



**CURRENT STATUS OF MANAGEMENT OF TEACHER FOSTERING
ACTIVITIES ACCORDING TO THE SCHOOL-BASED IN-SERVICE
APPROACH AT HANOI VIETNAM-AUSTRALIA PRIMARY SCHOOL**

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Abstract

Teachers are the important factors in determining the success of the deployment and implementation of the Vietnamese new general education program. To complete the above glorious mission, teachers should be fostered to improve their professional capacity and specialized knowledge. This research was conducted based on the results of a questionnaire survey and direct interviews with 57 managers and teachers at Hanoi Vietnam-Australia Primary School. The survey content is related to the current status of managing teacher-fostering activities according to the school-based in-service fostering approach. The results of this research will be the scientific basis for proposing educational management measures, contributing to improving the effectiveness of teacher-fostering activities according to the school-based in-service approach.



THỰC TRẠNG QUẢN LÝ HOẠT ĐỘNG BỒI DƯỠNG GIÁO VIÊN THEO TIẾP CẬN DỰA VÀO NHÀ TRƯỜNG TẠI TRƯỜNG TIỂU HỌC VIỆT-ÚC HÀ NỘI

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Từ khóa

Đào tạo giáo viên, phát triển nghề nghiệp, giáo viên tiểu học, bồi dưỡng giáo viên, quản lý giáo dục

Tóm tắt

Giáo viên là nhân tố quan trọng quyết định sự thành công trong việc triển khai và thực hiện chương trình giáo dục phổ thông mới tại Việt Nam. Để hoàn thành sứ mệnh cao cả đó, đội ngũ giáo viên cần được bồi dưỡng để nâng cao năng lực nghề nghiệp và kiến thức chuyên môn. Nghiên cứu này được thực hiện dựa trên kết quả khảo sát bằng phiếu hỏi và phỏng vấn trực tiếp đối với 57 cán bộ quản lý và giáo viên tại Trường Tiểu học Việt-Úc Hà Nội. Nội dung khảo sát liên quan đến thực trạng quản lý hoạt động bồi dưỡng giáo viên theo tiếp cận dựa vào nhà trường. Những kết quả của nghiên cứu này sẽ là cơ sở khoa học đề xuất các biện pháp quản lý giáo dục, góp phần nâng cao hiệu quả hoạt động bồi dưỡng giáo viên theo tiếp cận dựa vào nhà trường.

1. Introduction

Vietnamese education is undergoing comprehensive and profound reforms, including innovations in educational goals, program content, teaching methods, organization and management in schools, textbooks, testing and evaluation activities, etc. To carry out the innovation process effectively, it is necessary to address many requirements, one of

which is teacher development and fostering (Ngoc Hai Tran, et al. ,2017; Ngoc Hai Tran, , et al. 2021).

The team of teachers and educational managers are the resources, motivation, and factors that ensure Vietnam's education develops and can compete with the education of Southeast Asian countries as well as of the world. Therefore, building, training, and fostering teachers and educational managers must be considered a regular, long-term task,

meeting the increasing requirements of a developed society (Chan Ngoc Hai, 2020).

School-based in-service teacher fostering is a fostering program conducted right at a school or educational unit (Lea Lund (2020). This fostering form has been and is being carried out at many schools, including Hanoi Vietnam-Australia Primary School, with many different activities such as participating in seminars, seminars, exchanging with educational experts, and giving practical experience feedback, self-study, self-search for scientific information, etc (Eisuke Saito. et al, 2008).

Hanoi Vietnam-Australia Primary School is a non-public school, one of the first places in Hanoi to have an international learning environment. Currently, the School is teaching according to the Program of the Ministry of Education and Training and the Cambridge International Program. At this School, in addition to Vietnamese teachers, there is also a team of international teachers, mainly from Australia. Therefore, with the above specific nature, what is the current situation of managing teacher-fostering activities at the School? What are the strengths and drawbacks of the School's teacher-fostering activities? This is also the aim of this present article.

