughout the system
- Targets and measures of success also need to be identified and documented at the planning stage. Every level within the system needs to stipulate what its goals are, a set of possible strategies that can be used to achieve those goals, and a list of measures that would be used to evaluate whether the goals were achieved
- Annual reports need to be prepared at every level within the system. School principals should be required to prepare an annual report on the

implementation of each of the initiatives, and those reports should be submitted to district offices. District offices should be required to prepare an annual report which is submitted to the provincial office. Provincial offices should be required to accumulate evidence from districts and submit reports to the central Ministry office in Hanoi. In this way, constant monitoring of the system could be achieved to ensure that each of the major national initiatives, or any other new initiatives, remained consistent with the national agenda and that all levels in the system remain on track. The timing of these reports should be fixed at the national level and each level within the system should have a schedule within which the annual report should be submitted to the next level. It should begin with schools undertaking a process of annual reporting drawn up by the principal in consultation with staff. The principal would be required to submit the report to the district office in a timely fashion. This would enable the districts to accumulate evidence from specific school reports in order to compile a report at the district level. The district report should then be submitted to the province, and a provincial report should draw upon the reports received from the district.

3.4 Issues involved in implementing national strategic initiatives

The implementation of any national system needs to take into account the added pressure it will place on the system. In particular, initiatives that require additional work on the part of teachers need to be very carefully implemented. Teachers need to feel that they own the process. While the Vietnamese system in many ways mandates change, this can often lead to an appearance of change, rather than real change. Real change will occur when teachers support, understand and feel that they own the change.

3.4.1 Workload

Feedback from focus groups tend to indicate that workload was a serious issue for teachers and school principals involved in implementing these five initiatives. Care needs to be taken to make sure that resistance linked to the increase in workload is not raised by schools. In order to achieve this, the role of the principal will be paramount in managing the implementation, the rate of implementation and the way in which teachers are deployed in making that implementation happen

3.4.2 The lunch break

Serious consideration needs to be given to the length of the lunch break when implementing full day schooling. The idea that the lunch break at school, particularly in primary school, can last from 11.30am until 2pm or from 12pm until 2.30pm is not consistent with international practice. Almost no other system in the developed world would the primary school lunch be longer than 40 minutes. In the USA, for instance, a primary school lunch break is often no more than 30 minutes. This means that the lunch break is little more than an extra period of the day. The school day lasts from 8.30am or 9am until 3pm or 3.30pm. Children are expected to be at school, but not for more than 6 ½ hours per day. This is regarded as full-day schooling. With the proposed schedule for Vietnamese schools,

children could be at school for almost 10 hours per day. Of this time, many hours of it would be spent on in unproductive time that causes great stress on teachers in terms of the extra time demands placed upon them. Serious consideration needs to be given to the way in which the school day can be shortened while introducing full day schooling

3.4.3 School resources

A common impression amongst teachers and principals attending the focus groups was that the introduction of full day schooling would cause a large increase in the number and nature of resources required to teach students. It is difficult to see what this opinion is based on.

Admittedly, additional time is needed when the school day changes from half a day to a full day, additional staff may be required to facilitate long lunch breaks, and more accommodation may be required to provide an opportunity to rest during the lunch break. However, in terms of curriculum, it is difficult to see how additional resources would be required, unless it is referring to consumable materials.

3.4.4 Role of the principal

The principal is the central person responsible for implementing change at the system level. The principal has to ensure that they have organised sufficient and appropriate professional development of teachers in the school. The principal is responsible for the strategic planning process. The principal has to work with district officers in order to ensure that national agendas are implemented. Principals should be given training to assist them to implement the regulations regarding professional autonomy in schools that have been developed by MOET. Similarly, education officers at district and provincial level should understand the meaning of professional autonomy so that they are able to reflect these qualities when judging teacher performance against the standards. To promote professional autonomy among teacher MOET should consider conducting a pilot development project with trained teachers, similar to the program described for POLT in Victoria.

