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MANAGEMENT OF PROFESSIONAL FALCUTY'S OPERATION AT SECONDARY SCHOOL TOWARDS BUILDING TEACHING COMPETENCY

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PREAMABLE

1. Reasons for research

1.1. *Professional faculty (PF abbr.) is the basic unit and determines the quality of training in secondary school - the quality of teaching and learning in school.* Therefore, theoretically speaking, it is essential to look into the relation between management of PF and teaching competency to improve training quality, as stated in: Congress XI of the Communist Party of Vietnam defined the mission of education and training as *: "Improving the quality of comprehensive education; Innovating organizational structure, content, methods of teaching and learning; Implementation of the "standardization, modernization, socialization", revive education in Vietnam"*.

1.2. *Currently, secondary school principals have also made great efforts in the management of PF operations, there are still many shortcomings*. Indeed management of PF and its activities in secondary schoolsstill heavily present administration, temporary solutions yet not much towards improve teaching competency. The purpose, content and form of PF activities sometimes inappropriate. It is essential to change the management method to further enhance PF's activities and teaching competency for secondary school teachers.

1.3. *Studies on management of secondary schools have focused mainly on management of teaching, education (moral education, life skills education, the value of life ...) while the study of management of PF"s operation towards teaching competency development remains poorly studied in the doctoral level.*

From the above basis, the thesis: "*Management of Professional faculty's operations towards building teaching competency for teachers*", is to be conducted to improve the quality of PF's activities and teachers' teaching competency.

2. Research objective

On the basis of theoretical studies and practical operations of how PF is managed, propose management measures towards developing the competency of teachers to teach at secondary school in the context of the current education reform in order to improve the quality of teaching and learning in secondary schools.

3. Research object and subject

3.1. Research object: Management of PF's operations towards building teaching competency.

3.2. Research subject: Measures to manage of PF's operations towards building teaching competency.

4. Research scope

Principals' management of PF's operations at junior secondary schools have achieved certain results in the development of teaching competency of teachers, contribute to ensuring the quality of teaching. However, before the request was not educational reform improve operational quality professional groups, teaching competency development for secondary school teachers in accordance with the requirements of education reform. Propose and adopt management measures for the principal's management of PF towards developing the competency of teaching a uniform and consistent with the circumstances of the case, it will improve the quality of PF's operation and teaching ability of secondary school teachers.

5. Research tasks

5.1. Systemize theoretical basis for management activities of PF towards developing the competency to teach secondary school teacher in the context of educational reform.

5.2. Survey to assess the management status of PF activities towards developing the competency of teaching secondary school teacher in Hanoi.

5.3. Recommended management measures PF activities towards developing the competency of secondary school teachers in Hanoi.

5.4. Assay and practice management measures of PF activities by the principal towards building teaching competency for teachers at secondary school in Hanoi.

6. Research scope

6.1. *PF activities in secondary schools but many activities including thesis research is limited to the professional activities and operations management expertise of professional groups (teaching activities, teacher*

training, innovative teaching methods, teacher evaluations according to professional standards, scientific research activities and initiatives writing experience).

6.2. *There are several subjects managing PF's operations but the thesis focuses only on the principals' work.*

6.3. *Secondary schools in the city of Hanoi (representing different areas of Hanoi).*

6.4. *705 respondents object: Managers Education Department, Education Department and secondary school: 234 staff; secondary school teachers: 471 teachers.*

6.5. *Time for data in the thesis: 2012 - 2016*

7. Methodology and research methods

7.1. *Methodology:* The systems approach; Practical approach; Reach teaching competency; Approaching management functions; Access PF's activities management.

7.2. *Research methods:* Group theoretical research methods; Group practical research methods; Statistical methods

8. Protected thesis

8.1. On the basis of science: analyzing the context of general education innovation, professional standards of high school teacher; characteristics of the teaching activities for secondary school teachers we can identify the current teaching competency framework for secondary school teachers as a guide for activities of PF, contributing to improving the quality of PF's activities and teachers' teaching competency.

8.2. The practice of managing PF operations also reveal the limitations in the work of planning, organization and organizational apparatus PF activity, reduces the quality ... PF action thereby limiting the competency development of teachers teaching.

