

TEACHER EDUCATION - INTERNATIONAL EXPERIENCE AND REALITY IN VIETNAM

Received:

08 – 09 – 2017

Accepted:

20 – 12 – 2017

<http://jshe.ued.udn.vn/>

Le Quang Son^{a*}, Lonphanh Phaodavanh^b

Abstract: In the context of educational innovation to meet the human resource requirements for international integration and the knowledge economy, the training of teachers - the key human resource for education, is of great significance. This article examines international experience on teacher education, focusing on the experience of some countries with advanced education in Europe, the USA, East Asia and some other countries. Teacher education experience is considered in terms of training philosophy and objectives, training levels for teachers, training models, training contents and methods, teacher training institutions, continuing professional development for teachers, enrollment for teacher candidates, and teacher training management. Aspects of international experience in teacher education are contrasted with reality in Vietnam. On the basis of the contrastive comparison, the article proposes some essential adjustments to renovate teacher training to meet the requirements of education reform in Vietnam today.

Key words: training; innovation; education; teachers; experience.

1. Introduction

The main flow of social development in the 21st century is international integration and knowledge economy. In this context, not only in Vietnam but also in developed countries, the teacher training sector is facing a series of challenges, even "crisis" [28]. As a necessity, education reform to meet the demands of seamlessly maintaining social development, meeting human resource requirements for international integration and the knowledge economy is really necessary. This entails the need to innovate education of teachers - the key human resource for education, because the quality of an education system depends

primarily on the quality of the teachers and the success of the education reform is always dependent on the teacher's willingness to change. Raja Roy Singh, a prominent Indian education innovator, has made it absolutely clear that "no system of education can rise above the teachers who work for it"[6, p.115]. Scientific studies also confirm that teachers are an important factor in improving the quality of any educational system [26, 29].

In Vietnam, in the face of the urgent need for industrialization and modernization in the context of a socialist-oriented market economy and international integration, the government is implementing a radical and comprehensive education reform. The new general education curriculum is being researched with comprehensive changes in educational objectives, contents and methods, assessment methods, conditions of implementation and management systems. In this context, the task is to renew the teacher education system to build a team of qualified educators. The urgency of the issue is also confirmed in the steering documents of the Communist Party, the State and the Ministry of Education and Training (MoET) such as the Education Development Strategy 2011-2020 [5], Resolution 29-NQ/TW, 2013 [21] or Resolution No.

^a The University of Danang - University of Science and Education

^b Laotian Consulate General in Danang, Vietnam

* Corresponding author

Le Quang Son

Email: lqson@ued.udn.vn

primarily on the quality of the teachers and the success of the education reform is always dependent on the teacher's willingness to change. Raja Roy Singh, a

44/NQ-CP on the Government's Action Program [22] and other documents.

The search for models of training and development of teachers in accordance with the new context is being carried out urgently with a series of workshops on teacher training in the context of international integration. The different experiments in the field of teacher training such as teacher standards development, school standards, training content renewal, teacher training programs accreditation, teacher training institutions accreditation,... are being implemented by MoET. In that context, studying the experience of world successful education systems in teacher training, reconciling successful experience with the Vietnamese reality in order to draw lessons is a research orientation. It is necessary to create a scientific basis for determining the direction in training and development renovation of current Vietnamese teachers.

2. International experience and teacher education reality in Vietnam

2.1. Research Methods

This study examines international experience in teacher education, focusing on the experience of countries with advanced education systems in Europe, the USA and East Asia such as England, Germany, the USA, Japan and some other countries.

The theoretical framework used to study the problem is the IPO model of training activities (IPO model, Hackman & Morris; McGrath, 1964) [27]. In this model, the training activity is viewed as a process with Inputs - Process - Output. This model is widely used in training all over the world. IBM (International Business Machines Corporation), for example, has assessed that the IPO approach to training allows policymakers to select and optimize the overall effectiveness of a training program. Using the IPO model makes it easy to determine whether a training program has achieved the appropriate purposes. It also enables the detection of the types of changes that should be made to improve design, content and implementation. Most importantly, the IPO indicates whether the learner really has the knowledge and skills needed [23].

Using the IPO model, this study identifies the groups of factors that need to be explored. The inputs included in the survey were the philosophy, objectives, training programs, enrollment methods and training facilities. Process elements include methods, training models. Output factors include the standard level of the output, the method of management and the quality assurance of the output in teacher education. The aspects of international experience in teacher training are compared with reality in Vietnam. On the basis of comparison, the article proposes some basic adjustments to renovate teacher education to meet the requirements of education reform in Vietnam today.

2.2. Research results

2.2.1. The input elements of teacher education

a. On the philosophy and objectives of teacher education

The prominence of educating teachers around the world in the context of the changing world economy from the industrial economy model to the knowledge economy model is an emphasis on the philosophy of comprehensive development of teacher personality.

Teacher education is seen not merely as training in the skills of teaching to meet simple, regular and repetitive tasks, but essentially as the process of education towards the formation of professional dignity and competence in education. Education (or training) teachers aim to equip the future teacher with knowledge, skills, attitudes and behaviors they need to effectively carry out their duties in the classroom, the school and the community.

In the United States, the term "teacher training" has been removed, and has been replaced by "teacher education" as a means to prepare teachers for professional roles as a creative, reflective professionals [24, pp. 210-215]. The training objective is defined as equipping teachers with educational and teaching capacity, in which the capacity for education is emphasized. The process of teacher education is a topic of political discussion in many countries, reflecting both the social and cultural values associated with the preparation for the young generation in life.

Also in the spirit of emphasizing human qualities in teacher education, Singapore, in teacher recruitment, does not pay much attention to the problem of good

teaching but is more concerned with professional qualities - commitment and integrity [2].

To ensure the training philosophy that teacher education is a comprehensive and continuous teacher development process, teacher training systems around the world see it as a continuous, seamless process that involves at least 3 stages: 1) Initial teacher education / training (pre-class course as a responsible teacher); 2) Induction of beginning teachers (training and support in the first year of teaching or the first year of a particular school); and 3) teacher development or Continuing Professional Development (CPD).