3.5 Conclusions and recommendations

Teacher professional autonomy cannot be separated from teacher professional knowledge and competence. Teachers can only exercise autonomous behaviour if they are able to transfer new knowledge about student learning, curriculum design and pedagogy into their plans for teaching. The recommendations suggested below reflect the recommendations for needs-based professional development.

Recommendation 3.1: Develop a National Blueprint to frame the professional development goals and targets for teachers and models for school-based training. The Blueprint should include:

- *A set of standards to identify key points of learning for students at different school levels.*

- *Curriculum guidelines for the development of curricula and pedagogy in schools (to be consistent with the new standards for student learning).*
- *Assessment and reporting guidelines to improve formative and summative assessment practices for the assessment of learning and reporting to parents.*
- *Development of National resources on learning and teaching for teachers.*
- *A common framework for learning and teaching to define the pedagogical practices to be used in classrooms to improve student engagement and learning outcomes.*

Recommendation 3.2: To support the professional development of teachers through external support including resources and trained expert teachers to implement the National framework for learning and teaching. Teachers should be provided with targeted professional development that is designed to enable them to:

- *Understand the National guidelines for effective learning and teaching and their application to classroom teaching;*
- *Use evaluative strategies to profile the effectiveness of learning and teaching at the individual class level and across the whole school;*
- *Understand the challenges they need to address in order to make changes to their teaching practice;*
- *Feel respect for their current levels of knowledge while at the same time be encouraged to make a commitment to further improvement.*

Recommendation 3.3: To promote professional autonomy among teachers MOET should consider conducting a pilot development project with trained teachers, similar to the program described for POLT in Victoria. The pilot should identify the how teachers should be prepared for autonomy during their initial training and what ongoing professional development is required to support autonomy during teacher's professional career.

Recommendation 3.4: Develop a project to inform the annual reporting protocols for schools and districts needed to ensure all professional development targets are quality assured. The protocols will need to be designed include criteria to evaluate the effectiveness of professional development programs in terms of content, quality of delivery, cost-effectiveness, short-term and long-term impacts on teacher performance and impact on student learning outcomes.

Chapter 4: Solutions for effective implementation of the primary school teacher standards

4.1 Assessment of teacher quality and professional standards for teaching

The focus group discussions and feedback from the surveys of principals and teachers regarding use of the professional standards suggests there is some confusion about the use and the assessment of teachers in schools. This suggests there needs to be a separate professional authority to oversee the standards for the teaching profession and to distinguish these from school-based assessments of teacher quality.

Discussions with MOET have indicated that steps are underway to change the Civil Service Act to separate employment for teaching from civil services and to develop an independent professional authority for the teaching service. This move provides an opportunity to separate processes for teacher employment and promotion from those related to teacher registration and professional development. It will help remove the confusion that currently exists about the use of the professional standards for teaching and the assessment and review of teachers within schools, for employment and promotion.

Professional statutory authorities for teaching exist in many countries and their development has been modelled on professional authorities for other professions, including clinical such as dentistry, medicine, nursing and psychology. These professional authorities normally act to determine the standards for the profession and maintain a central and public register of qualified to practitioners. Such organizations usually act to promote the particular profession to the community and ensure practitioners remain up to date by engaging in professional learning and renewal processes.

The development of an independent professional authority for teaching in Vietnam will enable the government to develop guidelines to determine who can register to teach and what teachers need to do to maintain their professional registration status and/or progress through the standards defined for the profession. The existing professional standards will provide the new authority with the guidelines it needs to define professional competencies and requirements for ongoing teacher professional learning. As the peak professional body this authority will need to monitor the quality of the teaching profession and have the power to review and monitor the requirements for teacher registration, the quality of programs for initial teacher preparation, the nature and quality of teacher professional development programs and how frequently teachers should undertake professional development and associated re-registration process.