8.3. Management of principal through planning, organizational apparatus, organizing activities and inspection activities PF towards developing the competency of teaching will improve the quality of operations and development PF energy force teaching secondary school teacher.

9. New contributions of the thesis

Identify competency framework which is necessary for secondary school teachers in the context of the current education reform; And additional systems management theory PF activities towards developing the competency of teaching secondary school teacher; Detection competency situation existing teaching secondary school teacher, operations management situation PF towards developing the competency of teaching secondary school teacher in Hanoi; Propose and confirm the effectiveness of management measures PF activities towards developing the competency of teaching secondary school teacher in Hanoi.

10. Thesis structure

Beside Preamable, Conclusions and Recommendations, Reference list, Appendix, the thesis consists of 3 chapters:

Chapter 1. Theoretical bases for management of Professional faculty's operation in secondary school towards building teaching competency.

Chapter 2. Reality of management of Professional faculty's operation in secondary school in Hanoi towards building teaching competency.

Chapter 3. Measures to manage Professional faculty's operation in secondary school towards building teaching competency.

Chapter 1
THEORETICAL BASES FOR MANAGEMENT OF PROFESSIONAL FACULTY'S OPERATION TOWARDS BUILDING TEACHING COMPETENCY

1.1. Research overview

Analysis of studies in theory and practice in the world and Vietnam shows that the work on PF, its activities and management, and teaching competency goes with names like author Catherine C. Lewis Rebecca R. Perry Catherine C. Lewis AE, Hollingsworth, H., & Oliver, D. (2005) Jacqueline Catherine Hurd and Lewis, Rosenholtz and Kyle (1984), Mintzberg, H. (1986)... Vu Quoc Long, Nguyen Thi Lan Anh, Tran Thi Tuyet Mai, Nguyen Van Huan, Thai Duy Tuyen, Nguyen Quang Giao, Vu Thi Hong Thai, Le Thi Thuy... many of which focus on PF's operation and independent learning. And the research activities in management of PF's operation towards building teaching competency is not much, not yet innovative in the field of management education. The thesis "*Management of Professional faculty's operations towards building teaching competency for teachers* " contributes to improving the quality of PF's activities and teaching competency for teachers .

1.2. Teaching competency and teaching competency framework of secondary school teachers in the context of educational reform

1.2.1. Education reform and professional standards of secondary school teachers in the context of education reform

Education reform in the current context under Resolution 29-NQ/ TW include:

- The trend of educational innovation with the contents: Standardization, socialization, modernization, democracy and international integration

Education reform is "Innovation content of teaching methods, implementation, test and evaluate the quality of education", innovative teaching methods and assessment-driven competency development of students.

- Renewal of education is done right from innovative educational human resources including management staff and teachers.

- Renewal of education professional standards embodied in secondary school teachers including 06 standard and is divided into 25 criteria represent quality-oriented education reform today's secondary school teachers.

1.2.2. Teaching competency framework of secondary school teachers

1.2.2.1. The aim of identifying teaching competency framework of secondary school teachers

There is practicality in identifying teaching competency framework of secondary school teachers for these targets: a) to build teaching competency for teachers; b) to build standards to assess teachers; c) creating one of the basic orientation for PF's activities in the current secondary high school in order to improve the quality of PF's activities, to redress the professional activities of the executive team the main settlement of the case in PF.

*1.2.2.2.*Scientific basis used to propose framework of teaching competency of secondary high school teachers: Renewing the current general education; professional standards of secondary school teachers Ministry of Education and Training; operational characteristics of teaching secondary school teachers; based on the scientific basis of various scientific fields such as psychology, education, philosophy of labor characteristics professional pedagogical characteristics of school age, general professional competency and in particular the teaching competency of teachers.

These scientific basis are used to propose framework of teaching competency of secondary school teachers today, which should have:

Competency to prepare for teaching: competency to develop programs and teaching materials; competency to develop teaching plans; competency to develop, manage and exploit teaching dossier; Competency to prepare lectures in teaching

Competency to organize teaching: competency of integrated teaching; Differentiated teaching competency; Competency use methods, means and forms of teaching; Organizational competency of the student learning activities; Classroom management capabilities to create learning

environments; Competency to support special needs students in teaching; Competency use in teaching resources.