In Vietnam, the philosophy and objectives of comprehensive training teachers are officially expressed in the standards of training, qualities, ethics, thoughts and health of teachers (Education Law, 2005, article 70). This orientation is mastered in teacher training programs. The education sector also has regulations on initial training teachers, apprentices and regular staff training.

b. Regarding the training contents

In teacher training programs, the content of training is determined first by the knowledge, skills which need to be provided for school students. In other words, the content of teacher training concentrates on the content of student education, but at a higher and broader level. All teacher training programs include the content of specialized science and education science.

In the United States, the society requires the training of a new generation of citizens with the skills and competencies to cope with the 21st century knowledge economy. Since 2008, educators have agreed to shift the focus of human resource training from knowledge transfer to capacity development and skill training. Accordingly, the skill framework for human resources in this era includes life skills and career skills, study skills and innovation skills, information, multimedia and technology skills [31] (see Figure 1). This capacity and skill framework also identifies the capacities that the mentors need to be equipped with. In the United States, pedagogical students need to study 120 to 134 credits (while Bachelor-in-science programs consist of only 120 credits) with 51 credits of basic knowledge, 38 credits of specialization, 28 credits of career, 14 credits in pedagogy practice.

In the Federal Republic of Germany, under the Bologna framework, the Bachelor has not been trained in education science. However, according to the current experience of teacher training in the Federal Republic of Germany, the Bachelor level includes content in the science of education and general practice (about 15/180 credits = 8% of the training time). For the Master level, the content of training education science accounts for 70/120 credits = 58% of training time). Graduation certificates for Bachelor and Master training in teacher education are Bachelor of Education (B.Ed) and Master of Education (M.Ed).

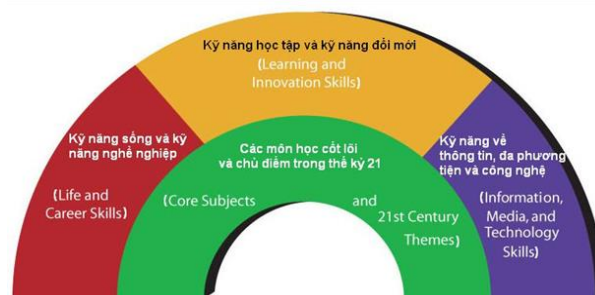


Figure 1. Student's knowledge and skill framework in the 21st century

In Finland, the content of teacher training also includes two modules - specialized science and pedagogy. There are two main ways to become a teacher. First, most students take a master's degree in one major discipline and one or two auxiliary majors. Students then apply to education faculty for one more year of pedagogy, primarily focusing on teaching strategies and methods. The second way is to apply directly to the teacher training program. Normally, after two years of study subjects, students begin to study pedagogy in the education faculty. Future teachers are well trained in both teaching content and pedagogy, both knowledge and skills, both theory and practice. Training time is 3 years of undergraduation and 2 years of postgraduation. All students do the master's thesis. Elementary school teachers often conduct dissertations in the field of education. High school students often work on topics in the subject area.

In Japan, the four-year Bachelor's degree program (after high school) for teachers at the elementary and secondary levels (compulsory education) is the standard form of training. The minimum program consists of 124

credits in which 26 credits are of general knowledge, 20 credits of professional knowledge, 22 credits in education, 12 credits in methodology, 40 elective credits and 5 credits on teaching. Subjects include pedagogical science (such as Basic Education Theories, Teaching Methods, School Management, Curriculum Development, Pedagogical Practice,...), specialized subjects (related to subjects to be taught in school) and additional subjects for the two groups (depending on the selection of each teacher training institution). In addition, there is a time (7 days) to impart professional experience (without credit).

In South Korea, pedagogic students need to study at least 42 credits of professional knowledge, 4 credits of methods, 80 elective credits.

One point worth pointing out is that in many countries, teacher training programs are dual ones, and graduates can teach two or three subjects (e.g. Australian high school teachers). In America, in particular, there are teachers who are good at teaching both Math and Literature for high school students.

In Vietnam today, the training programs for 4-year undergraduate students are mono ones, for 3-year undergraduate are usually dual. Teacher training programs usually have 120 to 135 credits, including general knowledge, basic knowledge of the discipline and specialized knowledge, in which the pedagogical knowledge blocks are not high (15-20% of total credits) - according to the curriculum of the universities announced on their websites.

Another fact is that in teacher education at teacher training institutions, the content of education science is always "inferior" to the basic science content. There is an atmosphere of respect for sciences other than pedagogy, and those who are considered less qualified in scientific research are assigned to teaching pedagogy. This sad fact, unfortunately, is quite similar to the practice of teacher training in many countries, especially in East Asia [8].

c. Regarding the recruitment of teachers' candidates

Selecting a candidate to train as a teacher is one of the top concerns of developed education systems. In McKinsey's (2007) study, two of the three issues that determine the extent to which an education system can grow and progress faster than other education systems

involves recruiting candidates to train as a teacher. McKinsey (2007) [26] has studied 25 educational systems around the world, including the top 10 education systems. Experiences from the best education systems show that three very important points contribute to their success are 1) recruit the right teacher; 2) develop teachers into effective instructors; and 3) ensure that the general education system supports each student.

In the UK, in order to ensure the right career choice, the trainee teacher can join the Open School Program at a high school to find out what the teacher is doing. If someone needs more experience he/she can join the Student Associate Scheme at the school with the help of an experienced teacher.

In Finland, only 10% of applicants are successfully enrolled in primary teacher education each year. Only 5,000 pedagogical students at all levels are selected from 20,000 applicants. The selection percentage is 25%. The process of selecting pedagogical students undergoes two stages. Stage 1: a group of candidates selected on the basis of the results of the college entrance examination and the results of general education. Stage 2: 1) candidates complete a written examination of an educational book, chosen for the exam; 2) candidates participate in modified school situation activities, through which judges evaluate their communication and social interaction skills; 3) candidates who have overcome the first two stages must go through the interview and explain why they want to become teachers.

