MINISTRY OF EDUCATION AND TRAINING

HANOI NATIONAL UNIVERSITY OF EDUCATION

TRINH NGOC TUNG

THE MANAGEMENT OF TEACHING SPECIALIZED SUBJECTS IN SPECIALIZED HIGH SCHOOLS TOWARDS QUALITY ASSURANCE

Major: Education Administration

Code: 9.14.01.14

SUMMARY OF PH.D DISSERATION

IN EDUCATION SCIENCE

HANOI - 2018

The Dissertation was completed at:

Hanoi National University of Education

Supervisor: Associate Prof. Pho Duc Hoa- Ph.D

Associate Prof. Nguyen Thanh Binh- Ph.D

Jury 1: Nguyen Thanh Vinh - Ph.D

National Academy of Education Management

Jury 2: Nguyen Duc Son - Ph.D

Hanoi National University of Education

Jury 3: Pham Van Thuan - Ph.D

VNU University of Education

The Dissertation will be upheld before the Dissertation Marking Council of university level held at: Hanoi National University of Education at ..... on 2018

The Dissertation can be found in: Hanoi National Library or the Library of Hanoi National University of Education

FOREWORD

1. Rationale

1.1 Demand for education innovation

The cause of education innovation in general, secondary education innovation in particular has obatined certain achievements as well posed many challenges in terms of education quality and efficiency, requiring for urgent solutions, in which the breakthrough is the innovation in educational management in the whole education system. As for the school level, it's aimed to improve the efficiency and quality of comprehensive education of the schools, especially the specialized high school type.

1.2 The current status of specialized subjects teaching management in specialized high schools has disclosed some limitations and inadequacy and these are the causes that make the training quality in specialized schools not so as high as expected. Presently, there are many misconceptions about the finding out, training and fostering talented people; The teaching as well as the studying focus much on theory, specialized field has not been clearly identified, comprehensive development has not been attached appropriate importance to, and thus students of specialized schools lack skills in life, weak in physical health.

Currently, specialized schools do not have synchronous textbooks, the teaching is based on the contents of specialized subjects according to the guidelines from Ministry of Education and Training (MOET) on the curriculum framework. The curriculum is intensified with deeper knowledge of the subject basing on their specialized teacher's qualification and ability. Enrollment criteria of the students in specialized high schools are not the same. For enrollment, all the specialized high schools in Vietnam basically apply same method: organizing enrollment exam with difficult exam questions. Thus the selection of students is not really objective and overlooks many truly gifted students. There are many causes for the above limitations, mainly due to the limitations and inadequacies in teaching management in specilaized high schools.

Teaching management towards quality assurance is an approach applied in education and training to standardize the education. MOE has issued a code of quality assessment standards for high school (Circular No.

13/2012/TT-BGDDT of the Minister of MOET), but the Ministry has not issued any standards or criteria for managing the teaching quality of specialized subjects in specialized schools.

The mission of specialized high schools is to train teams of talented persons, high quality human resources for the country, and the schools have fulfilled their missions. However, during the course of managing the teaching quality of specialized subjects in specialized schools, there are no specific regulations for evaluation and assessment. Difficulties in the teaching process and managing the teaching of specialized subjects require measures to manage the teaching of specilaized subjects towards quality assurance in specialized high schools.

1.3. Basing on the research on education management and practical issues, it's a must to handle the teaching of specilaized subjects towards quality assurance in specialized high schools. There have been many studies on the management of teaching activities in normal high schools, or towards the improvement of training quality, but there have been no research projects and dissertation on intensive research and application of managing the teaching of specilaized subjects towards quality assurance in specialized high schools.

For the aforementioned reasons, the Author decided to choose "Management of specialized subjects teaching in specialized high schools towards quality assurance" as his Doctorate Dissertation, majoring in education management.

2. **Purpose of the Research**

To propose methods for the management of specialized subjects teaching towards quality assurance in specialized high schools basing on theoretical analysis and field surveys on managing the specialized subjects teaching in several specialized high schools at provincial level.

3. **Object and Subject of the Research**

3.1. ***Object of the Research***

The teaching process in specialized high school.

3.2. ***Subject of the Research***

The management of specialized subjects teaching in specialized high schools.

4. **Scientific hypothesis**

If implementing the specialized subjects teaching management measures in specialized high schools, including: input management, teaching process, output, teaching context towards quality assurance, the quality of specialized subjects teaching in specialized high schools will be ensured, meeting the education targets of specialized high schools in general and gifted student training in particular.