Models for the roles and responsibilities of statutory professional institutions for teaching can be found in the US, UK, Australia, Canada and New Zealand. As an example, the General Teaching Council for Scotland was one of the first Teaching Councils established. This body was established in 1965 through the Teaching Council Scotland Act (<http://www.gtcs.org.uk/Home/home.asp>) as an independent regulatory body for teaching. The responsibilities of this Teaching Council are to:

- maintain and enhance teaching standards through the registration of teachers and accreditation of teacher education courses,
- promote the teaching profession, through teacher professional development
- contribute to the development of a world-class educational system for Scotland.

The General Teaching Council for Scotland serves as a model for a number of professional teaching authorities in the other countries listed. For example, the Victorian Institute of Teaching (VIT, http://www.vit.vic.edu.au/content.asp?Document_ID=86) was established with a similar vision and charter as the statutory authority for the regulation and promotion of teaching in Victoria, Australia in 2001. The VIT was established by the Victorian Institute of Teaching Act 2001 and continues operates under the more recent Education and Training Reform Act 2006 (http://www.austlii.edu.au/au/legis/vic/num_act/eatra200624o2006319). The Institute is governed by a twenty member Council, over half of whom are practising teachers from government, Catholic and independent schools.

The roles and responsibilities of the VIT are similar to those of the General Teaching Council for Scotland. The VIT acts to:

- register all teachers, to ensure only qualified people are employed in Victorian schools.
- promote the teaching profession to the wider community
- determine standards of professional practice and monitor their application to teacher preparation and teacher professional development
- oversee the induction and mentoring of teachers in the first year of teaching
- approve and accredits pre-service teacher education courses
- investigate and makes findings on instances of serious misconduct, serious incompetence or lack of fitness to teach.

4.2 The system of teacher assessment

4.2.1 Implementation issues

Given the number of teachers in the current workforce, it is not possible logistically, politically or ethically to assess everyone immediately. There are a number of ways to make an initial assessment, and then establish ways of proceeding towards a full implementation later.

4.2.2 Deeming

Deeming is a process that acknowledges experience and qualifications as a substitute for direct evidence. It allows large numbers of assessments to be undertaken with a minimum of cost and intervention. Currently all teacher education graduates in Victoria are deemed to be competent to enter the profession because they have completed an accredited course of study. It is therefore assumed that they have the set of capabilities required for the classroom. If deeming were to be broadened to include all teachers in the workforce in order to map existing teachers onto the developmental framework, this could be achieved by a policy decision that translated teachers' current level of seniority to a position on the scales. An independent deeming panel

would have to be established to deal with appeals and to examine documentary evidence to support claims of incorrect placement. Future assessments would be based on a more rigorous process and be initiated by the teacher.

Deeming is fraught with difficulties. New graduate teachers should undertake a full assessment and portfolio assessment in order to gain registration, having already been deemed ready to start teaching. It is possible that there would be many false positives in a deeming process and there would need to be a process of appeal. Appeals against false positives would likely have to be lodged by principals or regional personnel based on previous evidence that suggested that the teacher had been falsely deemed in a specific category. Appeals could also be available to teachers who believed that a false negative recognition had occurred. In these cases, a full assessment could be undertaken.

4.2.3 Recognition of Prior Learning (RPL)

The recognition of prior learning is a process that allows previous studies and experience-based expertise to be recognised when the candidate presents evidence in, for example, a portfolio such as is required for registration by the VIT for graduates. In some cases, an assessment panel would need to undertake interviews to determine if the relevant life experience and study provided adequate evidence for placement on the teacher career development scale. Evidence of the assessments of professional developments, courses or single subjects undertaken would need to be documented and verified by the issuing agency. This would be suitable for those persons not currently in the workforce and seeking to re-enter the profession at higher than introductory levels. Appropriate professional development would have to be linked to the levels in the career path stylised in Figure 3. A time limit or shelf life would need to be placed on the evidence of competency assessment, and this would need to be combined with a system of deeming. A specialist panel of nominated representatives of the teaching profession might need to work with bodies such as an institute of teaching that could be placed within MOET to undertake the assessment of evidence and the examination of transcripts against the register of courses and professional development.