In South Korea, the enrollment method of pedagogical institutions is fundamentally similar to that of universities in general. Candidates are assessed on the basis of the national entrance examination (similar to the SAT) to test their academic ability (it takes 50% of total points), average grade of high school points (40%), personality and aptitude for teaching profession (5%), interview (5%).

In Singapore, the Ministry of Education selects pedagogical students among the top 1/3 students with the best learning scores. Of the 8 students enrolled in education, only one was selected. The selection process is very rigorous, including interviews focusing on candidates' personality so that they can become a good

teacher, their learning capacity and their contribution to the school and the community. In addition to competency, pedagogical students must commit to professional attachment and education for a wide variety of students.

Selecting candidates for teacher training in the United States relies on many criteria for competence and quality. There are no national exams but a national standardized assessment (SAT) serves as a common ground or standard for control and comparison with the results of other students' school performance.

Vietnam has a preferential policy on tuition fees for pedagogical students (tuition exemptions) with the expectation of recruiting elite students. However, in the enrollment of pedagogical universities, there is no specific enrollment process, in addition to the general admission criteria, there is no appreciation of the qualities and competencies of teaching.

d. Teacher training institutions

There are very few places in the world where the model of university specializing in pedagogy exists independently. The trend is that teacher training is conducted mainly at multi-disciplinary universities. The conventional model is a faculty or pedagogical college in a multidisciplinary university. The faculty or school is solely responsible for training in pedagogical expertise. The content of sciences will be held by other departments or schools in the same university.

East Asian countries, when asked about what program is more convenient in the training of teachers and what is the best way to train teachers, the suggestion is to transfer the training of teachers to the Faculty of Education inside universities. In East Asia, except China where teacher training is predominantly conducted in pedagogical colleges, in the rest of the countries, secondary teacher training is conducted at multi-disciplinary universities, and elementary school teachers are usually trained in pedagogic colleges.

In Europe, as a change to implement the Bologna process, teacher training at all levels is primarily conducted at multi-disciplinary universities with teacher training. Learners will be educated at the college of teacher education at university with training programs

that are developed to meet the standards of each country and the European community.

In the United States, the federal government gives autonomy to state governments, so teacher training varies from state to state. In general, teachers are trained at multi-disciplinary universities. Here, the success and ability to face the "wind" of American universities show that the multidisciplinary university has outstanding advantages.

With regard to the number of teacher training institutions, according to a report by ETS [30] (USA), in a survey of teacher training institutions in the United States, Australia, the UK, Hong Kong, Japan, South Korea, the Netherlands and Singapore, that the number of teacher training institutions in different countries is very different. Singapore has 1 institution; the United States has 1,500 institutions; the Netherlands has 12 university campuses, 12 vocational training institutions; Australia has 35 institutions; England has 123 campuses and Japan has 138 campuses.

In Vietnam, according to MOET statistics (Department of Teachers & Administrators, ETEP Program Report, 2016), up to September 2015, there had been 117 teacher training institutions in the country, including 14 pedagogical universities, 01 university of education, 04 academies of educational management, 33 colleges of pedagogy, 18 departments of pedagogy in multi-disciplinary colleges, 45 faculties of education in 45 multi-disciplinary universities. The system of teacher training institutions is distributed evenly in all regions and localities throughout the country. Both Hanoi and Ho Chi Minh City have major pedagogical universities; all regions, provinces / cities have their own teacher and educational leader training and fostering institutions. However, according to the Department of Teachers and Educational Leaders, MoET, the connection between universities is not really good, and a network of institutions has not yet set up for effective working.

2.2.2. Elements of the Process of teacher education

a. Regarding the training model

There are two teacher training models in the world at the moment: parallel and continuing training models with their own advantages and disadvantages.

The 'parallel' or 'concurrent' model is the model of parallel learning of both basic sciences and pedagogy.

The advantage of this model is that it is highly integrated between basic science knowledge and pedagogical disciplines, but its limitation is rigidity.

The 'consecutive' model is the model of the prior specialized knowledge block, and then the following pedagogical knowledge block. As required in the traditional model, students enter the university or college after graduating from high school and will receive a B.Ed.. In this new model, after a Bachelor's degree in Science, it will provide students with a Master's degree in education. The advantage of the transition model is that it provides the learner with a solid scientific background and creates an "open" input to the pedagogical profession. The drawback of this model is a lack of integration between the two blocks of basic science knowledge and pedagogy.

In the United States, the majority of teachers had been trained in pedagogy under the bachelor's program, meaning that at first they chose to teach right after graduating from high school. But in the late 1990s to early 2000s, more and more students were choosing to study pedagogy after graduating from college in another discipline. By 2007, the number of students enrolled in pedagogy with at least one university degree ('consecutive' model) fluctuated at a rate of one third. According to the US National Center for Education Information, about two-thirds of US teacher training colleges have programs specifically for those who have graduated from another discipline.

The Federal Republic of Germany from the beginning of the 2005-2006 school year was transformed from a parallel training model to a training model with two levels, Bachelor and Master. Since 2000, with the implementation of the Bologna Process, Bachelor Degree has a training duration of 6 to 8 semesters; Master - 2 - 4 semesters. Candidates for primary and junior secondary school teachers have to study 3 more semesters; for high school teachers, the candidates have to study 4 more semesters (including practice in high school). Graduates will get a Master's degree and start teaching in the high school [10].

Finland did not have pedagogic universities more than 30 years ago. Teachers are trained in all universities. When graduates with excellence (or good) in a certain discipline (corresponding to the subject in

high school), if they aspire to become teachers, they will be taught the pedagogical profession for one to two years. To teach from grade 1 to grade 6, the teacher must have a Master's degree in education. In order to teach grades 7-12, the teacher must have a Master's degree in science. Thanks to this model, Finland has the best teacher team in the world, making the "PISA shock".