2. Literature Review

The school-based in-service teacher-fostering approach has been widely implemented in many countries in the world. Historically, this form of fostering appeared to overcome some weaknesses of the centralized fostering implementation course. Two outstanding advantages of school-based fostering are: (1) the content and form of fostering are designed based on the actual needs of teachers; (2) Teachers can apply the results obtained from fostering activities to solve encountered problems while receiving help and discussion with their colleagues (Jacob Wambasi Kitari, 2020).

In Vietnam, school-based in-service teacher-fostering has been implemented in many localities and has achieved positive results, thereby contributing to the fundamental and comprehensive reform of Vietnamese education (Mai Hong Thu. et al, 2020) Currently, professional development programs for teachers are designed and implemented based on the actual conditions of each school or educational unit. In this form, teachers will have many opportunities to learn from colleagues or educational experts, they also easily apply the results obtained from fostering activities to solve problems that arise from their daily work.

3. Methods

To clarify the current status of the management of teacher-fostering activities at the School, we used the questionnaire survey method combined with direct interviews (March 2024). Interview subjects include 06 managers and 51 teachers who are working at Hanoi Vietnam-Australia Primary School. Specific information about evaluating objects: Bachelor's degree accounts for 41.6%, Master's degree accounts for 58.4%; Working experience under 5 years accounts for 3.51%, 5-10 years accounts for 14.03%, 11-15 years account for 54.38%, over 15 years accounts for 28.07%.

The survey forms were designed with content related to teacher fostering activities using a school-based in-service approach, including planning, organizing, and coordinating resources within the School, decentralizing management, and coordination between forces, design, and implementation of motivational measures, inspection, and evaluation of fostering activities. The evaluation scale and converted scores are shown in Table 1. The survey results are processed separately for managers, teachers, and the total, which includes quantity (Q) and percentage (%).

Table 1. Level of effectiveness, conversion points, and rating scale of teacher-fostering activities according to the school-based in-service approach at Hanoi Vietnam-Australia Primary School

Symbol	Level of effectiveness	Conversion points	Rating scale
(1)	Not Effective	1	Weak: < 1,75; Average: 1,75-2,49; Good: 2,5-3,24; Very Good: 3,25-4,0
(2)	Less Effective	2	
(3)	Quite Effective	3	
(4)	Very Effective	4	

4. Results and Discussion

4.1. Current status of building teacher fostering plans at Hanoi Vietnam-Australia Primary School

This activity is the planning process of teacher fostering to improve their specialized knowledge and professional skills to keep up with the requirements of the job position and is also the basis for managing, organizing, and compiling documents for teacher fostering. The results of the content are shown in Table 2.

Table 2. Current status of building teacher fostering plans

No.	Building the plan for teacher fostering	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
1	Organize surveys and evaluate teachers in the School; determine fostering needs through questionnaires, observations through teachers' lessons, interviews, and direct feedback from teachers	Managers	Q	0	0	1	5
			%	0.0	0.0	16.67	83.3
		Teachers	Q	5	7	13	26
			%	9.80	13.73	27.45	49.02
		Total	Q	5	7	15	30
			%	8.77	12.28	26.32	52.63
Average score (\bar{x}): 3.22, Rank: 2/6							
2	Implement joint meetings between factors of the School to agree on teacher-fostering plans for each school year	Managers	Q	0	1	1	4
			%	0.0	16.67	16.	
		Teachers	Q	0	9	37	5
			%	0.0	17.65	72.55	9.80
		Total	Q	0	10	38	
			%	0.0	17.54	66.67	15.79
Average score (\bar{x}): 2.98, Rank: 4/6							
3	Guidance on determining the goals and programs for teacher-fostering of the School	Managers	Q	0	0	2	4
			%	0.0	0.0	3.92	7.84
		Teachers	Q	2	9	33	7
			%	3.92	17.65	64.71	13.72
		Total	Q	2	9	35	1
			%	3.51	15.79	61.40	19.30
Average score (\bar{x}): 2.96, Rank: 5/6							

