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DEVELOPMENT OF PRESCHOOL PRINCIPALS IN NORTHERN PROVINCES TOWARD STANDARDIZATION

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SUMMARY OF PH.D THESIS OF EDUCATIONAL SCIENCE

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BACKGROUND

1. Overview

It is confirmed by the Party and State that "*quality improvement and development of human resources, especially the high-quality one is a strategic innovation*"; therefore "*the development of teachers and managers responding to the requirements of educational innovation and training "is an innovative solution to*" bring up "*basic and comprehensive innovation for education and training, reflecting the requirements of industrialization and modernization in the context ofmarket economy with socialist orientation and international integration*".

Northern provinces are mountainous and sparsely populated with many groups of ethnic minorities and difficult socio-economic development. Many preschools locate far from each one with limited facilities resulting in improper/low educational quality. Principles of preschools in Northern provinces share some common management characteristics; however, they have their own professional and capacity fitting mountainous areas with many ethnic minorities. Thus, additional researches are needed to reflect to the specific requirements of the standard preschool principals and recommend for the development of preschool principals in mountainous provinces.

From the stated reasons, I have chosen the topic *"Development of Standarlized Preschool Principal Team in Northern provinces"* for my Ph.D Thesis.

2. Purpose of the Thesis

Based on the research rationale and practice of the development preschool principal team in Northern provinces, the Thesis proposes recommendations for the quality development of preschool principals toward standarlization.

3. Subject and Objective of the Thesis

Objective of the Thesis: to develop the standarlized preschool principal team.

Subject of the Thesis: Solutions for the standarlized development of preschool principals in Northern provinces.

4. Scientific Theory

Recently, educational management departments have been paid more attention to the development of preschool principals in Northern provinces toward standardization. Achievements have been gained contributing to the improvement of educational quality in these provinces. However, limitations have remained in planning, job assignment, and staff turnover since training and refreshering plus monitoring have not been properly integrated; There is no separated supporting policy for this group. If human resource based development and local adaptation approaches are effectively proposed and implemented, the quality of standarlized preschool principals in Northern provinces will be improved.

5. The Thesis missions

5.1. Study rationale for the development of preschool principals toward standardization.

5.2. Stuty practical basis for the development of preschool principals in Northern provinces toward standardization.

5.3. Make management recommendations for the development of preschool principal in Northern provinces toward standardization.

5.4. Organize pilotting demonstration to assess the necessity and feasibility of the recommendations proposed in the thesis.

6. Scope of the Thesis

- The thesis focuses on studying and making recommendations for the development state preschool principals in Northern provinces toward standardization.

- Actors implementing the recommendations are considered as the coordination among management agencies in Northern provinces namely Department of Home Affair, Department of Education and Training, District and Commnue People's Committees, and Offices under District People’s Committees such as Organzation Unit, Home Affair Unit, and Education Unit.

- Studied areas are in three provinces namely Tuyen Quang, Phu Tho, and Thai Nguyen. Targeted subjects of the study are leaders of

Department of Home Affair, Department of Education and Training, District and Commnue People's Committees, Offices under District People's Committees such as Organzation Unit, Home Affair Unit, and Education Uni, Preschool Unit, and principals of statel preschools in Tuyen Quang, Phu Tho, and Thai Nguyen.

7. Methodology and approach

7.1. Approaches used include standardization, human resource development, systemization, pragmatic, capacity development, and gender integration.

7.2. Methodology applied consists of secondary study, field study, and data processing.

8. Arguments

8.1. Sharing common characteristics of preschool principals, the ones in mountainous areas have distinguished capacity and qualification. It is important to specify a professional competence framework for principals of preschools responding to the context of mountainous provinces in order to make it as a tool or a measurement for the development of those principals. Based on theories and practices, it is possible to identify and specify professional competence framework for preschool principals in mountainous provinces.