In Iceland, since 2011, teacher education has been conducted in a sequential model, with the first three years (180 ECTS - European Transfer Credits) for a Bachelor's degree and the next 2 years (120 ECTS) for Master's degree.

Australia maintains both models of training. In Australia there is a dual degree program (one in basic science and one in pedagogy), or a sequential program (after a Bachelor's degree, with the purpose of pursuing a teaching degree) in teacher education.

East Asian countries maintain both teacher training models [8] (see Table 1).

In Singapore, about 80% of students in the teacher training program have a bachelor degree in the subject they will teach in high school. As such, this training model plays a key role in the teacher education in Singapore. Students who have graduated from a university and go back to university for a teaching certificate, receive 60% of their initial salary during their participating time in the training course. They have to commit to teach at least 3 years. The starting salary of the teacher depends on the graduation result.

As such, in teacher education, in general, countries maintain diverse and flexible training models.

In Vietnam, both models are currently implemented with the advantage of traditional (parallel) model. Out of about 110 teacher training institutions, only the University of Education - Hanoi National University is implementing a two-stage model with phase 1 - Bachelor of Science; phase 2 - pedagogy. However, students who have graduated from the second phase only receive a degree of Bachelor of Education (B.Ed). Although some post-baccalaureate (B.Ed) trainees or those who have a Bachelor of Science degree can register for M.Ed, there is no mandatory Master's degree in education for pre-school and general education students. Thus, this is not a European-style (Bachelor and Master) 'consecutive' model.

b. On training methods

Emphasis on practice and practical training, the actual schooling involved in the teacher training process is emerging in teacher training programs in countries.

In Germany, teacher training is based on the Bologna framework (two levels: B.Ed. and M.Ed.). In this model, the science of education and the school practice exist in the Bachelor level. After obtaining the M.Ed., trainees register to train the apprentices (called the second stage of the teacher training) at state apprentice training institutions and at the practical schools which participate in teacher training. Following the model before 2000, the training process of apprentice lasts for 2 years. With the consecutive Bachelor and Master model, the training time is shortened to 12 to 18 months due to the recognition of practice time during Master's training [10].

In the United States, to become a teacher, a candidate must have a Bachelor's degree and a year (the fifth year) of pedagogy training to receive a teacher accreditation. The fifth year consists of pedagogical courses and a minimum of 23 weeks of school teaching. According to the University of California-Davis training program, a teacher candidate has to take a five-year program with one year of full-time teaching at a school (185-day program), from the first day to the end of the school year [3, p. 23]. Thailand and Malaysia are also looking to apply the fifth year for teacher training.

In the UK, in order to ensure the right career choice, the trainee teacher can join the Open School Program at a high school to find out what the teacher is doing. If he/she needs more experience, he/she can join the Student Associate Scheme at the school with the help of an experienced teacher. Once they have decided to become teachers, candidates may choose to take the Bachelor of Education (3-4 years) or other Bachelor's degree, then join the initial teacher training program (at least one year) at schools (School-Centered Initial Teacher Training - SCITT) to have a Qualified Teacher Status (QTS) [3, pp. 111-113].

School-based training is an important practice of teacher and school administrator training according to the Japanese school-based training philosophy. Starting in the 1960s, this method of training has brought about important results, contributing to the improvement of

general education. The training is done with the newly appointed teacher for one year, about 2 days/week in the school and one day/week outside the school. This method also applies to teachers with 5, 10 or 20 years of experience. In Japan, taking part in in-service training is a legal obligation and duty for teachers [3, pp. 238-240].

In Australia, pedagogy faculties and training colleges adhere to school partnership. This is reflected in the teaching activities of the most experienced teachers at teacher training institutions and university lecturers at schools. Thanks to that, it is possible to combine the contents of teacher training courses and pedagogical experience. Singapore has the same experience.

Finland offers two types of pedagogy practice: 1) organizing seminars and small classes so that students can practise basic teaching skills with their classmates; 2) practice in specialized schools which is organized inside universities to train teachers. These schools have the same teaching programs and teaching practice as in the normal schools (like practice schools in Vietnam). Primary school teachers spend about 15% of their studying time (40 credits) on practice in schools, while high school students spend about one third of the program. The practice schools (high schools) involve in collaboration with pedagogy departments, and sometimes also with science faculties, which also have teacher training functions, in doing researches.

According to a survey conducted by the American Educational Testing Service (ETS) [30], which studied teacher training institutions in the United States, Australia, the UK, Hong Kong, Japan, South Korea, the Netherlands and Singapore, the program requires pedagogic practice hours but varies from 3 to 4 weeks (in Japan) to 12 to 18 months (in the Netherlands).

The methodology of training teachers is diversified. The Practice, Reflection and Collaboration model is commonly used. In particular, blended learning, with a combination of face-to-face learning and online learning, promotes good performance in CPD and self-improvement.

In Vietnam, teacher training is more theoretical rather than practical. Practice is limited to 6 to 9 credits, and is mainly concentrated in the 6 to 8 weeks at school (according to the training curriculum of the universities announced on the universities' website). Training institutions are separated from the general system.

Practice schools inside universities are transformed into specialized schools and fail to fulfill the mission as a basis for practice for teacher training.

2.2.3. The output elements of teacher training

a. Regarding the training level for teachers

In the world, at present, although teacher training time, according to the OECD Education Report, ranges from 2.5 years to 6 years, training teachers with Master's degree in education is a prominent trend.

In East Asian countries (see Table 1) [8], teacher training is offered through general degree programs (Bachelor of Science (BA or B.Sc) followed by Post Graduate Certificate in Education (PGCE).

China, for example, from 1998 with the "Action Plan for 21st Century Education", was determined that "by 2010, there must be a certain percentage of masters among teachers and high school principals in developed regions" [3, p. 304].