No.	Building the plan for teacher fostering	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
4	Organize proposed solutions for implementation, as well as organize the implementation of teacher-fostering measures	Managers	Q	0	0	4	2
			%	0.0	0.0	66.67	33.3
		Teachers	Q	2	15	29	
			%	3.92	29.41	56.86	21.57
		Total	Q	2	15	33	13
			%	3.51	26.32	57.89	22.8
Average score (\bar{x}): 3.21, Rank: 3/6							
5	Make a plan to allocate resources to implement the teacher-fostering plan	Managers	Q	0	0	2	4
			%	0	0	33.33	66.6
		Teachers	Q	2	6	11	32
			%	3.92	11.77	21.57	62.74
		Total	Q	2	6	13	36
			%	3.51	10.53	22.81	63.16
Average score (\bar{x}): 3.45, Rank: 1/6							
6	Building operating regulations and evaluation criteria for teacher-fostering activities	Managers	Q	0	0	6	0
			%	0	0	100.0	0
		Teachers	Q	1	12		
			%	1.96	23.53	60.78	13.73
		Total	Q	1	12		
			%	1.75	21.05	64.91	12.28
Average score (\bar{x}): 2.88; Rank: 6/6							

The results of Table 2 show that six contents in developing fostering plans are rated from Good to Very Good, with conversion scores fluctuating in the range of 2.88-3.45. The highest rated content is “Make a plan to allocate resources to implement the teacher-fostering plan” with an average score of 3.45, ranked Very Good; The remaining content is all Good. This result reflects the reality at the School, specifically: in the plan for each school year as well as in the strategic vision and content of building the School development plan, which includes teacher-fostering activities, always respected and seriously implemented by the Board of Directors. In addition, the Board of Directors and head teachers, regularly direct teachers to make personal fostering plans, considering it is a regular and continuous task.

However, the development of operating regulations and criteria for monitoring and evaluating teacher-fostering activities has not been done well, and teachers in the School have not been able to participate in designing, or contributing to the development of operating regulations. Operating regulations and a system of criteria for monitoring and evaluating fostering activities play an important role and are the basis for objectively evaluating teachers and staff at the end of the school year at each school or educational unit.

4.2. Current status of coordinating resources in the School to organize teacher-fostering activities

For teacher-fostering activities to be effective, there needs to be mobilization and coordination

from many resources within the School. The research results from Table 3 show that the content in coordinating resources at Hanoi Vietnam-Australia Primary School is highly appreciated, ranked from Good or higher.

Table 3. Current status of coordinating resources to organize teacher-fostering activities

No.	Coordinate resources to organize teacher-fostering activities	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
1	Establish an Organizing Committee for fostering activities, specifying the functions and duties of the components: Board of Directors, leader of grades, main teachers, etc.	Managers	Q	0	0	1	5
			%	0.0	0.0	33.33	66.67
		Teachers	Q	1	9	23	18
			%	1.96	17.65	45.10	35.29
		Total	Q	1	9	24	23
			%	1.75	15.79	42.11	40.35
Average score (\bar{x}): 3.21, Rank: 4/5							
2	Select and assign main teachers, or invite educational experts to participate in fostering the School's teachers	Managers	Q	0	1	2	3
			%	0.0	16.67	33.33	50.0
		Teachers	Q	4	6	25	16
			%	7.84	11.77	49.02	31.3
		Total	Q	4	7	27	1
			%	7.02	12.28	47.37	33.33
Average score (\bar{x}): 3.07, Rank: 5/5							
3	Mobilize and assign responsibilities to support staff for teacher-fostering activities (technical support, information technology, foreign languages, documents, etc.)	Managers	Q	0	0	1	5
			%	0.0	0.0	16.67	83.33
		Teachers	Q	2	9	16	2
			%	3.92	17.65	31.37	47.06
		Total	Q	2	9	17	2
			%	3.51	15.79	29.82	50.88
Average score (\bar{x}): 3.28, Rank: 3/5							
4	Estimate and allocate funding sources for the School's teacher-fostering activities	Managers	Q	0	0	0	6
			%	0.0	0.0	0.0	100.0
		Teachers	Q	0	9	18	2
			%	0.0	17.65	35.	
		Total	Q	0	9	18	3
			%	0.0	15.79	31.58	52.63
Average score (\bar{x}): 3.37, Rank: 1/5							
5	Prepare equipment such as classrooms, meeting rooms, projectors, printers, computers, documents...	Managers	Q	0	0	1	5
			%	0.0	0.0	33.33	66.6
		Teachers	Q	1	8	18	24
			%	1.96	15.69	35.29	47.06
		Total	Q	1	8	19	29
			%	1.75	14.04	13.33	50.88
Average score (\bar{x}): 3.33, Rank: 2/5							