5. **The tasks of the Research**

- To develop the theoretical foundation for specialized subjects teaching management towards quality assurance in specialized high schools.

- To survey and evaluate the actual status of specialized subjects teaching based on the criteria of quality assurance in specialized high schools in some provinces in the Red River Delta region.

- To propose and test several measures for specialized subjects teaching management towards quality assurance in specialized high schools of the provincial level.

- To experiment and evaluate the effectiveness of several measures applied in specialized subjects teaching management towards quality assurance in Nguyen Trai Specialized High School, Hai Duong.

6. **Scope of the Research**

6.1. ***Limit on contents***

- The teaching specialized subjects in specialized high schools includes all the subjects in the secondary education curriculum. The specialized subjects are considered as a system of relative independence, so the research of the Dissertation limits on the subject matter of specialized subjects teaching management in specialized high schools.

- Determining criteria, indicators reflecting the general requirements on teaching specialized subjects in general, not going into any specific subjects.

- The subject of specialized subjects teaching management consists of the School Headmater as its principal subject and the coordinating subjects are the school leaders, the heads of specialized subjects division and the specialized subject teachers.

- Experimenting the measures to organize the training for teachers and to innovate teaching methods in specialized subjects teaching management towards quality assurance.

6.2. ***Limit on area***

- Studying and conducting practical surveys at a number of specialized high schools in the Red River Delta region, including: Nguyen Trai Specialized High School- Hai Duong province; Hung Yen Specialized High School - Hung Yen province; Thai Binh Specialized High School - Thai Binh provinc; Bien Hoa Specialized High School - Ha Nam province; Luong Van Tuy Specialized High School - Ninh Binh province.

7. **Approach and Methodology**

7.1. ***Methodological approach***

7.1.1. *Approach to quality assurance*

7.1.2. *Approach to structural system, functions*

7.1.3. *Approach to CIPO*

7.1.4. *Intersector approach*

7.2. **Specific research methods**

7.2.1. *Methodology of Theories*

7.2.2. *International experience summary*

7.2.3. *Group of Practical research methods*

7.2.3.1. *Inspection and survey*

7.2.3.2. *Observation method*

7.2.3.3. *Operative product research method*

7.2.3.4. *Interview method*

7.2.3.5. *Expert solution*

7.2.4. *Group of information processing methods*

8. **New contributions of the Dissertation**

8.1. Theoretical contributions

8.2. Practical contributions

8.3. Proposals

9. **Theorectical points to be upheld**

Managing the teaching of specialized subjects currently shows certain limitations and inadequacies such as: there are no specific regulations for quality management of teaching specialized subjects in

specialized high schools, no specialized subject textbooks; there's only specialized curriculum framework ...

Specialized subject teaching management towards quality assurance: is the comprehensive management of input, process, output, context of impact; building the reference frame, set evaluation procedures ... will improve the quality of specialized teaching in specialized schools.

10. **Structure of the Dissertation**

In addition to the Foreword, Conclusion, Recommendations, References and Annexes, the Dissertation consists of 3 chapters of 13 periods.

CHAPTER 1

Theory of managing the specialized subjects teaching towards quality assurance in specilaized high schools

1.1. **Overview of the Research**

1.1.1. ***Studies on quality assurance***

1.1.2. *Studies on teaching management and teaching management towards quality assurance*

1.1.2.1. *Studies on teaching management*

1.1.2.2. *Studies on teaching management towards quality assurance*

1.1.3. *Studies on teaching management in specialized high school*

1.1.3.1. *Experience in managing the education of gifted students in some countries in the world*

1.1.3.2. *Research works on teaching management in specilized high school*

1.1.4. **Evaluation of the previous research works and the problems to be solved in the Dissertation**

1.1.4.1. *Evaluation of the previous research works*

- There have been many researches on quality assurance and quality control, but mainly on training management, for tertiary education level only, rarely for secondary education.

- There have been a few researches on teaching management in specilized high schools and teaching specialized subjects.

- There have been studies on quality assurance in specialized high schools, but there are a few detailed researches on the management of teaching specialized subjects in specialized high schools.

- Presently there's no research work on the management of teaching specialized subjects towards quality assurance.

For the above reasons, the Author has selected the Theme "Management of specialized subjects teaching in specialized high schools towards quality assurance" as his Doctorate Dissertation in order to help to "fill" a scientific gap in researching on the management of specialized subjects teaching in specialized high schools .