4.2.4 Recognition of Current Competencies (RCC)

Recognition of current competencies applies when the candidate can produce contemporary evidence of meeting the standards. The evidence can be independent of professional development programs or courses studied. However, there is an onus on the candidate to understand the developmental framework and provide verifiable evidence that the level can be demonstrated. Rules of evidence have to be developed and understood that are *adequate*, *accurate*, *authentic* and *appropriate* to the developmental level. RCC could be used for people transferring into teaching from other professions to identify the kind of training they would need and to establish a starting salary. The standards framework would be indispensable in such an assessment.

4.2.5 Portfolios

Portfolios are multifaceted and begin to reflect the complex nature of professional competence. Because they are collected over time, they can serve as a record of growth and progress. The weakness of a portfolio would be the lack of scoring rubrics used to assess the evidence in them. However, with the implementation of a teacher development framework, a set of suitable rubrics could be established. Consequences, fairness, transferability, generalisability, cognitive complexity, content quality, content coverage, meaningfulness and cost efficiency need to be considered. Portfolios are an especially promising approach to addressing all of these criteria. Teachers are already familiar with them for registration purposes. Student teachers should be encouraged to begin their portfolio development before graduation.

Portfolios are a time consuming and costly exercise when conducted in large numbers. In Ontario, Canada, this was overcome by insisting that all teachers submit a portfolio for registration purposes. Instead of assessing all teachers at once, the Ontario government systematically selected one in seven teachers in each of seven years to submit a portfolio for registration assessment. The entire population of teachers was assessed and registered against the Ontario registration board requirements over a seven year period. In New South Wales, only new graduates are required to have their portfolio assessed for registration. This may mean it could take 30 or more years before the entire teaching workforce is registered.

4.2.6 Appraisals

The current appraisal process for teachers will continue to be useful. With a set of rubrics against the developmental framework and a formal procedure for identifying 'framework readiness' (the level on the framework linked to a series of relevant professional development programs or courses), the current appraisal procedure can be an important process of professional development and planning. At present, the mandatory hours of professional development are used up in a seemingly unstructured manner and, according to a Boston consulting group, more than 95% of teachers' progress to the top of the 'Classroom Teacher' scale automatically within the minimum number of years. Staff development interviews between teachers and supervisors are expected to establish strengths and weaknesses, the teacher's priorities for professional development, and the school's priorities for professional development, as well as an action plan for the following year. This would remain as the general focus for the staff appraisal procedure currently in use in schools, but it needs considerable tightening if it is to be effective. It should enable a principal to monitor staff progress as an informal, supportive and ongoing process directed at identifying problems as they arise and undertaking remedial action and providing professional support where it is needed most. A formal assessment procedure would need to be negotiated, but an extension of the current appraisal process might be considered such that a more formal procedure is undertaken only when teachers are seeking promotion and need to demonstrate a higher order of competence related to a career path.

The problem of criteria for teacher assessment has always been difficult to resolve. This paper has attempted to provide a way forward through a research-based, professional collaboration model directed at improving professional practice and developing competencies by linking the assessment procedure to the professional development programs also aimed at the relevant level of development. Teacher

assessment, however, is not and should not be seen merely as a means of quality control, but rather as a means of improving the professional expertise and effectiveness of the teacher profession. Current typical 'objective measures' of teacher effectiveness lack validity. Failure to consult teachers over criteria of and for successful teaching has had dysfunctional effects in other education systems. For successful implementation, there will have to be a training program for supervisors and some inroads must be made into initial teacher training to help focus it on a developmental model. The accreditation of courses should also be reviewed because the current course accreditation deeming process would assume that the evidence of graduates' capabilities satisfies the requirements described in the levels on the teacher development scale. It assumes that the input of pre-service courses produces the outputs described in the framework. These assumptions may not hold in every case.