8.2. In present context of educational changes, the quality of preschool principals in mountainous provinces is limited due to the unsuitability of the development of this group, from planning, work assignment, education, and training to refresher, monitoring and assessment. Those activities have not been adapted to local context and the age of education innovation.

8.3. If the development of preschool principal team in mountainous provinces is synchronized together with planning, work assignment, education, training, monitoring and assessment, the quality and performance of this group will improve.

9. Innovative Contribution of the Thesis

9.1. Systemization and enrichment of theoretical development of human resources, development of preschool principal team;

Recommendations of professional competence framework for preschool principals in northern mountainous province.

9.2. Findings on the status of moral quality and capacity of preschool principal team and the existing development of this group; shortcomings remain.

9.3. Recommendations and consolidation of the effectiveness of 06 solutions for development of preschool principals in Northern provinces toward standardization.

10. Structure of the Thesis

Apart from the three key parts namely background, conclusion, and recommendations, the Thesis include three chapters as following:

Chapter 1: Rationale on the development of development of preschool principals toward standardization

Chapter 2: Status of development of preschool principals in Northern provinces toward standardization.

Chapter 3: Recommendations for development of preschool principals in Northern provinces toward standardization.

Chapter 1
RATIONALE FOR THE DEVELOPMENT OF PRESCHOOL PRINCIPALS TOWARD STANDARDIZATION

1.1. Overview

Nationally and internationally, there are studies on human resource development and preschool principal development conducted and published by Christian Batal, Leonard Nadler, Ken Harsey Blanc, Jerry W.Gilley, Sergiovanni, Stuart C. Smith, Philip K.Piele, Tirozzi GN, Lynn Olson, Pham Minh Hac, Nguyen Minh Duong, Dang Thanh Hung and Bui Minh Hien, Nguyen Vu Bich Hien, Dang Quoc Bao, etc. There are also studies on management and development of principals focusing on identification of criteria, appointment, training, refresher, assessment of school grades as well as school principals. However, there is still a small number of works on preschool principals, especially up to present there is no study on development of preschool principals in

Northern provinces toward standardization. In general, there is a lack of works or theses specialized in development of preschool principals in Northern provinces toward standardization.

1.2. Human resources and development of human resource of Leonard Nadler management model

1.2.1. Human resources

Human resources are the integration of quantity and quality of human together with criteria of mindset, power, physical, and moral quality. Those will become potential once they are exploited and developed properly.

1.2.2. Leonard Nadler human resource management model

Leonard Nadler human resource management model consists of three groups: Development of Human Resources, Use of Human Resources, Creation of Room for Human Resource Development.

1.2.3. Leonard Nadler human resource management model

Leonard Nadler human resource management model is the process of implementing operational planning, selection, evaluation, promotion, transferring, training, refreshing, and creating a favorable working environment for human resources to develop.

1.3. Standard and standardized approach

1.3.1. Standard

Standard is the requirement, the principal criteria, transparence, and social nature, which is set by administrative authority and expertise as a tool to measure quality achieved, work activities, products and services, etc. in certain areas according to the wishes of the management entity to meet the needs of users.

1.3.2. Standardization

Standardization of management staff in general, preschool principals in particular is the process to integrate the standard into implementation of specific activities to make them follow a transparent procedure.

1.4. Development of preschool principals toward standardization

1.4.1. Position, roles, and characteristics of preschool education

Preschool is a distinguished level of education compared to others within Vietnamese educational system.

1.4.2. Preschool principals

Preschool principals are the integration of all managers, establishing educational managers in preschools.

1.4.3. Requirements for development of preschool principals toward standardization

Based on Leonard Nadler's concept of human resource development and requirement for standardized development of principals, it can be defined that Development of preschool principals toward standardization is the implementation of planning activities , appointment, transferring, dismissal, training, refreshing, monitoring, evaluation, and creating favorable environment for the development of preschool principals aiming at improving leadership quality of the principals, meeting the needs of socio- economic development.