1.1.4.2. *Problems addressed for solving in the Dissertation*

In theories

In practice

Affecting factors

Proposals and confirmation of effectiveness.

1.2. **Concepts on quality assurance and quality assurance in managing specialized subjects teaching**

1.2.1. **Concepts on quality assurance**

1.2.1.1. *Concepts of quality and quality assurance*

The concept of quality is a semantic concept, difficult to define, difficult to apply and difficult to measure.

Quality in Latin language is "qualis" and "qualitie" in French which both mean "excellent degree".

According to the International Organization for Standardization, ISO 8402: 2000 (Quality Management and Quality Assurance): Quality is the whole characteristics of an entity, helping the entity capable to satisfy the published or latent needs [114].

According to the European Quality Control Organization: "Quality is the degree of conformity with consumer's demand" [100].

According to the Vietnamese Encyclopaedia, quality is understood as a category of philosophy that expresses the essential attributes of things, phenomena, and indications of what it is, reflecting the relative stability of things, phenomenon, to distinguish it from other things, other phenomena. The quality of things, phenomena always manifest into outside through its

inherent properties. It is the bond to connect the attributes of things, phenomenon of into one, attaching to things as a whole, covering the whole of things and not separate from things [89].

Quality seen by the absolute viewpoint

Quality seen by the relative viewpoint

Some characteristics of quality

From these perspectives, according to the author: *Quality is the satisfaction of needs, by achieving specific goals, defined by standards in a system, a process and in a specific space, specific time*.

Concept of education quality

The quality of education is the satisfaction of the objectives set forth by educational institutions, meeting the requirements of the Education Law, the amendment to a number of articles of Education Law and the Higher Education Law, in compliance with the demand for human resources for socio-economic development of the local province as well as of the whole country. (Circular 62/2012 / TT-BGDDT).

The quality of education is the satisfaction of the prescribed standards (external quality assurance), meeting the set objectives (internal quality assurance inside) and in compliance with the requirements of social development (the degree of satisfaction of the employer, of the society).

1.2.1.2. *Concept of quality assurance*

According to Vietnamese standard TCVN 5814: Quality assurance is the whole planned activities and the system which is conducted in the quality system and is proven to be sufficiently neccessary to create reasonable confidence that the entity (objective) will fully satisfy the quality requirements [77].

The ISO 9000-1: 2000 standard has set out and covered the full range of elements of the quality management and quality assurance system.

Quality assurance systems are the viewpoints, guidelines, policies, objectives, actions, tools, processes and procedures by using which we can ensure that missions and goals are being implemented, maintained and improved (SEAMEO 2002).

In education and training, quality assurance is considered as a system of measures, planned activities which are conducted both inside and outside

the school to produce satisfactory results, ensuring that target activities and training activities were anticipated. The management of specialized subjects teaching in specialized high schools towards quality assurance is the basis for managing quality according top the purposes set forth.

Contents, criteria for quality assurance

Contents of quality assurance:

- Internal quality assurance - IQA
- External quality assurance - EQA

Criteria of Quality assurance

The main characteristics of quality assurance are: *Firstly*, quality assurance focuses on the implementation process to produce high quality output; *Secondly*, quality assurance focuses on accountability and quality improvement; *Thirdly*, quality assurance is a continuous and consistent process based on evaluation criteria and feedback information.

1.2.2. Quality assurance in specialized subjects teaching management

Quality assurance in specialized subjects teaching management is a continuous and consistent management activity aimed at achieving the objective of teaching specialized subjects (internal quality assurance).

- Management measures and management activities are all aimed at ensuring the quality of teaching specialized subjects:
- Quality assurance in specialized subjects teaching management is the development of mission, values and goals of specialized high schools.
- Quality assurance in specialized subjects teaching management is a continuous process which includes Input, Process, Output in specific context.
- Quality assurance in specialized subjects teaching management is to build a reference framework, an evaluation toolkit ... in specialized subjects teaching management.
- Quality assurance in specialized subjects teaching management targeting to improving the teaching quality of the teachers and the academic results of students.
- Quality assurance in specialized subjects teaching management is targeted to evaluating, adjusting and improving the procedures in specialized subjects teaching.

In addition to the contents of internal quality assurance as mentioned above, there are external quality assurance such as the impact factors of context and quality culture in the specialized subjects teaching management in specialized high schools.