4.2.7 360-degree assessments

360-degree appraisals involve the teacher receiving feedback from people whose views are considered helpful and relevant. Typically, this is provided in a modified form of assessment by peers and supervisors, together with a self-assessment and student data in the form of feedback on teaching and outcome measures. The usual form of a 360-degree appraisal focuses on a job analysis and feedback by peers, clients, supervisors and self-assessment on performance against job role indicators. This is used for a review session in which targets are set, modifications of performance are discussed and strengths and weaknesses are reviewed. In teacher appraisals this could continue, but the current plans for the school leadership assessment using the rubrics for the LDF should be mimicked in the teacher development framework and a portfolio used as supplementary evidence. A questionnaire should be available for teachers to use on a voluntary basis, nominating peers and supervisors to give an assessment against the criteria underpinning the teacher development framework. This can be developed, evaluated and made public. Teachers wishing to use the system can do so through a confidential online survey similar to that developed for school leaders. A system database would be used to record the teacher's readiness to perform at each successive level. When and how the data are used for promotion purposes is a separate industrial relations issue between teachers and the MOET and is not discussed here.

Reporting based on aggregate data can also be used for workforce planning and for the provision of professional development. Aggregate reports made available to principals, regional personnel and central system representatives can be used for planning purposes. Unlike many of the other recommendations, however, this aggregate data should not be used for decisions about individual teachers for reasons discussed in the opening sections of this paper.

4.2.8 Examinations

Examinations are commonly proposed as a means of assessing teacher competence on Vietnam. These can be set by MOET for the national standards and administered by district or regional officers. Strict control of the quality and security of the examinations would be needed to ensure that the assessments are fair, equitable, reasonable and transparent. The examination could take a number of formats, such as in-tray exercises, lesson planning, curriculum theory and design, or assessment

knowledge and skills. For each of the assessments the target competency in the standards should be identified and assessed. The danger is that after a period of time the assessment would become predictable and perhaps lose much of its value. Nevertheless, there is a history and tradition of this form of assessment and teachers in Vietnam would likely be both comfortable and supportive of the approach. An examination for teacher assessment may have credibility for a community provided that it can be fair and secure. Teachers will also need to be fully informed regarding the nature of the assessments.

4.2.9 Bringing the assessment strategies together

These forms and approaches to assessment are not alternatives. They are complementary aspects of a multifaceted approach to teacher assessment and development. The overall process is complex, but it can be broken down into stages and in fact uses no more than the current procedures combined for an appraisal, promotion and registration. The appraisal process could involve a modified 360-degree assessment in which the teacher is reviewed by peers and supervisors. Additional data based on student feedback and student performance figures could be used. These can readily be included in a portfolio. The principal would continue to observe teachers, and record the results of observation on the assessment instrument using the rubrics focusing on pedagogical skills and knowledge. These records would be entered into an online survey to be retrieved by the teacher and included in the portfolio when applying for registration or applying to progress to another career stage. Multiple observations and approaches could overcome many of the reservations outlined above.

The aim of the teacher assessment, using some or all of the approaches described above, would be to develop a profile of the teacher's professional expertise and effectiveness and to link this to career paths and the possibility of teacher improvement through professional development opportunities. A profile such as that simulated in Figure 5 should emerge. The lower axis of the figure represents the domains of teacher development. In this example, three domains are represented. The numbers in vertical columns above the indicator codes represent the levels defined in each of the domains. The black bars in each column represent the assessed level of a teacher. It is evident that the teacher does not exhibit the same level of development over all domains. Decision rules have to be formed (and were provided to the MOET in the original report on the standards) in order to identify the level that the teacher can claim to have reached. In the Vietnam primary standards report scheme (Griffin, Nguyen, Gillis & Mai, 2005) teachers were designated to have reached the lowest assessed level and had to undergo further training or education to raise their designated developmental progress above the lowest level. Given that there had to be a series of courses (formal and informal, award and non-award) linked to each level in each domain, it was important to advise the teacher that the assessment pointed to the level at which further professional training was needed, either through mentoring or formal training. This made the assessment one that emphasised further development in expertise and effectiveness and it did not have to be linked to promotion. It also emphasised the role and importance of needs-based professional development. Clearly this should be linked to the school, district, province, regional and national strategies, but it emphasises all needs and includes the teacher as the base person whose training needs can be identified and actioned. Teachers were encouraged to undergo the

assessment as a planned strategy leading to applications in promotion and professional development. Assessment was to be based on merit rather than on time served. The current labels assigned to the standards undermine this approach.