Competency to assess and adjust teaching: Competency to plan coursework assessment, the results of student learning; Competency evaluation of progress and results of student learning; Organizational competency self-assessment activities and mutual evaluation of the student; Competency use evaluation forms regularly.

1.3. PF's operations towards building teaching competency

1.3.1. Professional competency

High School Charter stipulates: "Secondary school teachers are organized into PF or faculty by subject courses with a team leader and one or two deputy assigned and given tasks by the principals ".

1.3.2. PF's operation

Activities of PF in the secondary school is operating solving professional problems in PF in order to achieve the purpose of professional activities of the schools set for PF.

Professional activities of PF: teaching activities, training activities and self-training for teachers, activities fostering academic qualifications, operational test and evaluation in accordance with professional standards for teachers ; scientific research and writing experience initiative.

1.3.3. PF's operation towards building teaching competency recently

PF activities towards the development of teaching competency in the context of the current education reform should:

- Raise awareness about the innovation activities of professional groups towards developing the competency of teaching secondary school teacher.

- How to provide modern knowledge about teaching because scientific knowledge is the foundation, the basis for the development of teaching competency of teachers.

- User activities aimed at fostering professional groups for teachers about teaching methods and innovative teaching methods in the direction of moving from knowledge imparted to develop thinking and capabilities for students and for themselves both teacher.

PF operation of the management and operation of professional groups should focus on the formation of modern teaching skills for teachers.

1.4. Decentralized management of schools for PF's operation

1.4.1. Manage activities of the principal PF

The principal's management of Pf operation includes: a) direct management activities through professional groups work: organizational structure of the school, especially the professional groups; b) Operations Management PF through direct the professional growth

1.4.2. Management activities of the head PFS Professional

The leader has the right expertise to manage and administer its operations, decides the content organized activities on the basis of the construction plan. Professional track team leader, urge, remind, motivate and inspect the implementation of professional rules for members of the organization.

1.4.3. The relationship between the principal and PF's leaders to manage its operation at school: Executive relation, participation relation, advisory relations

1.5. Management PF's operation towards developing the competency of teaching secondary school teacher in the context of education reform

1.5.1. The concept of management and operation management of the principal professional groups towards the development of teaching competency

Management PF's operation towards competency development for teachers teaching the impact process (planning organization, control, inspection) oriented, purposeful, effective planning of head to the activities of professional groups towards the development of teaching competency to achieve the goal set forth is to improve the quality of professional groups work towards competency development for teachers teaching.

1.5.2. Content management PF activities towards developing the competency of teaching high school principal

1.5.2.1. Planning PF operation towards developing teaching competency include:

- Identify operational objectives of professional groups in schools aim to develop teaching competency.

- Assessment of the status of the basic operation of the current PF (strengths, weakness ...) has been directed to develop teaching competency of teachers in professional groups come.

- Direct build active content of professional groups towards (in) competency development for teachers teaching in the department.

- Specific plan to the school according to the target set to direct activities in schools PF.

- Schedule another time, funding, facilities ... for PF operation.

1.5.2.2. Organizing PF's operation towards competency development for teachers teaching

- Identify specific tasks of leaders specialized in organizing PF's operation towards competency development.

- Train and retrain professional leaders, directing the activities of PF.

- Organize the training for teachers implementing professional activities in the organization, the coordination between the principal (BGH), professional leaders, teachers, implementation of activities (form, content, direction) towards the development of teaching competency.

Principal direction and establish a good relationship between professional groups and other parts (facilities, funding...) to ensure the conditions for innovation PF's operation towards development teaching competency.

Directing the implementation and adjustment PF's operation towards teaching stage, competency

1.5.2.3. Directing PF's operation towards teaching competency development

Directing PF's operation includes implementing the following professional activities: teaching activities planned; innovation activities of teaching methods; teacher training activities; teacher evaluation activities under professional standards, scientific research and writing experience initiatives.

1.5.2.4. Assess the implementation of the operational plan PF towards teaching competency development

- Construction (identified) criteria for inspection PF's operation development based on teaching competency

- Direct selection forms suitable testing methods.

- Communicate assessment of its operations in accordance with professional standards for the entire management department, participated inspection PF's operation.