1.3. **Teaching specialized subjects in specialized high schools towards quality assurance**

1.3.1. ***Specialized high schools in the national education system***

1.3.1.1. *Position and role of specialized high schools*

1.3.1.2. *Objectives, tasks and operation structure of specialized high schools*

1.3.1.3. *Characteristics of high school students*

1.3.2. ***Teaching specialized subjects in specialized high schools***

1.3.2.1. *Specialized subjects*

Presently, the specialized subjects in the specialized high schools include: Mathematics, Informatics, Physics, Chemistry, Foreign Languages (English, French, Russian, Chinese), Literature, History, Geography, ... which have the functionality of fostering and developing the students' aptitude for the subjects.

Targets of specialized subjects

Contents of specialized subjects

Form

Teaching methods applied in specialized subjects teaching

Considering the objectives, contents, form and method of teaching specialized subjects as presented above, the Author presents the concept of specialized subjects as follows: A specialized subject is a subject specified in the high school curriculum, which contains basic knowledge, advanced and intensive of the subjects to foster and develop the students' aptitude.

1.3.2.2. *Teaching specialized subjects in specialized high schools*

Teaching specialized subjects in provincial high schools is a relatively independent sub-system in specialized high schools.

Teaching specialized subjects in specialized schools is the organization of teaching which aims at fostering and developing the student's aptitude for a specific subject in accordance with their psychophysics so as to achieve the teaching goals set forth.

- Characteristics of teaching pecialized subjects in specialized high schools

1.4. **The management of teaching specialized subjects in specialized high schools towards quality assurance**

1.4.1. ***Approaching CIPO in the training process***

1.4.2. ***Applying the CIPO model in managing the teaching specialized subjects in specialized high schools towards quality assurance***

1.4.2.1. *Managing the "input" factor*

1.4.2.2. *Managing the "teaching process" factor*

1.4.2.3. *Managing the the "output" factor*

1.4.2.4. *Managing the impact factors of the teaching context*

Conclusion of Chapter 1

Teaching specialized subjects in specialized high schools is the organization of teaching in accordance with the students' age psychophysics and fostering, developing their ability in a certain subject.

Managing the teaching specialized subjects in specialized high schools towards quality assurance based on the CIPO model is the overall quality management of all elements of "input, process and output" and the teaching activities in the context and conditions of the school.

The contents of managing the teaching specialized subjects in specialized high schools towards quality assurance based on the CIPO model designed by UNESCO include: "Input", "Process", "Output" and "Context" factors management which has been generalized and a number of criteria in managing the teaching specialized subjects in specialized high schools towards quality assurance have been initially applied.

CHAPTER 2

Practical basis of the management of teaching specialized subjects in specialized high schools towards quality assurance

2.1. **Organizing practical surveys**

2.1.1. **Purposes of the survey**

2.1.2. **Contents of the survey**

- *Current status of specialized subjects teaching in specialized high schools towards quality assurance*.

- *The current state of the management of specialized subjects teaching in specialized high schools towards quality assurance based on CIPO.*

2.1.3. ***Survey methods***

2.1.4. *Criteria and scoring*

2.1.5. ***Survey sites and survey samples***

Field surveys were conducted in 5 specialized high schools in the Red River Delta region.

- Survey samples: Managerial incumbents (Leaders, Heads of Subject Divisions) and specialized subject teachers in specialized high schools.

2.2. **Current situation of specialized subjects teaching in specialized high schools towards quality assurance**

2.2.1. ***The status of achieving the goal of teaching specialized subjects in specialized high schools towards quality assurance***

2.2.2. ***Present situation of the implementation level of contents of teaching specialized subjects in specialized high schools towards quality assurance***

2.2.3. ***Present situation of the implementation level of the type of teaching specialized subjects in specialized high schools towards quality assurance***

2.2.4. ***Current situation of applying teaching methods in specialized subjects teaching towards quality assurance***

2.2.5. ***Current state of using material resources, teaching aids and equipment in teaching specialized subjects in specialized high schools towards quality assurance***

2.2.6. ***Advantages and disadvantages in organizing the teaching of specialized subjects in specialized high schools***

Summary of the current situation of teaching specialized subjects in specialized schools towards quality assurance.