1.4.3.1. Requirements on capacity and moral quality toward standard preschool principals

Preschool principal standard consists of 04 requirements and 19 criteria (Requirement 1 Preschool principal standard consists of 04 requirements and 19 criteria (Requirement 1 - R1: political quality, professional ethics, including five criteria. R2: professional capacity and pedagogy, including three criteria. R3: preschool management capacity, including nine criteria. R4: capacity to organize and coordinate with kids' families and society, including two criteria).

1.4.3.2. Requirements on capacity of standardized preschool principals

In meeting the requirements of standardization, preschool principals are required to accomplish knowledge of modern management theory, practical management, especially management skills including interpersonal and communication skills, ethical and

wisdom orientation, management of changes, inspiration and motivation nurturing, strategic vision, analytical skills and problem solving, global brainstorming, market trend sensitivity, use of information technology, practical operational capability, and external networking.

1.4.4. Contents for development of preschool principals toward standardization

1.4.4.1. Planning for development of preschool principals toward standardization

Planning for development of preschool principals is on the hand of management authority for early detection of young professionals with virtuous and talented staff who have promising leadership and management abilities. This is to integrate capacity development training plans for each period reflecting immediate and/or long-term political tasks. This content includes six specific management activities.

1.4.4.2. Recruitment, appointment, transferring, and dismissal of preschool principals

Appointment is an action that management authority selects qualified staff appointed to the post of principal in accordance with the appointment and rotation procedure ensuring the exact subjects, conditions, and order. This content includes eight specific management activities.

1.4.4.3. Development and implementation of training plans for preschool principals

Training and refreshing are to comprehensively improve capacity of preschool principals to meet work requirements. Trainings may be conducted in different ways, frequency, and approaches, but they are all for determining standards. This content includes nine specific management activities.

1.4.4.4. Monitoring and assessment of preschool principals

Monitoring and assessment of preschool principals is checking and evaluating achievements gained, as regulated, against standards for appropriate subjects and time. This content includes seven specific management activities.

1.4.4.5. Development of policies and creation of favorable environment for the development of preschool principals

Development of policies and creation of favorable environment for the development of preschool principals is the process of creating the best conditions of nature, economy, politics, and society that are agreed among principals so that they can best develop their capacity. This content includes seven specific management activities.

1.5. Factors affecting the development of preschool principals

1.5.1. Socio-economy, cultural traditions, customs and habits, and psychology

1.5.2. State administration

1.5.3. School management

1.5.4. Other factors

1.6. International experience in development of educational managers

1.6.1. United State experience shows that based on professional standards for educational leadership, trainings for principals and exam to earn certification "management career" are organized.

1.6.2. Canadian experience reveals the standard-based management of principals. Criteria of the standards are developed towards the best opportunities for the development of students.

1.6.3. Korean experience regulates that principals must have a bachelor's degree or higher, with educational degree or certification.

1.6.4. Lessons Learned

Preschool principal standards are built on management staff standard with combination of specific factors different grades and levels where the principals work. All activities related to appointment, training, refreshing, monitoring, and evaluation are implemented in line with principal standard.

Chapter 2

STATUS OF DEVELOPMENT OF PRESCHOOL PRINCIPALS IN NORTHERN PROVINCES TOWARD STANDARDIZATION

2.1. Conduction of Field Study

2.1.1. Objectives of the field study

The field study is conducted to assess the situation of preschool principals and their development; based on which recommendations are made for the development of preschool principals in Northern provinces.

2.1.2. Subject, respondents, and studied areas

- *Subject of the study* includes managers of Department of Education and Training, Department of Home Affair, District Education and Training Office, District Home Affair Office, Nursery Office, District and Commune People's Committee, and preschools.

- *Respondents* include 429 people divided into two groups (Group 1 - 99 people - managers of provincial, district, and commune offices; Groups 2 - 330 people - managers of preschools).

- *Studied areas* are the 03 provinces in the North namely Tuyen Quang, Phu Tho, and Thai Nguyen).