In European countries, starting in the last years of the twentieth century, beginning with the 1998 Sorbonne Declaration (between the French, German, Italian and British Ministers of Education), a reform process in tertiary education was being prepared with the goal of moving to a Bachelor's and Master's degree system with internationally accredited diplomas (transference of courses to the two-level Bachelor/Master (BA/MA) is the most famous result of

the Bologna reform), improving the quality assurance process as well as increasing the flexibility in the university sector, and jointly developing stronger (called Bologna Process) [6]. In this process, major changes have taken place in the teacher training system.

In Germany, since 2000, with the implementation of the Bologna Process, teacher education has been conducted in two levels, Bachelor and Master: Bachelor degree with a duration of 6 - 8 semesters; Master degree with a duration of 2 - 4 semesters. Teachers need to have reached the Master level to be registered at the induction stage. Therefore, those graduating from the Bachelor program in the teacher training program are not allowed to become teachers.

Currently, almost 90% of EU Member countries and 70% of higher education institutions in these countries have trained teachers in the two levels of Bachelor and Master.

In England, in the 2006-2007 school year, among 31,945 students who received a degree in pedagogy, there were 23,900 students receiving the Postgraduate Certificate in Education (PGCE). The total number of students enrolled in this program and finished with a PhD. degree was 700; with regard to the M.Ed.degree, the number was 42,700 [3, p. 93].

Table 1. Teacher training models in East Asian countries

Countries	China	Hongkong	Japan	South Korea	Singapore	Taiwan
Primary school teacher	B.Ed	B.Ed	B.Ed	B.Ed PGCE	PGCE B.Ed	B.Ed
High school teacher	B.Ed	PGCE B.Ed	PGCE B.Ed	B.Ed PGCE		PGCE B.Ed

Note:

B.Ed: Most of the teacher training is done through a unified program.

PGCE: Most of the teacher training is conducted through a general science curriculum and then a Master's degree in education.

B.Ed: Part of the teacher training is done through a unified program.

PGCE: Part of the teacher training is done through a general science program and then a Master's degree in education.

In France, teachers who want to become official teachers of the French education system need a Master's degree. These masters are called "teaching masters" according to the European standard L-M-D (License - Master - Doctorat) [3, p. 291].

In Finland, to teach grades 1 to 6, the teacher must have a Master's degree in education. In order to teach grades 7-12, teachers must have a Master's degree in science.

Iceland, since 2011, has required teachers to have a Master's degree instead of having a Bachelor's degree as before. Teacher training is carried out in the 'consecutive' model with the first three years (180 ECTS - European Transfer Certificate) for a Bachelor's degree and the next two years (120 ECTS) for a Master's degree.

In the United States, at Harvard University, since the 1940s of the last century, with the initiation of the group of Pedagogy Deans (Holmes group), it has been determined that the quality teacher training program required bachelors of related disciplines plus one year of pedagogy and teaching practice [25].

In Vietnam, according to the Law on Education (2005 and 2009), the training standard qualifications for teachers are prescribed as follows: a) a two-year pedagogic diploma for preschool teachers and primary teachers; b) a diploma of graduation from a pedagogic college or a college diploma and a certificate of pedagogical training for junior high school teachers; c) a university degree in pedagogy or a university diploma and a certificate of pedagogical training for senior secondary school teachers; d) a diploma of intermediate or advanced vocational training college or collegial degree, or being an artisan or skilled worker with high skills for doing instructional practice at a job-training institutions; e) a university degree in pedagogy or a university diploma and a certificate of pedagogical training for intermediate college teachers; f) a university or higher degree and a certificate of pedagogical training for teachers of colleges and universities; a Master's degree or higher for teachers teaching the subjects, supervising Master theses; doctoral degrees for 'consecutive' model lecturers and doctoral dissertation guides. Thus, in this trend Vietnam shows some significant difference.

b. Regarding regular training of teachers

In most countries, regular training is an integral part of the teacher training process, often referred to as Continuing Professional Development (CPD) or Continuing Professional Education (CPE), and is obligatory for all teachers.

In the United States, professional refreshing training after graduation is as important as programs studied at the university. When new teachers begin teaching, school districts (managerial agents for an area) often have special programs to help them adjust to the class and the burden of the program they are undertaking. These programs are considered very important because the first years of teaching are often the hardest period a teacher has to go through in his or her teaching career (the rate of teachers who give up his/her carrier in the first year of teaching is quite high).

In the Federal Republic of Germany, the teacher training process does not end after the student has obtained an M.Ed degree. In contrast, after receiving an M.Ed., the learner is registered to train as an apprentice (called the second stage of teacher training), according to the recruitment need of the state. The teacher training system does not end after the probationary program. In the process of professional activity, teachers are trained to expand and consolidate their knowledge and ability acquired in training and professional practice, as well as to adapt to framework conditions and career requirements which are changing.

In Singapore, each teacher must experience 100 hours of regular training each year in several ways. Frequent refresher courses may be offered at the Institute of Education Management (NIE), which focuses on subject matter contents and pedagogy. But much of the regular fostering is done right at the high school, which is handled by the school staff. They better understand the practical issues of the school to train teachers. The contents usually focus on specific issues such as experience in teaching a particular subject, a new teaching method, or the use of information technology in teaching.

In Vietnam, regular training is an obligation for all teachers at all levels (Circular No. 26/2010/TT-BGDĐT). The contents of the regular training course include issues related to education policy, contents related to specialized

science and pedagogy. Regular refresher training is provided mainly by teacher training institutions, in some cases - by state educational authorities, in the form of intensive, online or self-learning.

c. On training management and use of teachers

Utilizing professional standards is a common tendency in the management of teacher training in the world. The training model, the type of diploma, the length of the teacher training program is no longer a competitive element in the socially acceptable opportunity. The probability to be socially accepted is based on the capacity associated with the positions of the teacher. The real capacity of the teachers is the "credentials" for their career choices [28].