No.	Item	Excellent		Good		Average		Below average		$\bar{x}$	Ranking
		Quantity	%	Quantity	%	Quantity	%	Quantity	%		
1	Targets of teaching specialized subjects in specialized schools towards quality assurance	89	35.1	105	41.4	38	14.9	22	8.6	2.95	2
2	Contents of teaching specialized subjects in specialized schools towards quality assurance	79	31.1	119	46.8	41	16.1	15	6.0	2.90	3
3	Types of teaching specialized subjects in specialized schools towards quality assurance	74	29.1	98	38.6	65	25.6	17	6.7	2.78	5
4	Methods of teaching specialized subjects in specialized schools towards quality assurance	65	25.6	39	15.4	108	42.5	42	16.5	2.96	1
5	Facilities for teaching specialized subjects in specialized schools towards quality assurance	87	34.3	103	40.6	46	18.1	18	7.0	2.86	4

2.2.6.1. *Advantage*

2.2.6.2. *Disadvantages*

2.3. **Current situation of the management of specialized subjects teaching in specialized high schools towards quality assurance**

2.3.1. ***Current situation of managing input factors towards quality assurance***

2.3.1.1. *Managing the enrollment of students towards quality assurance*

2.3.1.2. *Managing specialized subject teachers in specialized high schools towards high quality teaching assurance*

2.3.1.3. *Managing the curriculum contents of specialized subjects teaching in specialized high schools towards quality assurance*

2.3.1.4. *Managing material basis and teaching aids for specialized subjects teaching towards quality assurance*

Table 2.11: Summary of current situation of managing Intput factor towards quality assurance

No.	**Managing Intput factor towards quality assurance**	Excellent		Good		Average		Below average		$\bar{X}$	**Ranking**
		Qn'ty	**%**	Qn'ty	**%**	Qn'ty	**%**	Qn'ty	**%**		
1	Managing the enrolment of students towards quality assuarance	136	54.2	79	31.4	29	11.6	7	2.8	3.37	2
2	Managing the speciliazed subject teachers in specialized high schools to ensure high quality teaching	98	39	87	34.7	49	19.5	17	6.8	3.06	3
3	Managing the speciliazed subject curriculum in specialized high schools towards quality assuarance	75	29.9	92	36.6	65	25.9	19	7.6	2.89	4
4	Managing the facilities and speciliazed subject teaching aids towards quality assuarance	83	33	98	39.1	56	22.3	14	5.6	3.56	1
5	Overall average	98	39.0	89	35.4	50	20.0	14	5.6	3.37	

2.3.2. **Current situation of managing the teaching process factors towards quality assurance**

2.3.2.1. *Managing the teaching of specialized subjects towards quality assurance*

2.3.2.2. *Managing the students' learning of specialized subjects towards quality assurance*

2.3.2.3. *Supervising the inspection- evaluation activities of teaching specialized subjects towards quality assurance*

2.3.2.4. *Managing students to meet the academic requirements in specialized high schools*

2.3.2.5. *Managing the self-assessment of teaching specialized subjects towards quality assurance*

Table 2.17 Summary of the present status of teaching process factors management towards quality assurance

No	**Current status of teaching process factors management towards quality assurance**	Excellent		Good		Average		Below average		$\overline{X}$	**Ranking**
		Qn'ty	**%**	Qn'ty	**%**	Qn'ty	**%**	Qn'ty	**%**		
1	Managing the specialized subject teaching performance towards quality assuarance	81	32.3	89	35.4	63	25.1	18	7.2	2.93	2
2	Managing the students' specialized subject learning towards quality assuarance	72	28.6	90	35.9	70	27.9	19	7.6	2.86	3
3	Managing the checking- evaluating the specialized subject teaching towards quality assuarance	54	21.5	95	37.8	69	27.5	33	13.2	2.68	4
4	Managing the students' satisfaction of the learning requirements in specialized high schools	89	35.4	89	35.4	56	22.4	17	6.8	2.99	1
5	Managing the self evaluating of specialized subject teaching in specialized high schools towards quality assuarance	43	17.1	90	35.9	83	33.1	35	13.9	2.56	5
	Overall average	68	27.1	91	36.3	68	27.1	24	9.5	2.80	

2.3.3. **Current situation of managing output factor towards quality assurance**

2.3.3.1. *Managing the monitoring of academic studies of the former students after their specialized school graduation towards quality assurance*

2.3.3.2. *Managing the monitoring of adaptation level of the specialized high school graduates towards quality assurance in their university studies*

2.3.3.3. *Managing the collection of feedback information from specialized high school graduates towards quality assurance*

Table 2.21: Summary of the current situation of managing output factor towards quality assurance