2.1.3. Contents of the study

The study focused on surveying and assessing the situation of preschool principals, their development, and factors affecting the development of preschool principals in Northern provinces toward standardization.

2.1.4. Methodology

Desk study, field survey with questionnaire-based interviews, and data processing are applied.

2.1.5. Criteria and rating scale

Criteria include the assessment of level of accomplishment, relevance, and influence.

In terms of level of accomplishment, marking is used with four levels namely good, fair, moderate, weak; corresponding points of 4, 3, 2, 1. “Good” is for mark from 3.25 to 4.0; “Fair” is for mark from 2.5 to 3.24; “Moderate” ranges from 1.75 to 2.49; “Weak” ranges from 1 to 1.74 (min = 1, max = 4).

Regarding level of influence, marking is used with three levels namely much influenced, moderately influenced, and no influence; corresponding to 3, 2, 1. “Much influenced” is counted from 2.5 to 3.0; “Moderately influenced” ranges from 1.5 to 2.49; and “no influence” is for makr around 1 and 1.49 (Min = 1, Max = 3).

2.2. Preschool Education in Northern provinces

2.2.1. The size of schools and classes

2.2.2. Investment in preschool education

2.2.3. Construction of infrastructure and facilities

2.2.4. Quality of education

2.2.5. General assessment of preschool education in Northern provinces

2.3. Status of preschool principals in Northern provinces

2.3.1. Status of preschool principals’ training qualification

100% of the existing principals gains professional qualification or higher. 89.2% of the principals has an intermediate level of political theory. 87.6% of the principals has been trained in educational management. 58.3% of the principals has been trained in state management. 94.8% of the principals has gained Information Technology Certificate Level A. 93.3% of the principals has achieved English Language Certificate Level A.

2.3.2. Status of preschool principal structure

Age and ethnic aspects have not been integrated and arranged properly.

2.3.3. Status of political quality, professional ethics, and management capacity of preschool principals in Northern provinces

2.3.3.1. Preschool principals' response to standards: 100% of the principals is qualified, including 68.5% excellent standard and 31.5% fair standard.

2.3.3.2. The political quality and professional ethics of preschool principals are assessed at good level with the average point of 3.73.

2.3.3.3. The professional competence and pedagogical capacity are evaluated at moderate level with the average point of 3.16.

2.3.3.4. The management capacity of preschool principals is rated at moderate level with the average point of 2.41.

2.3.3.5. The capacity to coordinate with kids' families and the society of preschool principals stands at moderate level with the average point of 2.4.

Notes: 1. Requirement 1 - R1: political quality, professional ethics; R2: professional capacity and pedagogy; R3: preschool management capacity; R4: capacity to organize and coordinate with kids' families and society.

2.4. General assessment of the status of preschool principals in Northern provinces

2.4.1. Strengths

There are sufficient and qualified preschool Principals. Training capacity meets and exceeds standards.

2.4.2. Limitations

Some principals have not performed properly in communication, consultancy and guiding for officials and teachers in preschool education. Developing and implementing school plans, financial and asset management, administrative and knowledge management, and human resource management are among their weaknesses.

2.4.3. Causes of the limitations: there are subjective and objective reasons.

2.5. Status of Development of preschool principals in Northern provinces toward standardization

2.5.1. Status of preschool principal planning

This activity is assessed at average level with the average point of 2.16. Detail contents marked varies from 1.94 to 2.53.

2.5.2. Recruitment, appointment, transferring, and dismissal of preschool principals

The status of this activity is assessed at average level with the average point of 2.24. The point for sub-items ranged from 2.12 to 2.33.

2.5.3. Organization of trainings for preschool principals in Northern provinces for standardization

This activity is assessed at average level with 2.22 point. The point for each sub-activity ranges from 1.8 to 2.79.