- Check the implementation of the operational plan cuaTO PROFESSIONAL guarantee development objectives of teaching skills, teaching ability ... for teachers.

- Adjust PF's plan (both form and content, time allocation ...) accordingly and achieve the goal of establishing and developing professional competency.

1.6. Factors affecting the management activities of professional groups towards the development of teaching competency

1.6.1. The subjective element on the part of the principal in the management PF's operation: awareness, skills, attitudes and interests of the principal in managing PF's operation towards competency development training learn.

1.6.2. Elements belonging to PF: The elements of the professional leaders, teachers in professional groups and environmental activities of professional groups in the secondary school.

1.6.3. Environmental elements of the management objective PF towards teaching competency development: documents, resolutions and policies on the management level to the junior high school; Economic conditions - social culture of the city, economic, cultural, social, local; educational level of the population, customs, geography, local traditions; material conditions, technical equipment in service activities PF ...

Chapter 2

REALITY OF MANAGEMENT OF PROFESSIONAL FACULTY'S OPERATION IN SECONDARY SCHOOL IN HANOI TOWARDS BUILDING TEACHING COMPETENCY

2.1. Plan to assess the reality

2.1.1. Assessment purpose: survey PF operational status and operations management professional groups in secondary school in Hanoi to gather baseline data for the proposed practical measures to manage PF activities towards competency development.

2.1.2. Assessment content:

Practical thesis examined the following issues: Surveying the status of teaching ability secondary school teacher in Hanoi City; PF activities in secondary school in Hanoi; management PF's operation secondary school in Hanoi towards building teaching competency; factors affecting operations management professional groups in secondary school in Hanoi

2.1.3. Survey methodology: Methodology survey by questionnaire; interviewing; statistical methods

2.1.4. Criteria and rating scale

2.1.4.1. Evaluation Criteria

- Review the competency of teachers to teach secondary school on the extent needed and attainment (for the principle point 4-3-2-1).

- Assess the implementation and the level of response operations and management PF OF PF, the degree of influence (for the principle point 3-2-1).

2.1.4.2. Rating scale

* Level 1: $\overline{X}$ = 2,5 - 3,0; Level 2: $\overline{X}$ = 1,5 - 2,49; Level 3: $\overline{X}$< 1,5 (three levels)

* Level 1: $\overline{X}$ = 3,25 - 4,0; Level 2 : $\overline{X}$ = 2,5 - 3,24; Level 3: $\overline{X}$ = 1,75 - 2,49; Level 4: $\overline{X}$< 1,75 (four levels).

2.1.4.3. Survey method

The survey was conducted in two steps: a) try to accurately survey the survey sample goods; b) Survey on a large scale official investigation

activities situation PF, teaching ability of secondary school teachers, management PF's operation towards building teaching competency on the 705 guests be the managers and teachers of secondary schools and inner-city suburb of Hanoi.

2.2. Current status of the teaching competency of secondary school teachers in Hanoi

Management staff and teachers participated in the survey assessed the competency of teachers to teach secondary school is necessary($\overline{X}$ = 3,46) and is the average level ($\overline{X}$ = 2,33) (min = 1, max = 4).

Level of need and availability of the group teaching competency following hierarchy: 1. Competency of teaching ($\overline{X}$ = 3,70; 2,36) ; 2 - Competency of preparing for teaching ($\overline{X}$ = 3,58; 2,33) and 3- competency of assessing and adjusting teaching ($\overline{X}$ = 3,46; 2,32).

2.3. Professional faculty's operation in secondary school in Hanoi

2.3.1. Reality of management of Professional faculty's operation in secondary school in Hanoi towards building teaching competency

All five basic activities of professional groups are managers and teachers to assess the full implementation but at the level of good, showing the average score of the whole 5 activities surveyed PF $\overline{X}$=2,15 (min=1; max=3) and 5/5 of its operations up 100% of GPA 1,95 < $\overline{X}$ < 2,25

2.3.2. *Advantages and disadvantages in planning PF's activities* in secondary school in Hanoi towards building teaching competency

The advantage is the diverse yet unity in opinions of managers and teachers, ranging from 67,0% → 93,0%.

The disadvantage is "The facilities and financial support for PF is limited" with 43,0% in favour. *"Managers give strict orders to teachers"* by less than 20% participants.