No	**Current situation of managing output factor towards quality assurance**	Excellent		Good		Average		Below average		$\overline{X}$	**Ranking**
		Qn'ty	**%**	Qn'ty	**%**	Qn'ty	**%**	Qn'ty	**%**		
1	Managing the monitoring of academic studies of the former students after their specialized school graduation towards quality assurance	33	13.3	86	34.4	89	35.4	42	16.8	2.44	2
2	The adaptation of the specialized high school graduates towards quality assurance in their university studies	105	41.4	90	35.5	57	23.1			3.19	3
3	Organizing the collection of feedback information from specialized high school graduates towards quality assurance	28	11.2	78	31.0	92	36.6	53	21.1	2.33	1
	Overall average	**55**	**21.9**	**85**	**33.9**	**79**	**31.5**	**32**	**12.7**	**2.65**	

2.3.4. **Assessment of the impact of the teaching context influencing factors**

2.3.4.1. *Assessment of the impact of the current education innovation and the advancement of science and technology to the teaching of specialized subjects in specialized high schools towards quality assurance*

2.3.4.2. *Assessment of the impact of the pedagogical environment factor in specialized schools to the teaching of specialized subjects in specialized high schools towards quality assurance*

2.3.4.3. *Assessment of the impact of the management qualification factor of the school managerial incumbents* to *the teaching of specialized subjects in specialized high schools towards quality assurance*

2.3.4.4. *Assessment of the impact of the economic, political and cultural factors of the locality on the management of teaching specialized subjects in specialized high schools towards quality assurance*

Table 2.26: Summary of the current situation of managing teaching context factors

No	**Current situation of managing teaching context factors**	**Strongly influencing**		**Slightly influencing**		**Non influencing**		$\bar{x}$	**Ranking**
		Qn'ty	**%**	Qn'ty	**%**	Qn'ty	**%**		
1	Present status of the impacts of the current education innovation and the science and technology advancement to the teaching of specialized subjects in specialized high schools towards quality assurance	199	79.3	49	19.5	3	1.2	2.78	2
2	Present status of the impacts of the pedagogical environment factor in specialized schools to the teaching of specialized subjects in specialized high schools towards quality assurance	191	76.1	55	21.9	5	2.0	2.74	3

3	Present status of the impacts of the management qualification factor of the school managerial incumbents to the teaching of specialized subjects towards quality assurance	212	84.5	37	14.7	2	0.8	2.83	3
4	Present status of the impacts of the economic, political and cultural factors of the locality on the management of teaching specialized subjects in specialized high schools towards quality assurance	185	73.7	63	25.0	3	1.3	2.72	1
	Overall average	**197**	**78.5**	**51**	**20.3**	**3**	**1.2**	**2.77**	

2.4. **Assessing the status of the management of specialized subjects teaching in specialized high schools towards quality assurance**

2.4.1**.** ***Positives***

2.4.2. ***Drawbacks***

Conclusion of Chapter 2

Generally speaking, the biggest limitations for specialized high schools is that the procedure for teaching of specialized subjects is not yet developed, and the criteria for evaluating the teaching of specialized subjects are not sufficient. The inspection and supervision are not really practical.

CHAPTER 3

Measures to manage the teaching of specialized subjects in specialized high schools towards quality assurance

3.1. **Principles for prosposing measures**

3.1.1 ***Full awaremess of the philosophy of quality assurance***

3.1.2. ***Compliance with quality assurance procedures***

3.1.3. ***Ensuring the conformity with the reality of the management specialized subjects teaching in specialized high schools***

3.1.4. ***Ensuring the goals and effectiveness***

3.1.5. ***Principles of ensuring comprehensiveness and systematicity***

3.2. **Measures to manage the teaching of specialized subjects in specialized high schools towards quality assurance**

3.2.1. *Group of measures to manage the teaching inputs of specialized subjects teaching towards quality assurance*

3.2.1.1. *Measure 1: The enrollment of students must ensure the objective selection and student quality in each specialized subject*

3.2.1.2. *Measure 2: The training for specialized subject teachers according to the quality improvement requirements*

3.2.1.3. *Measure 3: Making full use of the human resource, the material facilities and specialized subject teaching aids to meet the objectives of specialized high school*

3.2.2. *Group of measures to manage the specialized subject teaching process towards quality assurance*

3.2.2.1. *Measure 4: Developing a reference frame to manage the specialized subject teaching process towards quality assurance*

3.2.2.2. *Measure 5: Designing a set of procedures to implemente the contents of the management of specialized subject teaching towards quality assurance*