2.5.4. Monitoring and evaluation of preschool principals in Northern provinces for standardization

This activity is assessed at the bottom line of average with 2.09 point. There were six out of seven activities assessed at average point with the difference from 1.91 to 2.23.

2.5.5. Development of supporting policies and creation of favorable environment for standardized development of preschool principals in Northern provinces

This activity is assessed at the bottom line of fair level with the average point of 2.59. The difference is small, which is from 2.57 to 2.61.

2.5.6. Influence of elements on standardized development of preschool principals in Northern provinces

Influence of elements is very much with the average point of 2.63. The difference is small, which ranges from 2.57 to 2.79.

2.6. Assessment on the status of standardized development of preschool principals in Northern provinces

2.6.1. Strengths

Almost locality has been aware of the importance of developing preschool principals toward standardization and has been implementing it in integration with preschool education activities**.**

2.6.2. Limitations

Preschool principal standards are not specific and adaptable to Northern provinces.

Shortcomings exist in the development of criteria for selection of staff involved in monitoring and evaluation, plan revision, appointment, transferring, and dismissal. Gender aspect, personal strengths and conditions have not been considered in shifting principals and key staff. Training and fostering, new and re-appointment, and shifting have not been integrated in plans from the first place. Training schedule, duration, and timing has not been appropriate. Monitoring and evaluation (M&E) have not been incorporated in stages of work. Furthermore, M&E criteria do not work well in regional context. No supporting policy is available for each locality to motivate the work and contributions of principals.

Chapter 3

SOLUTIONS FOR DEVELOPMENT OF PRESCHOOL PRINCIPALS IN NORTHEN MOUNTAINOUS PROVINCES TOWARD STANDARDIZATION

3.1. Education development orientation for Northern provinces towards standardization

Management, leadership, and development of staff and managers should be innovative toward standardization.

3.2. Principles for development of preschool principals in Northern provinces toward standardization

The following principles should be taken into account: legality, systemization, practicality, inheritance, effectiveness, and interest harmonization.

3.3. Solutions for development of preschool principals in Northern provinces toward standardization

3.3.1. Specification of the existing preschool principal standards with adaptation of education development in Northern provinces.

3.3.1.1. Purpose and meaning of the solution

The specification of the existing preschool principal standards aims at developing a professional competence framework as a foundation for implementation of different stages in the development of preschool principals toward standardization, which is adaptable in educational context in Northern provinces.

3.3.1.2. Contents of the solution

The proposed professional competence framework consists of 04 requirements (or standards) and 19 criteria, in which some indicators remain the same; 23 indicators are supplimented. However in the thesis summary, only 04 indicators are given as the followings:

Be steadfast to all the difficulties; be patient and determinated to overcome all hardships to fulfill tasks for the shake of the schools and kids.

Be able to gather officials, teachers, and staff for joined activities; develop capacity of all members; show encouragement and share with staff in their difficulties by creating a good working environment (good income, work interest, timely reward, etc.) and always stand in others' position to understand them.

Be aware of customs and habits, psychological characteristics as well as perceptions of ethnic minorities; get on well with local people; and be able to speak and communicate with indigenous people.

Play a shining example of virtue and dignity for the people to believe in and follow.

3.3.1.3. How to implement the solution

Departments of Education and Training should promulgate a document guiding District People's Committees on evaluation of preschool principals based on the professional competence framework towards standardization.

Department of Education and Training supervises District People's Committees in their assessement of preschool principal and evaluation of impacts of the application of the professional competence framework.

3.3.1.4. Conditions for implementation of the solution

Department of Education and Training provides trainings on evaluation of preschool principals under the proposed professional competence framework towards standardization.

Officials, teachers, school staff, heads of education unit evaluate preschool principals in an objective and impartial manner.

3.3.2. Direction in developing and implementing plans for development of preschool principals toward standardization

3.3.2.1. The Purpose and meaning of the solution

Sufficient quantity and quality of preschool principals must be ensured to meet demands for preschool development in the new phase. Furthermore, principal structure should be synchronized.