2.4. Reality of management of Professional faculty's operation in secondary school in Hanoi towards building teaching competency in the context of educational reform

2.4.5. Integrated assessment of PF's operation management by principals

Table 2.22. Principals' management of PF's operation at secondary schools

No.	Management measures	Level							Rank
		Good		Normal		Not good		Average	
		SL1	%	SL2	%	SL3	%		
1	Plan and direct the planning chief operating PF towards building teaching competency	294	41,7	342	48,5	69	9,8	2,32	3
2	Organize PF's operation towards building teaching competency	267	37,9	322	45,7	116	16,4	2,22	4
3	Direct PF's operation towards building teaching competency	309	43,8	333	47,3	63	8,9	2,45	2
4	Check PF's operation towards building teaching competency	441	62,6	156	22,2	108	15,2	2,47	1
	Average							**2,36**	

Comment:

Overal assessment of principals' management of PF's operation shows that the average point is $\overline{X}$ = 2,34.

The level of implementation of management measures: 1- Assess PF's operation; 2 - Direct PF's operation; 3 - Plan and direct leader of PF to plan activities for PF; 4 - Plan PF's operation towards building teaching competency.

2.5. Factors affecting the management of PF's operation by principals

The level of effect of the factors is high. The rank is as follow: 1- Factors related to the principal ($\overline{X}$ = 2,69); 2- Factors related to the PF ($\overline{X}$ = 2,68); 3- Factors related to PF's operation management environment ($\overline{X}$ = 2,62).

2.6. Assess success, failure and causes of principals' management of PF's operation towards building teaching competency for secondary school teachers

2.6.1. Success

Managers themselves and teachers should be aware of innovation management and implementation activities PF towards developing the competency of teaching secondary school teacher in the context of the current education reform; The construction of the planned activities PF towards teaching competency development has put into place every year before entering the new school year ...

2.6.2. Failure

- The approval of the operational plan PF towards developing the competency of teachers to teach not really guarantee the quality, still a formality should not create clear direction for the activities of professional groups.

- Building inspection criteria PF activities based on competency development of professional standards of teaching are general, not specific.

- Direct selection of forms and methods of inspection to appreciate the intrinsic activity PF

- Principals, assistant principals not regularly attend activities PF sometimes relies totally on autonomous, self-operating.

- The authorization to sign the approved professional leaders lesson plans, building plans and fostering good student, poor and examine the implementation of teaching equipment used by teachers not very frequent, and formalistic paste.

**** Causes:***

- The approval of the plan, monitor and inspect the implementation of the plan in principal less frequently, not routine.

- Due to the authorization from the principal - assistant principals - the head professional quality should their professional activities towards competency development of teachers teaching is limited

- Principal do not focus on building a unity relationship with his assistants and the vice president to manage the operations of PF.

Chapter 3

MEASURES TO MANAGE PROFESSIONAL FACULTY'S OPERATION IN SECONDARY SCHOOL TOWARDS BUILDING TEACHING COMPETENCY

3.1. Principles to propose measures: ensures the systematic feature; continuity, practicality; and uniformity

3.2. Measures to manageProfessional faculty's operation in secondary school towards building teaching competency

3.2.1. *Concretize the framework of teaching competency of secondary school teachers for PF towards building teaching competency*

3.2.1.1. The purpose of the measure

The determination of the frame's ability to teach secondary school teachers will be the criteria for assessing teachers, recruitment of teachers, as a tool to train skills for secondary school teachers present stage, direction and purpose of professional activities of professional groups to develop professional competency for secondary school teachers in the context of the current education reform.

3.2.1.2. The contents and methods

The competency of the teacher to teach secondary school includes 3 groups with the competency of 15 specific competencies: preparing teaching competency (competency 4), the competency to organize the teaching (7 Competency), and competency assessment of teaching activity (competency 4). Each specific competency to be made in the teaching skills (60 teaching skills)

3.2.1.3. Conditions for implementation

Frame teaching competency of secondary school teachers must meet the standards of teacher duties stipulated in the Law on Education, the charter school and secondary school and high school are more graded (issued Circular 12 / 2011TT-MOET March 28, 2011 by the Minister of education and Training)

3.2.2. *Manage the planning and implementation of PF's activities towards the development of teaching capacity*

3.2.2.1. Purpose Measures

Management action plan professional groups aimed at improving operating management professional organization of leaders, mobilize the expertise of all members of the organization to plan, implement the plan school year task-oriented housing policy chief cuahieu. Thereby improving the sense of responsibility and fulfill the obligations and rights of each teacher as in charter schools has regulations, contributing to build pedagogical environment.