In Europe, since the end of the twentieth century, starting with the 1998 Sorbonne Declaration (between the Ministers of Education of France, Germany, Italy and Britain), the education and teacher training systems have changed dramatically: 1) developing standards for teacher training; 2) transforming the teacher training model from the parallel training model into a training model with two levels of Bachelor and Master; 3) modularizing the curriculum and use of the ECTS; and 4) accreditation of teacher training programs.

Standard orientation of capacity is a basic orientation in education reform in general and training reform in particular in the world. Teacher training standards are used as a tool to ensure the quality of competency-oriented training. Standards create the clarity of goals and the basis for systematic testing of goal achievement.

The German Minister for Culture and Education (KMK) signed the "Agreement on Teacher Training Standards - Education Science" (December 16, 2004). Teacher training standards represent educational capabilities that are particularly meaningful for day-to-day occupational training and professional life, and can be linked to teacher training (adopted by the states since the beginning of the 2005-2006 school year). These standards are based on the teacher professional capacity model.

England uses the Qualified Teacher Status (QTS) to manage the quality of teacher education. After obtaining a Bachelor's degree (3-4 years) or other Bachelor's degree, the applicant is initially enrolled for at least one year in a school-centered initial teacher training

program (SCITT) to qualify as a Qualified Teacher Status (QTS).

The training institutions are self-reliant on the training program, training staff as well as conditions for quality assurance. Training programs are developed by the schools themselves and approved by direct management units.

On recruiting teachers, Malaysia only recruits 30% of the graduates from pedagogic schools into public schools [1]. In South Korea, elementary school teachers are selected from the top 5% of the best high school students, yet only one candidate is recruited for every 20 candidates (19 of them will follow the path of teaching as a tutor) [7].

In Vietnam, the Ministry of Education and Training (MoET) has recently promulgated the Professional Code for Secondary School Teachers (Circular No. 30/2009/TT-BGDĐT), Codes of Conduct for Secondary School Teacher Training Programs (Official letter No. 3356/BGDĐT-GDĐH). These documents have created an effective legal foundation for the development of current teacher training programs. The frame structure of the two documents illustrates the elements that influence the "output portrait" based on a combination of the capacity model, the personality model and the future professional model of graduates from teacher training schools.

2.3. Issues in training teachers in Vietnam today

Based on the analysis and comparison of teacher training practices in countries, especially those with advanced and successful education and training practices in Vietnam, some issues are put forward for further research and application as follows:

1) On the philosophy and objectives of training: In education, teacher personality is still the most important tool. The impact value of the methods and forms of education still lies in the teacher's personality. New roles in the context of the knowledge economy require teachers to have new professional values. Teacher training in the current context must be seen not simply as the process of equipping prospective teachers with knowledge, behavior and skills necessary for the successful implementation of day-to-day tasks in classrooms, schools and communities. It is the process of developing future teachers as professional

personalities. Professional values must become the core element of the teacher personality. And this process requires an approach, a training procedure based on the logic of the formation of personality value systems, which is quite different from the approach and training procedure that focuses on capacity today [15].

2) On the level of training for teachers: The advantage of training teachers with Master's degrees in Education is not controversial [16]. Extending the time frame and level of training allows, on the one hand, an increase in the amount of time spent on basic sciences to fill the "gaps" of general education, on the other hand, the science of education, both in terms of capacity and position. This entails re-planning the network of teacher training institutions in the direction that there should be no college level teachers. If you compare the training model of "Bachelor's degree (4 years) + 1.5 / 2 years of pedagogy" with the current college education system, it is clear that the quality will be significantly different. At the same time, the training of teachers with Master's degrees is especially suitable in the context of new training needs.

3) Regarding the training model: The Bachelor's degree model of relevant disciplines, followed by one year of pedagogical and practical training or the European B.Ed and M.Ed. model is a worthy model. Especially, in the training practice, the advantage of this teacher training system (B.Ed. and M.Ed.) is that graduates of B.Ed Degree are not bound exclusively to study in the direction up to the Master level under the teacher training program, but can find employment in the labor market according to the specialized science direction they have followed. Bachelor students will receive a diploma in three to four years, making them more likely to enter the profession sooner. In addition, this training system has international relevance and thus provides a basis for greater flexibility in learning.

4) In terms of training content: with the deployment of Master teacher's training, especially in the current context of low new training demand, it is necessary to develop double/triple training programs for students, and after graduation they can teach 2 or 3 subjects in school (like high school teachers in Australia, USA).

With the development of a new general education curriculum that focuses on developing capacity and

quality of learners, teachers need to be able to develop learners' abilities through the process of teaching and learning subjects instead of merely developing knowledge for learners. In addition, the ability to teach integrated or inter-subject courses is among new requirements for teachers. When a curriculum covers many textbooks, teachers need to be able to plan good teaching, to actively select and organize students to refer to a variety of resources under teaching topics. Student assessments also require an understanding of the program, expertise in the subject, technical proficiency, creativity in the use of assessment measures that are based on solid psychological and educational knowledge. Because teachers must design and conduct program-based appropriate assessments to document student progress, the methods of classroom assessment are important contents in training teachers as well as in professional development programs. The ability to use information technology in teaching is also a mandatory requirement in teacher capacity in the current context.

During the development of the curriculum, it is important to clearly distinguish between the means and the purpose. Knowledge (in the form of modules) is considered as a means of education, while learner capacity (the element to be formed) is the goal of education and teaching. Accordingly, the point is that the capacity of the teacher here is to understand and resolve the dialectical relationship between the means and the purpose.

In terms of the proportion of specialized science subjects and the science of education in the curriculum, it is necessary to increase the time and quality of subjects in the teaching methodology of the subject, the general method of examination and assessment and the method of examination and evaluation in each subject. The subjects that provide basic knowledge for teachers such as the philosophy of education, the history of education, educational psychology, educational sociology should be included in the program and quality teaching.