3.2.2.3. *Measure 6: Developing a procedure for managing specialized subject teaching towards quality assurance*

3.2.2.4. *Measure 7: Inspection and evaluation of the specialized subjects teaching under the procedure for managing specialized subject teaching towards quality assurance*

3.2.2.5. *Measure 8: Guidelines for the innovations in teaching methods towards quality assurance*

3.2.3. **Group of measures to manage the outputs of specialized subjects teaching towards quality assurance**

3.2.3.1. *Measure 9: Organizing former student opinion polls to determine the training effectiveness and to improve the specialized subjects teaching towards quality assurance*

3.2.4. **Measures to regulate the impacts of context on the management of specialized subjects teaching towards quality assurance**

3.2.4.1. *Measure 10: Quality culture in managing specialized subjects teaching in specialized high schools*

3.2.4.3. *Measure 11: Creating learning environment combined with specific local conditions to ensure teaching quality*

3.3. **The relationship among measures**

In order to promote the effectiveness of specialised teaching management methods following the the quality assurance approach, school leaders need to see the dialectical relationship among such measures as well as their interactions in CIPO Model (CIPO: Input, Process, Output and Context).

3.4. Testing awareness towards the necessity and feasibility level of specialised teaching management measures following the quality assurance approach

3.4.1. Purpose and participation of the surveys

3.4.2. Survey content and process

3.4.3. Survey results

On the necessity and feasibility of the measures

On correlation

3.4.5. General assessment on tested measures

3.5. Studying some specialised teaching management measures at Nguyen Trai Specialized High Schools, Hai Duong province

3.5.1. Purpose of the study

3.5.2. Study hypothesis

3.5.3. Study samples and locations

3.5.4. Study criteria and evaluation

3.5.5. Stages of the study

3.5.6. Study assessment methods

3.5.7. Study results

- Case study 1 - Measure 2: Organizing training for specialised teachers according to the requirements of improving quality

- Case study 2 - Measure 6: Directing specialised teaching method innovation following the quality assurance approach

Summary of Chapter 3

Based on the principle of assuring quality, following process, and meeting the objectives and practical conformity of specialised teaching management, the author proposed a solution group of 12 measures to implement specialised teaching management following the quality assurance approach.

CONCLUSION AND RECOMMENDATIONS

I. CONCLUSION

1. **Theoretical framework**

From studying theoretical basis on specialised teaching and specialised teaching management following the quality assurance approach, the author has focused on systematizing and constructing the concepts of specialized teaching and specialised teaching management, from “input, process, output and context” management, stating content and criteria for quality assurance.

In the theoretical basis, the author introduced gifted high schools’ models, history of formation and development, and especially, clarified the characteristics, principles and missions of high schools.

Also in this section, the author introduced the CIPO model

The author applied the CIPO model with four elements including input, process, output and context in specialised teaching management, in order to develop specialised teaching management measures meeting comprehensive requirements on teaching management in general and specialised teaching management in particular.

2. The actual situations of teaching management and specialised teaching management

From the mentioned theoretical foundations, the author focused on studying pratical foundations of specialised teaching management following the quality assurance approach. To clarify, the author conducted surveys on actual situations of specialised teaching and specialised teaching management at five specializing high schools in the Red River Delta area (Thai Binh Specializing School, Hung Yen Specializing School, Bien Hoa Specializing School, Luong Van Tu Specializing School, and Nguyen Trai Specializing School), and the results show that the CIPO model can be applied in specialised teaching management due to necessity and feasibility. From actual problems emerged in the survey, the author proposed 9 measures to apply the CIPO model in specialised teaching management. Depending on the conditions and characteristics of each school, some or all of these measures may be applied to ensure specialised teaching quality in specializing high schools. From survey results, interviews, data analyzing, and so on, the research shows the positive aspects, limitations as well as causes of limitations of current specialised teaching management.

Through the surveys on the actual situations of specialised teaching and specialised teaching management, applying the CIPO model to build specialised teaching management measures at specialised schools following the quality assurance approach.

The author proposed some measures to better manage specialised teaching in specialised high schools following the quality assurance approach.