3.2.2.2. The contents and methods

Professional directing planning annual operating under specific sequence and perform the functions of management; Building its general plan, guide the construction and management of individual plan members in the teaching plan, distribution program and the provisions of the Ministry of Education and Training; Organization of professional training and professional testing organization, assess the quality of the tasks performed by teachers of the school as planned; Recommend reward and discipline for teachers; Rector as well the management work plan professional groups.

3.2.2.3. Conditions for implementation

Principals must take the initiative, plans, expects, plans forecast the new school year right after the end of the school year; Strengthening the leadership and command of the management staff to the members of the organization. Maintaining the management and direction of this on a regular basis during the school year, timely adjustments in line with the actual conditions of the locality; School principals must be capable of expertise, dedication to the profession, which is responsible for the work; The school must have the minimum conditions of physical facilities, teaching equipment, staff management, staff and teachers enough standard, with dedicated professional responsibilities.

3.2.3. *Organize PF's operations towards research lesson professional competency development for teachers*

3.2.3.1. The purpose of the measure

Through their professional activities towards study lessons, master teacher educational goals and objectives of the program, textbooks ... in order to help team members learn from each other, hone knowledge, pedagogical skills, which help teachers self-taught, self-training, as the

basis for writing experience applying innovations in teaching and education of each student ... Since then, professional capacity development of junior high school teachers.

3.2.3.2. The contents and methods

Organization for teacher education, research and professional activities carried out according to the study which identified lessons from teaching capacity is formed through professional activities. Directing the head professional organization for teachers in the group registered positive teacher performance, actively assist colleagues and organizations now draw lessons weekly teaching hours.

Implementation measures: Ensure implementation process organized activities towards research expertise lessons; Promotes the positive role of the professional leader in the organization of professional activities; Encourage research initiative of teachers.

3.2.3.3. Conditions for implementation

Principals have a clear management mechanism; The leader must have the expertise, enthusiasm and responsibility; teachers have a sense of responsibility, actively participate to contribute to the maintenance of orderly operation of their organization; conditional minimum facilities serving innovative teaching and learning under the current education programs.

3.2.4. *Check the implementation of the action plan towards PF develop teaching competency*

3.2.4.1. The purpose of the measure

The aim of the measures to control the activities towards the development of PF teaching capacity in order to overcome the weaknesses and promote the strengths of PF to plan activities that enhance the quality of operations and PF capacity building for teachers teaching.

3.2.4.2. The contents and methods

The content of the test include: a) Check the implementation of the operational plan of the professional groups have been identified from the beginning of the school year; b) Check the implementation of the activities of professional organizations; c) Check the teacher, who directly perform operational planning professional groups and professional leaders, who direct the activities of professional organizations; To form

the conscious self check individual performance assessment, learning capacity of the individual from which the development direction of professional capacity to himself.

To perform content inspection principals need to do: Plan inspection; Decision to set up inspection and professional training; Organizations implementing inspection process and summative assessment test experience withdrawal planned implementation expertise towards developing the capacity of teachers to teach.

3.2.4.3. Conditions for implementation

Full deployment of the operating documents specified professional groups to professional leaders and teachers to teach in professional organizations; The principal has the capacity to develop test plans - assessment and tool kit to test - a scientific evaluation, complete, realistic; Planning and testing tools - Review of publicity, transparency, democracy and justice; Check the implementation of the operational plan to ensure professional organization objectively fair, taking its effective professional work, teachers do standards and metrics assessment

3.2.5. *Build a favorable environment for pedagogical activities in PF towards building teaching competency*

3.2.5.1. The purpose of the measure

The aim of the measures is geared to building secondary schools, professional groups in the school environment conducive to pedagogical activities PF towards developing competency building of teaching. Teaching environment here including the contents spiritual psychological motivational work for the teachers and the physical environment, facilities, funding ... for activities PF.