3.3.2.2. Contents of the solution

Exactly foresee preschool development scale.

Classify the existing preschool principals into different categories such as age, ethnicity, number of shifting persons, and number of resignation in each period.

Set targets on quantity of principals, age, management experience, training capacity, and ethnicity; detect, select, and form key teachers and staff for principal position; manage and implement developed plans.

3.3.2.3. How to implement the solution

District People's Committees strictly follow procedure of staff shifting plan.

3.3.2.4. Conditions for implementiation of the solution

The staff shifting must be logical and suitable to local context. All work and activities must be implemented as planned.

3.3.3. Changing in the current appointment, shifting, and dismissal of preschool principals for capacity development toward standardization.

3.3.3.1. The Purpose and meaning of the solution

This recommendation is to select qualified staff to establish a preschool principal team in response to education innovation.

3.3.3.2. Contents of the solution

Disclosure standards and procedures to appoint preschool principals.

Publicize the timing and regulations on the shifting and assessment of preschool principal with consideration of gender aspect, personal conditions, and personal strengths.

3.3.3.3. How to implement the solution

In recruiting, appointing, transferring, and dismissing preschool principals, District People's Committees follow standards, regulations, and procedure in consideration of personal strengths.

Departments of Home Affair coordinate with District People's Committees in monitoring and evaluation of the selection, appointment, transferring, or dismissal of preschool principals.

3.3.3.4. Conditions for implementation of the solution

The solution is carried out based on two principles. Firstly, the Communist Party leads the procedure. Secondly, democratic centralism must be ensured, which means collective leadership is taken along with personal accountability in human resource management.

3.3.4. Provision of capacity building trainings for preschool principals toward standardization with adaptation to Northern provinces

3.3.4.1. The Purpose and meaning of the solution

Standardized trainings are organized to improve the capacity of preschool principals.

3.3.4.2. Contents of the solution

The recommendation is to identify capacity development needs of principals and resource officials.

It is essential to work closely with education and training institutions in the development of training program, approach, types of capacity development, timing, and other relevant conditions.

Training results are associated with new appointment, re-appointment, and shifting principals.

3.3.4.3. How to implement the solution

Department of Education and Training needs to properly implement capacity development procedure, which include four basic steps: identification of needs; planning implementation, and result evaluation.

When sending principals to trainings, District People's Committees need to consider personal situations since most of the preschool principals are women.

3.3.4.4. Conditions for implementation of the solution

District People's Committees support finance for pro-principal trainings.

Departments of Education and Trainings provide necessary facilities and materials for the trainings.

3.3.5. Monitoring and evaluation (M&E) of preschool principals based on the proposed professional competence framework toward standardization

3.3.5.1. The Purpose and meaning of the solution

Monitoring and evaluation plays a decisive and foundation role in selecting, managing, and mobilizing staff with advantages of their strengths.

3.3.5.2. Contents of the solution

Develop and implement M&E plans. Establish an M&E team. Identify M&E criteria. Improve the generation of post M&E data**.**

3.3.5.3. How to implement the solution

In coordination with District People's Committees (DPC), Departments of Education and Training take lead in implementing M&E contents as regulated.

M&E criteria should be developed based on the proposed professional competence framework.

3.3.5.4. Conditions for implementation of the recommendation

Capacity of M&E team is very important that can drive the effectiveness of M&E activities.

In conducting M&E activities, legality, objectiveness, and efficiency must be ensured. M&E plans should be strictly followed.

3.3.6.Development and implementation of supporting policies for Northern provinces, creating favorable environment for principals

3.3.6.1. The Purpose and meaning of the solution

Supporting policies play an important role in motivating principals to perform their talent, creativity, enthusiasm, and responsibility.

3.3.6.2. Contents of the solution

Develop policies that encourage, attract, and support preschool principals to work at locality with proper adaptation.