Level	4	1.4	2.4	3.4
	3		2.3	3.3
		1.3		
	2	1.2	2.2	3.2
1	1.1	2.1	3.1	
		Ideology	Knowledge	Pedagogy
Domain				

Figure 5. A simulated profile of a teacher assessment over domains of teacher development

4.3 Teacher career implications

There is no doubt that any system of assessment would be threatening and cause unease among teachers and their representatives. The approach described here is based on the improvement of the teacher as a professional and rewards excellence. The assessment needs to be undertaken primarily to identify an improvement process. The assessment system has to be accompanied by a mapping of professional development opportunities for teachers profiled at a specific level. This should be the case regardless of whether or not the teacher is identified as ready for the next level of progression.

4.4 Conclusions and recommendations

This report has raised current problems concerning the application of the teacher standards to teachers' career paths. The report supports the current plans to establish a professional authority to oversee the teaching profession. This chapter has also

presented a review of methods for recognising and rewarding excellence in teaching and made recommendations for a teacher development framework linked to career progression pathways.

The core of the discussion in this section was the teacher development framework that should consist of a number of domains, each of which can be defined by a series of critical teaching capabilities. These in turn are described and identified by a list of indicative behaviours or indicators. Criteria for the indicative behaviours are recommended to address the question of how well each of these behaviours is developed. The criteria are ordered with respect to the amount of effectiveness the teacher can display in demonstrating the indicative behaviour. The overall indicators are evidence of the capability. The importance of the ordered criteria cannot be overstated. They are used to scale the criteria, indicators and capabilities and to provide ordered descriptive levels within each domain. The assessment of the teacher then places a teacher at one level within each domain and the teacher profile over all domains is the information used to make judgements of whether the teacher is ready for promotion.

Teachers should be recognised and rewarded as they develop expertise and effectiveness. This is the notion of quality and differentiation among teachers based on the development of their professional expertise and effectiveness. The method is a proven approach in at least two systems and is based on a sound theoretical and research base. It is developed using collaboration and consultation, linking the qualitative and quantitative methods of analysis. It is possible to use statistical methods to control for bias in judgement and it is transparent and fair to teachers. The method enables workforce planning at the school, regional and system levels. It also avoids most if not all of the criticisms of the teacher recognition and accreditation systems reviewed in this paper.

Recommendations

Labelling of the developmental levels of teacher standards

Recommendation 4.1: The developmental nature of the standards should be reinforced through a clear link to the framework that defines the career path of teachers. The labelling of the developmental levels of teacher standards in Vietnam as ‘Bad’, ‘Average’, ‘Good’ and ‘Excellent’ should be discontinued as this process fails to recognise a the professional progression of teachers in the teaching profession and may cause confusion in the application of the standards to professional development.

Recommendation 4.2: MOET should continue to act to separate the teaching profession from the general public servant titles. This will free the teaching profession from the need to use the labels (‘bad’, ‘average’, ‘good’ and ‘excellent’) to measure the level of performance of teachers and permit the use of the teacher standards to more effectively assess and guide teacher professional development.

Implementation of the Primary School Teacher Standards

Recommendation 4.3: MOET should create a senior position of Program Director (Teacher Assessment) in the Ministry of Education and Training to be responsible for teacher assessment on a national basis. The appointed officer should be accountable for establishing the infrastructure (budget, people) for national monitoring of teacher assessment and needs based Professional Development.

Recommendation 4.3a: The appointed officer should attend a training seminar at the University of Melbourne on teacher standards and teacher assessment.

Recommendation 4.3b: The senior officers from secondary teacher development project who came to Melbourne to be trained in development and use of the teacher standards are already trained in the concepts and use of the data. They should be regarded as a resource for the new position of teacher assessment at MOET.