3.2.5.2. The contents and methods

- Construct Organizational culture education in schools to create favorable conditions for activities PF.

- Decentralize governance in the management of operational activities PF OF PFS

- Construct Management relations and good relations between the professional groups and organizations in organizing school activities PF

- Strengthen and ensure adequate physical facilities, teaching facilities for activities PF

3.2.5.3. Conditions for implementation

There is consensus on the awareness and responsibility for management staff and teachers of secondary schools built environment favorable for pedagogical activities PF; provide knowledge about organizational culture of education, school culture and the legal documents on the issue of building pedagogical environment; ensure funding, facilities for the construction of pedagogical environment.

3.3. Relations between measures

3.4. Assay the necessity and feasibility of the management measures PF activities towards building teaching competency

Purpose of the assay is to confirm the need and feasibility of measures PF activities towards the development of teaching competency. The trial was conducted by survey method by 705 votes objectivity as managers and teachers of secondary schools in Hanoi. The results were as follows:

Table 3.4. Relations between the necessity and feasibility of the management measures PF activities towards building teaching competency

No.	Management measures	Necessity		Feasibility	
		$\overline{X}$	Rank	$\overline{X}$	Rank
1	Concretize the framework of teaching competency of secondary school teachers for PF towards building teaching competency	2,84	1	2,79	1
2	Manage the planning and implementation of PF's activities towards the development of teaching capacity	2,73	5	2,64	5
3	Organize PF's operations towards research lesson professional competency development for teachers	2,83	2	2,66	3
4	Check the implementation of the action plan towards PF develop teaching competency	2,75	4	2,77	2

No.	Management measures	Necessity		Feasibility	
		$\overline{X}$	Rank	$\overline{X}$	Rank
5	Build a favorable environment for pedagogical activities in PF towards building teaching competency	2,79	3	2,65	4
Average		**2,78**		**2,70**	

Comment:

The necessity and feasibility of the management measures PF activities towards building teaching competency are rated at high level and feasibility is higher than necessity. The relation is r ≈ + 0,80, closely related. Hence, all necessary management measures for PF's operation are feasible.

3.5. Assay

Due to the conditions of time and other objective conditions, the thesis does not assay all measures but one measure: "Plan PF's activities towards lesson plan research"

3.5.1. Purpose of Assay

The purpose of the assay is to verify the effectiveness of measures to steer activities towards PFS study lessons in improving the quality of PF's activities and teaching competency.

3.5.2. Assay hypothesis

If these two measures are taken, "Plan PF's activities towards lesson plan research", the quality of PF's operation and teaching competency of secondary schools teachers in Hanoi will be improved.

3.5.3. Assay samples and geography:

Experiments were conducted in the thesis includes 02 parallel groups: the control group (54 members: professional leaders and teachers of the two organizations natural sciences and social sciences under secondary school Solidarity Hai Ba Trung district, Hanoi) and the experimental group (55 members: professional leaders and teachers of the two units of natural science and social science of secondary school Tay Son, Hai Ba Trung, Hanoi).

3.5.4. Criteria and rating scale test

3.5.4.1. Criteria for evaluation

Standard 1: assessment of the operation changes in PFS:

Standard 2: evaluate the change in teaching skills of teachers in PF of secondary school:

3.5.4.2. Rating scale: Level 1: $\overline{X}$ = 3,25 $\rightarrow$ 4; Level 2: $\overline{X}$ = 2,5 $\rightarrow$ 3,24; Level 3: $\overline{X}$ = 1,75 $\rightarrow$ 2,49; Level 4: $\overline{X}$< 1,75

3.5.5. Assay stages: preparation phase; official assay stage includes before - after measurement to confirm the effectiveness of management measures PROFESSIONAL ORGANIZATION activities towards the development of teaching competency.

3.5.6. Assay evaluation method*:* By rubric experiment, observation, teacher teaching hours of product research and activities.

3.5.7. Assay results:

3.5.7.1. The result of measurement of changes in PF's operation and teachers' skills to organize teaching before the assay both in the assay and collate groups are similar, there's no considerable difference.

3.5.7.2. The result of measurement of changes in PF's operation and teachers' skills to organize teaching after the assay both in the collate group shows considerable difference. There's striking difference between 1st and 2nd time in the assay group.