3. Suggestions for building specialised teaching management measures following the quality assurance approach

Measure 1: Organizing student enrollments ensuring objectivity and quality for each specialized subject

Measure 2: Organizing speacialised subject teacher training following the requirements of improving quality

Measure 3: Organizing speacilsed teaching resource exploitation as well as facilities and teaching equipment use to meet the goals of specializing high schools

Measure 4: Developing speacialised teaching reference framework following the quality assurance approach

Measure 5: Establishing specialised teaching management procedure sets according to the reference framework

Measure 6: Buiding specialised teaching management process at specializing high schools following the quality assurance approach

Measure 7: Assessing and evaluating specialiseds teaching according to the management process mentioned above

Measure 8: Directing teaching method renovation following the quality assurance approach

Measure 9: Holding specialised alumni referendum to determine the effectiveness of training and teaching improvement in the direction of quality assurance

Measure 10: *Quality culture in managing specialized subjects teaching in specialized high schools*

Measure 11: Creating learning environment combined with specific local conditions to ensure teaching quality.

II. RECOMMENDATIONS

1. For the Ministry of Education and Training

- Reviewing specializing high schools development plans and planning; intensifying resources mobilization from international cooperations, attracting foreign investment in education in order to build facilities, increase synchronous and modern teaching devices and equipment for specializing high schools; building an electronic information system linking all specialised schools throughout the country and associating with universities and prestigious educational institutions nationwide and abroad.

- Reviewing, supplementing and perfecting specific mechanisms and policies for managers, teachers and students in specialised schools; regulations on structure, teacher and staff quota; the recruitment and rotation of specialised school teachers; promulgating regulations on specialised school teacher and staff standards based on the professional standards for teachers, high school principals, and other regulations on teachers, secondary school management on the basis of professional

standards of teachers, secondary school principals and other regulations on high school teachers and staff.

- Developing specialised teaching materials; manuals to develop specialised programs. Organizing pilots for some foreign advanced teaching programs and materials for specialised high schools to learn from and apply.

- Continuing to complete the regulations on enrollment, renovating the organization of excellent student competitions, selecting and fostering teams competing in Olympic regional and international competitions.

2. For the Department of Education and Training

- Advising the People's Committees of provinces and cities on specific mechanisms and policies of the regions in order to increase the annual investment in human resources and finance for specializing high schools.

- Managing step by step high schools in general and specializing high schools in particular following the steps of quality assurance, performing the tasks of teaching quality management following the CIPO model in the most effective way.

3. For the Principal of Specializing High Schools

- Applying the CIPO model to specialised teaching management in specializing high schools.

- Building and implementing specialised teaching management measures following the quality assurance approach based on the specific conditions of each school.

- Actively improving and enhancing staff capicity (teachers, managers and staff) among schools to well perform well the task of specialised teaching management following the quality assurance approach.

- Advising and proposing specific and appropriate contents in the process of specialised teaching management for different educational management levels.

RELEASED WORKS

1. Trinh Ngoc Tung (2013), "Measures for team development by self-study, self-practice of teachers to improve the quality of education and of fostering gifted students in specialized high schools", Education Journal No. 312 (2 nd issue, June, P. 22 - 23, p. 42).
2. Trinh Ngoc Tung (2013), "Management of the innovation of teaching methods in Nguyen Trai Specialized High School, Hai Duong province", Educational Management Journal (No. 50, p. 51-56).
3. Trinh Ngoc Tung (2013), "Research on the current status of teaching management in Specialized High School, Hai Duong province", Education Journal, special issue (June, p. 21-26, p. 27).
4. Trinh Ngoc Tung (2013), " Present status of teaching activities in Nguyen Trai Specialized High School, Hai Duong province", Educational Device Journal, (No. 95, p. 8-12).
5. Trinh Ngoc Tung (2013), "Teaching management measures taken by the Headmaster of Nguyen Trai Specialized High school", Educational Device Journal, (No. 96, p. 13-16).
6. Trinh Ngoc Tung (2017), "Applying CIPO model in the management specialized subjects teaching in specialized schools towards quality assurance", Educational Administration Journal (No. 8, p. 73-78).
7. Trinh Ngoc Tung (2017), "Current status of specialized subjects teaching in specialized high schools towards quality assurance" Educational Administration Journal (No. 9, p. 95 - 103).
8. Trinh Ngoc Tung (2017), "Current status of specialized subjects teaching management in specialized high schools towards quality assurance " Education Journal, special issue (3rd issue, August, p. 40-42).
9. Trinh Ngoc Tung (2017), "The management of contextual factors in specialized subjects teaching in specialized high schools towards quality assurance" Education Journal, special issue (3rd issue, August, p. 43-45, p. 56).