3.3.6.3. How to implement the solution

DPCs apply salary allowance regime as regulated by the Government. DPCs spend more budgets on infrastructure investment for schools in difficult communes, special classes, and remote areas...

Local allowance support should be promoted for officials, ethnic minorities working in difficult communes.

3.3.6.4. Conditions for implementation of the solution

Departments of Education and Training study and recommend authorities for improvement of salary and allowance policies.

3.4. The inter-relation among recommendations

Each recommendation has its unique role, but they are inter-connected.

3.5. Assessment and piloting the solutions

3.5.1. Assessment of the solutions

An assessment has been conducted to evaluate the necessity and feasibility of the proposed solutions by using questionnaires to consult the views of experts.

Table 3.3. The correlation between the necessity and feasibility of the solutions for development of preschool principals in Northern provinces towards standardization

No	Recommendations	Necessity		Feasibility	
		$\overline{X}$	Ranking	$\overline{X}$	Ranking
1	Specification of the existing preschool principal standards with adaptation of education development in Northern provinces	2,81	1	2,73	1
2	Direction in developing and implementing plans for development of preschool principals toward standardization	2,78	3	2,71	3
3	Changing in the current appointment, shifting, and dismissal of preschool principals for capacity development toward standardization	2,76	5	2,68	6
4	Provision of capacity building trainings for preschool principals toward standardization with adaptation to Northern provinces	2,8	2	2,72	2

5	Monitoring and evaluation (M&E) of preschool principals based on the proposed professional competence framework toward standardization	2,78	3	2,69	5
6	Development and implementation of supporting policies for Northern provinces, creating favorable environment for principals	2,74	4	2,68	6
Average point		**2,76**		**2,70**	

The relationship between the necessity and the feasibility called r = + 0.77 is closely correlated. This means recommendations with high necessity have high corresponding feasibility.

3.5.2. Piloting the solutions: inconvenient legal condition and limited time for the study has made this thesis stop at piloting Recommendation number 4: *Provision of capacity building trainings for preschool principals toward standardization with adaptation to Northern provinces*.

3.5.2.1. Objective of the piloting

3.5.2.2. Reason for selection of Solution 4

3.5.2.3. Assumption

3.5.2.4. Form of Piloting

3.5.2.5. Preparation for piloting

3.5.2.6. Implementation and monitoring of the piloting

3.5.2.7. Analysis and assessment of the piloting results

a) Criteria and assessment methodology

b) Piloting results

- 100% of the participants were focused, active and interested in the trainings. Participants themselves drew concepts, definitions, and experience from exercises. The met-requirement proportion of participants at post-trainings compared to pre-training, in terms of preschool management skill development.

- 100% of the trainers and participants revealed that the trainings, which were appreciated, helped learners participate more and acknowledge topics as well as develop their preschool management skills.

- 100% interviewed respondents stated that they were clear and very clear about the 13 contents of quality.

CONCLUSION AND RECOMMENDATIONS

From desk study and field assessment of the status of the development of preschool principals in Northern provinces toward standardization, the following recommendations are made:

1. Conclusion

The fact is that there is not any study or research on the development of preschool principals in Northern provinces toward standardization. Although researches on different aspects of teachers and managers are available, this thesis does not overlap any of them.

The thesis focuses on studying rationale for the development of preschool principals towards standardization. The contents include planning, staff shifting, appointment, dismissal, implementation of the plans, training and fostering program, M&E, policy development, and creation of good working environment for principals.

The thesis also analyzes the impacts of different factors on the development of preschool principals toward standardization. The factors contain state management, socio-economy, customs and tradition, phycology, school management, and others.

The study results show that there are sufficient quantity and quality of preschool principals. Their political quality, professional ethics, professional competence, and pedagogy were assessed good and fair. However, the skills and capacity of school management and coordination with kids' families are limited and moderately evaluated.