The three most highly rated contents include “*Estimate and allocate funding sources for the School's teacher-fostering activities*”, “*Prepare equipment such as classrooms, meeting rooms, projectors, printers, computers, documents...*” and “*Mobilize and assign responsibilities to support staff for teacher-*

fostering activities (technical support, information technology, foreign languages, documents, etc.)”, with average scores of 3.37 respectively, 3.33 and 3.28, and rated Good. This result shows that the preparation activities are always paid attention to by the Board of Directors and head of department, with appropriate personnel assigned, based on each individual’s strengths. In addition, the School’s teachers have always been stable over the years, which is a strength and also a signal that the working environment at the School is suitable for teachers to work for a long time.

4.3. Current status of management decentralization and coordination between components inside and outside the School to organize teacher-fostering activities

The form of school-based in-service teacher-fostering shows a clear hierarchy. The fostering program is not only prescribed by superior organizations but also proposed and designed based on the actual conditions of each school. The results of this content at Hanoi Vietnam-Australia Primary School are shown in Table 4.

Table 4. Current status of management decentralization and coordination between components inside and outside the School to organize teacher-fostering activities

TT	Decentralize management among components involved in organizing teacher-fostering activities	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
1	Direct professional organizations and head of grades in planning, organizing, inspecting, and supervising the implementation of teacher-fostering activities	Managers	Q	0	0	2	4
			%	0.0	0.0	33.33	66.67
		Teachers	Q	4	7	24	1
			%	7.84	13.73	47.06	31.37
		Total	Q	4	7	26	2
			%	7.02	12.28	45.61	35.09
		Average score (\bar{x}): 3.09, Rank: 6/7					
2	Direct the head of grades to develop plans and deploy them to teachers	Managers	Q	0	0	2	4
			%	0.0	0.0	33.3	
		Teachers	Q	3	7	18	2
			%	5.88	13.73	35.29	45.0
		Total	Q	3	7	20	27
			%	5.26	12.28	35.09	47.37
		Average score (\bar{x}): 3.24, Rank: 4/7					
3	Direct teachers participating in fostering to develop personal plans and contribute ideas to the School’s fostering activities	Managers	Q	0	0	0	6
			%	0.0	0.0	0.0	
		Teachers	Q	2	5	21	23
			%	3.92	9.80	41.17	45.10
		Total	Q	2	5	21	2
			%	3.51	8.77	36.84	50.88
		Average score (\bar{x}): 3.35, Rank: 3/7					

TT	Decentralize management among components involved in organizing teacher-fostering activities	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
4	Gather and mobilize the School’s components to supervise teacher-fostering activities, including after these activities have ended	Managers	Q	0	0	1	5
			%	0.0	0.0	33.33	66.6
		Teachers	Q	4	6	25	1
			%	7.84	11.76	49.02	31.37
		Total	Q	4	6	26	21
			%	7.02	10.53	45.61	36.8
Average score (\bar{x}): 3.12, Rank: 5/7							
5	Mobilize support components to help teachers apply fostering results in their work	Managers	Q	0	0	2	4
			%	0	0	33.33	66.67
		Teachers	Q	2	5	17	27
			%	3.92	9.80	31.37	54.90
		Total	Q	2	5	19	31
			%	3.51	8.77	33.33	54.38
Average score (\bar{x}): 3.38, Rank: 2/7							
6	Connect with educational experts to foster and advice to help teachers develop their professional capacity	Managers	Q	0	0	2	4
			%	0	0	33.33	66.67
		Teachers	Q	2	5	16	28
			%	3.92	9.80	31.	
		Total	Q	2	5	18	32
			%	3.51	8.77	31.58	56.14
Average score (\bar{x}): 3.40, Rank: 1/7							
7	Implement regulations of superior organizations, as well as advise the Department of Education & Training on school-based in-service teacher-fostering activities	Managers	Q	0	0	6	0
			%	0	0	100.0	
		Teachers	Q	1	12	31	7
			%	1.96	23.53	60.78	13.7
		Total	Q	1	12	37	7
			%	1.75	21.05	64.91	12.28
Average score (\bar{x}): 2.88, Rank: 7/7							