5) Regarding training methods: There should be a change in the ratio of theoretical training time in the university with practice time (in the role of a real doer of the training process) in schools. This will help narrow the gap between output capacity of graduate school teachers and professional standards of teachers. There

should be further reinforcement of the relationship between teacher training universities and schools; a special regime for schools to receive trainees, so that experienced school teachers may take part in training at teacher training institutions, and lecturers of universities may take part in teaching at schools.

6) Regarding teacher training institutions: Currently, MoET is studying to re-plan the network of teacher training institutions. In this process, it is necessary to carefully consider the model of the pedagogical university with the model of a multi-disciplinary university which trains teachers. Setting up a school network for teacher training is one way to follow. [20].

7) Regarding continuing development of teachers: Currently, the demand for training new teachers in Vietnam is not urgent, but the demand for continuing development and retraining is very great. Therefore, the upcoming teacher continuing development will be one of the most important tasks of pedagogic universities, especially the key ones.

It is important to develop practical topics, coupled with the renovation of general education to foster teachers, while raising the potential of teachers as professional educators. These topics must be updated with educational reform achievements of the world. It is necessary to carry out actual screening of teachers in association with regular training. Teachers should not be guaranteed regular positions unless they demonstrate a thorough understanding of their expertise. Another requirement is to change the way teachers are fostered with the help of the communications technology. It is necessary to make use of online communication so that professionals responsible for curriculum development, textbook compilation and training materials can directly respond to training participants when there is a complex problem that the training has not been satisfactorily addressed.

8) Regarding recruitment for teachers: It is necessary to study and develop a procedure of recruitment specifically for teacher candidates. Interviewing candidates will be an encouraging option, which should clarify the suitability of the candidate's psychological background with the teaching profession. With the application of the two-stage graduated model (M.Ed.), the main source of candidates should be

bachelors of science who aspire to be a teacher. It is recommended that only Bachelor graduates with Good or Excellent grade will be allowed to study a 1.5 / 2 years program to get a Master's degree in education. During the period of study, students benefit from policies for pedagogical students, even the state can provide subsidies to their study, because the state does not have to spend money on tuition fees reduction for 4 years like the case of traditional pedagogy students. In Singapore, when students have graduated from a university and attended a course to get the certificate of teaching, in the process of training, they receive scholarships equal to 60% of the starting salary of teachers, and they must commit to do the teaching job for at least 3 years. Expanding enrollment and training methods in this way, pedagogic institutions will have higher quality admissions and lower training costs.

9) Regarding teacher training management: The important orientation of MoET in the recent time is studying, developing and promulgating legal normative documents promulgating professional standards of teachers at all levels. However, according to current standards, criteria, indicators and evidence have not been clearly identified. Therefore, the process of implementation has not met the requirement of objectivising the capacity of teachers; the reliability of evaluation results is not high; the level of satisfaction of teachers with the requirements of education reform has not been clearly identified. The forthcoming standards must overcome the above mentioned shortcomings.

3. Conclusion

Educating the teacher, who is the key figure deciding the quality of the whole national education system, is a big and complex issue. All countries in the world are aware of the role of teachers and the role of teacher education, and they have had strategies to develop their own teachers in ways that are suitable for their socio-economic development context. However, as a profession that is so prevalent in human history and oriented towards universal human goals, teacher education today is being done in a general context - the context of globalization and integration, and may have many common points with other countries. Therefore, successful international experience in education and development of teachers are worth being exploited and

applied in each country. In this sense, this article focuses on the international experience of teacher training, which centres around the experience of some advanced European countries,

In the USA, East Asian countries and some other countries, international experience in teacher training is considered in the following areas: philosophy and training objectives, training levels for teachers, training models, training contents, training methods, teacher training institutions, regular refreshing training for teachers, enrollment for teacher candidates, training management and teacher employment. The aspects of international experience in teacher training are compared and contrasted with the reality in Vietnam. On the basis of the comparison, the article proposes some essential adjustments to renovate teacher training to meet the requirements of education reform in Vietnam today.

Many education systems in the world, such as the German education, have come to use a unified European Bachelor and Master curriculum in teacher education, thereby showing success stories in the internationalization of higher education, internationalization of teacher training without losing their identities and traditions. As for the education of Vietnam, with the orientation of standardization, modernization and international integration [5], the lessons of the world's teacher training systems are really worthy of consideration and investigation.

References

- [1] Truong Thi Bich (2017). *Report on Vietnam Experience on Teacher Training*. Hanoi, 20/12/2017.
- [2] Chew Hung Chan. Singapore National Institute of Education (2017). *Report on Vietnam Experience Workshop on Teacher Training*. Hanoi, 20/12/2017.
- [3] Vu Quoc Chung et al. (2012). *Introduction of Secondary School and Professional School Teacher Training Models in Some Countries and Lessons Learned*, Publisher GDVN.
- [4] Education Law, Law No. 38/2005 /QH11, dated June 14, 2005, article 70.
- [5] Education Development Strategy 2011-2020, issued in conjunction with Decision No. 711/QD-TTg dated 13 June 2012 by the Prime Minister.
- [6] Jakupec Victor, Meier Bernd, Nguyen Van Cuong, (2006). *International Trends in Curriculum Development and Linkage to High School Programs in Vietnam*. *Journal of Education*, No 40, 6/2006.
- [7] Kyung-Hwoi Kim, Sungshin University, Korea (2017): <http://vietnamnet.vn/vn/giao-duc>. Vietnamnet, 17/12/2017.
- [8] Pham Thi Ly (2006): *Teacher Training in East Asia*, LyPham.net dated 09/10/2006.
- [9] Le Quang Son (2010). *Teaching Pedagogical Skills for Students - Current Situation and Solutions*. *Education Journal*, June 2010.
- [10] Le Quang Son (2010). *Teacher Training - German model*. *Journal of Science and Technology, University of Da Nang*, Vol. 1, No. 5 (40).
- [11] Le Quang Son (2010). *Issues of Credit System Training Management in College of Education*. *Journal of Science and Technology, University of Da Nang*, No. 6 (41).
- [12] Le Quang Son (2011). *Training of Upper Secondary School Teachers - Viewed from the Perspective of Pedagogical Skills Training*. *Journal of Science and Education, The University of Danang - University of Education*, 1 (01).
- [13] Le Quang Son (2012). *A View on the Teacher's Personality Model from the Value Approach*. *Journal of Education*, No. 298, 2nd Vol. 11/2012.
- [14] Le Quang Son (2013). *Problems of Professional Practice from the Viewpoint of Training Management in Universities*. *Proceedings of the Workshop on Improving Training Quality Viewed from the Viewpoint of Professional Practices*, UD-Ued, 5-2013.
- [15] Le Quang Son (2014). *Teacher Training Viewed from Value - Personality Approach*. *Proceedings of Scientific Conference on Teacher Training Innovation to meet the requirements of Vietnam Education Development*, VNU Publishing House. HCM, ISBN 978-604-73-3030-0.
- [16] Le Quang Son (2015). *Training Teachers with Master's Degree in Education - Solutions for Pedagogical Universities in the Current Context*. *Proceedings of the scientific workshop "Building Teachers and Educational Administrators of Pedagogical Schools' Capacity to Meet the Requirements of the Education Reform"*, MoET, 2/2015. Recall in the Proceedings of the Conference on "Professional Standards of Teachers, Professional Capacity Framework of Teacher Trainers and Quality Improvement for Teacher Training of Teachers' Training Schools", Ministry of Education and Training - World Bank, Quy Nhon, 7/12/2016.
- [17] Le Quang Son et al. (2015). *Setting Up a Satellite School System to Train Teachers to Meet the Requirements of Fundamental and Comprehensive*