The development of preschool principals toward standardization has been implemented in Northern provinces. The creation of favorable working environment has been evaluated at fair level. There are four

out of five management activities moderately assessed by experts. Besides, limitations exist in the planning, appointment, shifting, dismissal, capacity development training, and M&E.

The influence of factors on the development of preschool principals is at high rate, in which the the state management factors are mostly affected.

In analyzing development of preschool principals toward standardization, the following six solutions have been proposed: (1) Specification of the existing preschool principal standards with adaptation of education development in Northern provinces; (2) Direction in developing and implementing plans for development of preschool principals toward standardization ; (3) Changing in the current appointment, shifting, and dismissal of preschool principals for capacity development toward standardization ; (4) Provision of capacity building trainings for preschool principals toward standardization with adaptation to Northern provinces ; (5) Monitoring and evaluation (M&E) of preschool principals based on the proposed professional competence framework toward standardization; and (6) Development and implementation of supporting policies for Northern provinces, creating favorable environment for principals.

In consulting and interviewing experts, it is confirmed that the necessity and feasibility of the recommendations are highly relevant. In particular, the recommendation on the development of preschool principals in Northern provinces toward standardization is feasible and necessary, which is suitable to local context. The synchronized implementation of all recommended activities will help improve the preschool principals responding to the requirement of innovative education.

With the achievements gained in three Chapters, the mission of the thesis has been completed. Results of rationale research and field assessment match with the assumptions. The development of preschool principals in Northern provinces toward standardization has been discovered to be a big challenge. The recommendations stated in Chapter 3 cannot fully address all mentioned problems and difficulties.

2. Recommendations

2.1. To the Ministry of Education and Training

Advise the Government to direct local authorities in implementation of decentralization in education management ensuring the compliance with current regulations.

Consult the Government to supplement responsibility allowance for preschool principals with adequate remuneration their contribution, especially those who work in difficult, mountainous, and remote areas.

Develop training programs toward standardization for preschool principals learning from oversea experiences.

Develop policies and framework supporting capacity development trainings, stabilization of school staff and principals working in uplands, and shifting qualified principals to work in mountainous and remote areas.

Study and revise the current standards of preschool principals to ensure that all important responsibilities of a manager are clearly stated, especially for specific characteristics to be presented in the standards.

2.2. To Provincial People's Committees

Implement developed plans; monitor and evaluate results of the scheme on basic and comprehensive innovation of education in Viet Nam.

Decentralize power to education sector in terms of personnel management according to Decree 115/2010/ND-CP dated on December 24, 2010 regulating the state administration of education.

Direct in the implementation of educational development and human resource planning strategies.

Develop and implement local supporting policies to encourage and motivate preschool principals for their development.

Invest in construction of accommodation, working offices, and other facilities for preschool principals, especially for schools locating in remote areas with difficult socio-economic development.

2.3. To Provincial Department of Education and Training

Develop educational development and human resource planning strategies.

Develop training plans for preschool principals; assign tasks to Educational Manager Training School to coordinate with related departments and offices to provide capacity building trainings for preschool principals, staff, and key teachers who are to be come principals.

Make close coordination between educational management and territory management at locality by local authority on preschool principals.

Lead and evaluate preschool principals under the proposed professional competence framework; apply results of the evaluation on appointment, competition, and awarding.

Strengthen the preschool principals'M&E to timely handle rule breakings in the management and make adjustments of principal development measures to harmonize with local school context.

2.4. To District People's Committees

Decentralize power to Education Offices at districts in terms of financial management, recruitment, appointment, dismissal, shifting, and transferring of teachers and managers.

Re-plan land use for construction of new schools or expansion of met-standard preschools.

2.5. To preschool principals

Fully acknowledge the requirements of preschool principal standardization so that they can develop capacity development training plans, attempt in learning and working, and performing in different environment in order to improve themselves.

Create favorable conditions for teachers and staff to objectively evaluate their principals according to the set standardization with an aim to overcome weaknesses and reach the standards.

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