Results Table 4 shows that the two contents “Connect with educational experts to foster and advice to help teachers develop their professional capacity” and “Mobilize support components to help teachers apply fostering results in their work” are rated highest, with average scores of 3.40 and 3.38 respectively, rated Good. At Hanoi Vietnam-Australia Primary School, we regularly organize extracurricular sessions, discussions, seminars, and academic exchanges with educational experts. Through the activities mentioned above, each teacher of the School has the opportunity to learn to improve specialist knowledge, and professional

skills, and solve difficulties encountered during the implementation process.

The content rated at the lowest level of effectiveness is “Implement regulations of superior organizations, as well as advise the Department of Education & Training on school-based in-service teacher-fostering activities” with an average score of 2.88, rated Good. Regarding this content, due to its characteristics as a non-public school, many programs are being taught in parallel, including the Cambridge International Program, which has strict requirements and standards. Therefore, the Schools should receive

advice from superior organizations or educational experts to help teacher-fostering activities be more effective, especially in actual conditions.

4.4. Current status of designing and implementing measures to motivate teachers to participate in fostering activities

The quality of teachers is the key factor that creates the quality of education. Therefore, creating motivation for each teacher to maintain and promote their position will determine the success of the current cause of educational innovation in Vietnam [5]. Results from Table 5 show that: three contents were rated as good, including «Building the school into a positive learning environment for teachers», «Raise awareness for teachers about the importance of fostering activities» and “Integrate teacher-fostering content in teacher evaluation and ranking at the end of the school year”, with an average point of 3.49 respectively; 3.37 and 3.35. The above

results are consistent with the School’s philosophy, according to which the Board of Directors is always aware that teachers’ working motivation will create their inner strength, as well as stimulate creativity in their job. Therefore, since its establishment, the School has always focused on solving three groups of factors that determine teachers’ motivation, including teacher, work, and management factors.

The two lowest-rated contents include “Build the statutes on appointing and promoting teachers to management positions based on the effectiveness of participating in fostering activities” and “Integrate teacher-fostering content in teacher evaluation and ranking at the end of the school year” with average scores of 2.70 and 2.85 respectively. The above two contents are not regularly implemented at the School, resulting in the role of training activities not being promoted in the evaluation, competition review, or grading of teachers at the end of the school year.

Table 5. Current status of designing and implementing measures to motivate teachers to participate in fostering activities

No.	Design and implement measures to motivate teachers to participate in fostering activities	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
1	Raise awareness for teachers about the importance of fostering activities	Managers	Q	0	0	0	6
			%	0.0	0.0	0.0	100.0
		Teachers	Q	0	9	18	24
			%	0.0	17.65	35.29	47.06
		Total	Q	0	9	18	30
			%	0.0	15.79	31.58	52.63
Average score (\bar{x}): 3.37, Rank: 2/7							
2	Build the statutes and implement policies on rewards for teachers participating in fostering activities	Managers	Q	0	1	2	3
			%	0.0	16.67	33.33	50.0
		Teachers	Q	4	9	17	21
			%	7.84	17.6	33.33	41.18
		Total	Q	4	10	19	24
			%	7.02	17.54	33.33	42.11
Average score (\bar{x}): 3.10, Rank: 5/7							
3	Integrate teacher-fostering content in teacher evaluation and ranking at the end of the school year	Managers	Q	0	1	4	1
			%	0,0	16.67	66.67	16.67
		Teachers	Q	4	14	19	14
			%	7.84	27.45	37.25	27.45
		Total	Q	4	15	23	15
			%	7.02	26.32	40.35	26.32
Average score (\bar{x}): 2.85, Rank: 6/7							