3.5.7.3. The assay result confirms the effectiveness of the measure: "Plan PF's activities towards lesson plan research" in improving lesson plans' quality and teachers' teaching competency.

CONCLUSIONS

1. Conclusions

1.1. Based on the analysis and systemization of foreign and domestic documents, the thesis identified basic theoretical framework including these theoretical issues: PF's operation towards building teaching competency and its management in the context of the current education reform. Management of PF's operation towards building teaching competency includes: Plan, direct and inspect the implementation of activities of PF towards building teaching competency.

Factors affecting the management of PF's operation towards building teaching competency are: Subjective factors from the principals in their management practice of PF, factors from PF, and objective factors from managerial environment to manage PF's operation towards building teaching competency.

1.2. The surveyed situation: 705 managers and secondary school teachers surveyed were fully aware and appreciate the importance of professional groups active in the school and the level of implementation of the activities of professional groups rather good.

- Principal of secondary schools have adopted various measures to manage PF activities towards competency development learning management functions. Management staff and teachers assessed the level of implementation of management measures in the principal's pretty good level. Between managers and staff assessment of management measures PF activities are appropriate and consistent with each other.

The extent of the factors affecting the operation management professional groups towards developing the competency of teaching very much. The hierarchy of factors influence: 1- Factors related to the principal 2- Factors related to PF; 3- Factors related to the environment of managing PF's operation

1.3. Recommended management measures to improve the quality of operations and capabilities professional groups for teachers teaching in professional groups:

Concretize the framework of teaching competency of secondary school teachers for PF towards building teaching competency

Manage the planning and implementation of PF's activities towards the development of teaching capacity

Organize PF's operations towards research lesson professional competency development for teachers

Check the implementation of the action plan towards PF develop teaching competency

Build a favorable environment for pedagogical activities in PF towards building teaching competency

Assay results show: The management measures PF activities of high school principals proposed facility has the necessity and feasibility in line with the conditions of lower secondary schools in the province of Hanoi.

The thesis has been assayed the measure: "To plan PF's activities towards studying lesson plans".

Test results have confirmed the effectiveness of the measures taken to trial in improving operational quality of PF

2. Recommendations

2.1. For the Ministry of Education and Training

Secondary school charter has specified the basis of the position and duties of professional groups, however, have more specific provisions on the number of professional groups of secondary schools.To form grounds for secondary schools implement their policies, it is necessary that Ministry of Interior establish new rules regarding the appointment of PF's leaders that receive position allowance, and the maximum and minimum years to be the leader.

2.2. For the Bureau of Education and Training

Every year plan, funding for the organization of training courses principals, assistant principals, heads of expertise, special training courses organized professional growth as the number of professional leaders fostering education proportion is still very low.

While the state has no regulations on the number of professional groups in a school, the number of teachers in a group, the Department of Education and Training with the Department of the Interior has specific guidelines for the Education Department has basis for implementation.

2.3. For the Department of Education and Training

- Department of Education and Training annually direct the school heads actively select professional planning professional groups, to organize the evaluation and approval to raise the quality of the plan. For difficult situations

team leader should have the support of the Education Department to direct the selection field team leaders qualified professional on moral qualities and management capabilities.

2.4. For high school principals

- Principals need to invest in upgrading the facilities, investment planning and procurement of mining equipment effective teaching, creating the best conditions for the operation of professional groups, active member team leader both physically and mentally. Direct concern to the operating directing PF, limiting the authorization, assistant principals and relies totally on PF, to promote the activities of professional groups effective. Particularly interested in material life, spiritual teacher, timely encouragement, reward teachers, staff efforts to overcome difficulties, achieve the objective of raising the quality of teaching and education in secondary schools .

LIST OF PUBLISHED RESEARCH STUDIES BY THE AUTHOR

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2. NgoThi Phuong Thao (2013), *Management of professional faculty's operation at secondary schools in Hai Ba Trung district – Hanoi*. Educational management Magazine, issue 49, page 49-51.

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9. Ngo Thi Phuong Thao (2016), *Measures management of professional faculty's operation at secondary schools in Hanoi towards building teaching competency*. Equipment Education Magazine, issue 94, page 156-159.