Recommendation 4.4: Establish teacher assessment offices in each province. The provincial teacher assessment office should be accountable for training principals in assessing and training teachers.

Recommendation 4.4a: The provincial assessment office should collect the school assessment data and analyse them to inform needs based Professional Development (NBPD) and workforce planning.

Recommendation 4.5: A training project should be developed for provincial Teacher Assessment (TA) officers. It should provide them with skills in using the standards and in training school principals to use the standards.

Recommendation 4.5a: Provincial TA officers should be accountable for the successful training of principals to incorporate the Standards TA in an annual appraisal of teachers and in providing TA and NBPD data to the provincial TA office.

Recommendation 4.5b: Provincial TA officers should be accountable for the maintenance and analysis of the TA data in identifying the Professional Development needs at a provincial level and in advising the National TA office in MoET of the data in formulating and implementing a national TA and Professional Development Policy. They would be accountable for providing advice on NBPD that aligns with and supports the implementation of national policy in primary education.

Recommendation 4.6: Principals will be accountable for the teachers understanding and acceptance of the teacher standards. Principals assess teachers as part of annual assessment and in identifying the needs based professional development needs of the school. The Principal will also be responsible for aligning the school goals and NBPD program with the goals and priorities of the province and ultimately with the national MoET agenda.

Recommendation 4.7: The provincial TA officer should be accountable for maintaining the TA data on assessment results and should be responsible for making

the data available for various purposes and to meet the needs of schools and the national MoET agenda.

Recommendation 4.7a: The MoET TA officer would be accountable for training Provincial TA staff in data management and basic data analyses needed at school, province and national levels.

Recommendation 4.7b: At all levels of MOET administrative system (Ministry, provincial, district and school), there should be staff that are trained in using the data base of teacher assessment to inform PD planning and other teacher policies.

Recommendation 4.8: MOET should be the lead agent to disseminate information about changed conditions for employment, assessment and the registration of teachers. Television, radio and newspapers could be used to inform teachers of the work on the development of standards for classroom teachers. These duties should be part of the responsibilities of the MoET TA officer.

Recommendation 4.9: Statutory Authority for teacher registration should be developed to regulate the registration of teachers, the professional requirements for progression against the standards and accreditation of teacher education programs and professional development courses (where this is considered necessary by the MoET TA officer).

Recommendation 4.10: The National MoET TA Office should be responsible initially to work with the TTI organisations to link the professional standards for teaching to teacher preparation courses.

Recommendation 4.10a: Initial teacher registration should be possible only after two years post graduation employment as a teacher.

Recommendation 4.10b: Throughout a teacher's career, (every five years) the Teacher registration authority should require renewal of registration by demonstration of competency against the standards. The National TA officer will be accountable for establishing this process in conjunction with the Teacher registration Board when it is initiated, and the National TA office will be solely responsible for this process in the absence of the teacher registration authority. The purpose is to create greater consistency in the implementation of the teacher standards and identity of the teaching profession as well as implementing a national quality assurance process for the teaching profession.

Consistency between the Teacher Standards of different Educational levels in Vietnam

Recommendation 4.11: A consistent approach should be applied to the development and structure of standards for all school education sectors to ensure the process of

professional development and assessment against the standards and the implementation procedures is consistent across sectors.

Recommendation 4.12: The national MoET TA office should be accountable for the consistency of approach and for its implementation.

Recommendation 4.13: To ensure the consistency of teacher standards those constructing standards should follow substantially the same methodology for developing and implementing the teacher standards.

Further Developments

Recommendation 4.14: The National TA office of MoET should explore the relationship between student achievement and ratings of teacher performance against the teacher standards.

Recommendation 4.15: The National TA office of MoET should be accountable for the periodic review, improvement and dissemination of the standards across all sectors and for the maintenance of training for provincial offices against the standards over time.