- Education Reform: Some Experiences of Da Nang. *Proceedings of the Workshop on Renovation of Training and Retraining of Managers and Teachers of Teacher Training Institutions*, MoET, 5/2015.
- [18] Le Quang Son (2015). Capacity Building for the Faculty of the University of Pedagogy to Meet the Requirements of the Fundamental and Comprehensive Education Reform: Orientations and Solutions. *Proceedings of the National Scientific Conference "Capacity Building for Teachers of Pedagogy Schools"*, Da Nang, October 2015.
- [19] Le Quang Son (2017). Developing Students' Scientific Research Capacity through Innovation of Teaching Methodology. *Proceedings of the National Scientific Conference "Developing Teachers to Meet the Education and Training Innovation Requirements"*, Information and Communications Publishing House, Hue, 3/2017, pp. 431-439.
- [20] Le Quang Son (2017). Developing Pedagogical Capacity through Connecting with the General Education System. *Proceedings of the International Conference "Developing the Capacity of Pedagogical Schools to Meet the Requirements for Teachers and Administrators of General Education Institutions in the Coming Period,"* Ministry of Education and Training, 22/11/2017.
- [21] Resolution 29-NQ/TW, Central Conference VIII session XI of Vietnam Communist Party, November 4th, 2013 on fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of the socialist-oriented market economy and international integration.
- [22] Resolution No. 44/NQ-CP dated June 09th, 2014 by the Government on the Government's Action Program to implement Resolution No. 29-NQ/TW.
- [23] Bushnell, David S. (1990). Input, Process, Output: A Model for Evaluating Training. *Training & Development Journal*, Vol. 44, No. 3, March.
- [24] Cecil H. Allen (1940). In-Service Training of Teachers in Review of Educational Research. 10: 210-215.
- [25] Holmes Report (1986). *Tomorrow's Teachers*, East Lansing. MI: The Holmes Group.
- [26] Mc Kinsey (2010). *How the World's Most Improved School Systems Keep Getting Better?*
- [27] Neuman G.A. et al. (2000). Models of Team Performance: What's the Real Effect of Team Processes on Team Performance. *The 15th annual society for industrial and organisational psychology conference*, New Orleans, LA.
- [28] Schleicher A. (2012). *A Practicum Turn in Teacher Education*, OECD.
- [29] The Economist Intelligence Unit, *The Learning Curve: Lessons in Country Performance in Education*, London: Pearson, 2012.
- [30] Wang, Aubrey H., Coleman, Ashaki B., Coley, Richard J., Phelps, Richard P. (2003). *Preparing Teachers around the World. Policy Information Report*, Educational Testing Service, Princeton, NJ. Policy Information Center, May.
- [31] <http://www.21stcenturyskillsmn.org/>

ĐÀO TẠO GIÁO VIÊN - KINH NGHIỆM QUỐC TẾ VÀ THỰC TIỄN VIỆT NAM

Tóm tắt: Trong bối cảnh đổi mới giáo dục nhằm đáp ứng những đòi hỏi về nguồn nhân lực cho hội nhập quốc tế và nền kinh tế tri thức, việc đào tạo giáo viên - nhân lực chủ chốt của nền giáo dục, có ý nghĩa đặc biệt. Bài viết tập trung khảo sát kinh nghiệm quốc tế về đào tạo giáo viên, trong đó tập trung vào kinh nghiệm một số nước có nền giáo dục tiên tiến tại châu Âu, Mỹ, Đông Á và một số nước khác. Kinh nghiệm đào tạo giáo viên được xem xét ở các phương diện: triết lý và mục tiêu đào tạo; trình độ đào tạo đối với GV; mô hình đào tạo; nội dung đào tạo; phương pháp đào tạo; cơ sở đào tạo giáo viên; bồi dưỡng thường xuyên đội ngũ giáo viên; tuyển sinh đối với ứng viên GV; quản lý đào tạo giáo viên. Các phương diện của kinh nghiệm quốc tế về đào tạo giáo viên được đối chiếu với thực tiễn ở Việt Nam. Trên cơ sở đối chiếu, bài viết đề xuất một số điều chỉnh căn bản nhằm đổi mới việc đào tạo giáo viên, đáp ứng yêu cầu nâng cao chất lượng đào tạo giáo viên ở Việt Nam hiện nay.

Từ khóa: đào tạo; đổi mới; giáo dục; giáo viên; kinh nghiệm.