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Appendix 1: Graduate Teacher Training Programs

Master and 2 Year Bachelor Teacher Education Programs – International

University	Level and course title	Streams available	Entry Requirements	Duration	School Experience	Exit Points	Comments
Stanford University	Master of Arts	Primary Secondary	Bachelor Degree	12-month, full-time program. leading	Candidates participate in three field placements in local, public elementary schools, covering a range of grade levels.	N/A	Small size: 20 candidates Can be taken as an integrated baccalaureate program
University of Melbourne	Master of Teaching	Primary Early Childhood Secondary	Degree	2 years for primary	Integrated placement (2-days per week and 3-week block placement at the end of each semester)	N/A	Final semester focused on intervention in Literacy and Numeracy teaching.
Harvard Graduate School of Education	Master	Mid-Career Math and Science program (MCMS) Teaching and Curriculum Program (TAC)	MCMS: 5 yr Minimum work experience TAC: Liberal Arts Degree, 25% candidates have teaching experience 25% have completed first degree	1 year	MCMS and TAC Commence as a Summer intensive then full academic year with classes and school-based in schools	N/A	MCMS: Small program with 10 students per year Mentors (Advisories) are placed at each school site. Normally this is a doctoral student or a retired teacher who works with 2-4 MCMS or TAC candidates at the school.

Michigan State University TNE	Post Baccalaureate Certification	K-12 Elementary Secondary	Integrated Baccalaureate with		Internship year	N/A	This program is also offered as an integrated program with an undergraduate degree.
University of Wisconsin	Post Baccalaureate Teacher Certification	Early childhood through to secondary teaching	Bachelor degree	1- 3 years	Fulltime (by law) year of teaching experience completes the program		Specialisations offered: Early Childhood Middle -Early Adolescence Early Adolescence - Adolescence Exceptional children Reading Teacher Reading Specialist Alternative Education
University of Aberdeen Scotland	Professional Postgraduate Diploma of Education (Primary)	Primary Secondary	Bachelor Degree	1year	18 weeks in schools: in three blocks And 18 weeks in university	N/A	2-year distance Part-time programme available with on line and contact days. Students grouped in interdisciplinary groups Placements arranged to provide experiences in 2-3 schools

Master and 2 Year Bachelor Teacher Education Programs - Australia

University	Level	Course	Entry	Duration	Prac	Exit Points	Notes
University of Sydney	Masters	Master of Teaching (Primary) (Secondary) (Secondary School Counselling)	Undergraduate degree plus methods/ discipline areas	2 Years	20 plus 20 plus 40 day internship	3 semester Bachelor of Teaching exit point also eligible to teach term 4 second year	
Macquarie University	Bachelor (graduate entry)	Bachelor of Education (Primary) (Secondary)	Undergraduate degree plus methods/ discipline areas	18 Months to 2 Years	50 days plus option for more	After one year with Graduate Diploma	Accelerated option for 18 months
Charles Sturt University	Master	Master of Teaching (Primary)	Undergraduate degree plus methods/ discipline areas	18 Months	50 days	None	
University of Notre Dame Australia	Master	Master of Teaching (Primary) (Secondary) (Early Childhood) (Kindergarten to Year 7)	Undergraduate degree plus methods/ discipline areas	2 Years	75 to 125 days	None	Mid Year intake for Kindergarten to Year 7 Program
Bond University	Master	Master of Educational Practice [for a range of educational settings – Primary and Secondary]	Undergraduate degree plus methods/ discipline areas	1 Year (3 Semesters)	70 days	Not stated but looks probable that can exit with Postgraduate Diploma of Education	January, May and September intakes
Australian Catholic University	Master	Master of Teaching (Primary) (Secondary)	Undergraduate degree plus methods/ discipline areas	2 Years	Sufficient for relevant state requirements	After one year with Graduate Diploma	Can take Master of education electives
James Cook University	Master	Master of Teaching (Primary) (Secondary) (One to Ten)	Undergraduate degree plus methods/ discipline areas	18 Months to 2 Years	100 Days	None	Can enter with a Graduate Diploma of Education but program still takes 2 years