No.	Design and implement measures to motivate teachers to participate in fostering activities	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
4	Rewards for active teachers, or teachers who achieve high results in fostering activities	Managers	Q	0	1	3	2
			%	0.0	16.67	50.0	33.33
		Teachers	Q	5	8	16	22
			%	9.80	15.6	31.37	43.14
		Total	Q	5	9	19	25
			%	8.77	15.79	33.33	43.86
Average score (\bar{x}): 3.16, Rank: 4/7							
5	Building the School into a positive learning environment for teachers	Managers	Q	0	0	2	4
			%	0.0	0.0	33.33	66.67
		Teachers	Q	0	5	17	29
			%	0.0	9.80	33.33	56.86
		Total	Q	0	5	19	33
			%	0.0	8.77	33.33	57.89
Average score (\bar{x}): 3.49, Rank: 1/7							
6	Inspire and foster teachers' love for their occupation and their students	Managers	Q	0	1	1	4
			%	0.0	16.67	16.67	66.67
		Teachers	Q	3	6	13	29
			%	5.88	11.7	25.49	56.86
		Total	Q	3	7	14	33
			%	5.26	12.28	24.56	57.89
Average score (\bar{x}): 3.35, Rank: 3/7							
7	Build the statutes on appointing and promoting teachers to management positions based on the effectiveness of participating in fostering activities	Managers	Q	1	2	2	1
			%	16.67	33.33	33.33	16.67
		Teachers	Q	8	11	19	13
			%	15.69	21.5	37.25	25.49
		Total	Q	9	13	21	14
			%	15.79	22.81	36.84	24.56
Average score (\bar{x}): 2.70, Rank: 7/7							

4.5. Current status of checking and evaluating teacher-fostering activities

Checking and evaluation are important for teacher-fostering activities. This is the basis for

each teacher to determine their advantages and disadvantages during the fostering process. In addition, the results of this stage will help the School make adjustments to the next fostering courses.

Bảng 6. Current status of checking and evaluating teacher-fostering activities

No.	Check and evaluate teacher-fostering activities	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
1	Build and finish criteria to evaluate the School's teacher-fostering activities	Managers	Q	0	2	3	1
			%	0.0	33.33	50.5	
		Teachers	Q	6	10	32	
			%	11.76	19.61	62.75	5.88
		Total	Q	6	12	35	4
			%	10.53	21.05	61	
Average score (\bar{x}): 2.65, Rank: 5/5							

No.	Check and evaluate teacher-fostering activities	Evaluation objects		Level of Effectiveness			
				(1)	(2)	(3)	(4)
2	Design tools to evaluate fostering activities such as interviews, direct feedback, surveys, etc.	Managers	Q	0	2	2	2
			%	0.0	33.33	33.33	33.33
		Teachers	Q	5	11	29	6
			%	9.80	21.57	56.86	11.
		Total	Q	5	13	31	8
			%	8.77	22.81	54.39	14.03
Average score (\bar{x}): 2.74, Rank: 4/5							
3	Assign the School's organizations and individuals to check and evaluate the results of teacher-fostering activities	Managers	Q	0	0	5	1
			%	0.0	0.0	83.33	16.
		Teachers	Q	4	14	17	16
			%	7.84	27.45	33.33	31.37
		Total	Q	4	14	22	17
			%	7.02	24.56	38.60	29.82
Average score (\bar{x}): 2.88, Rank: 3/5							
4	Supervise teachers applying results from fostering activities to actual conditions	Managers	Q	0	1	1	4
			%	0.0	16.67	16.67	66.67
		Teachers	Q	2	6	18	25
			%	3.92	11.76	35.29	49.02
		Total	Q	2	7	19	29
			%	3.51	12.28	33.33	50.88
Average score (\bar{x}): 3.31, Rank: 1/5							
5	Receive feedback to evaluate and adjust teacher fostering activities according to each school year as well as the School's development stage	Managers	Q	0	0	2	4
			%	0.0	0.0	0.0	100.
		Teachers	Q	5	6	21	19
			%	9.80	11.76	41.18	37.25
		Total	Q	5	6	23	23
			%	8.77	10.52	40.35	40.35
Average score (\bar{x}): 3.12, Rank: 2/5							

The results from Table 6 show that the two most highly rated contents are “*Supervise teachers applying results from fostering activities to actual conditions*” and “*Receive feedback to evaluate and adjust teacher fostering activities according to each school year as well as the School's development stage*” with average points of 3.31 and 3.12, respectively. At the School, the results of teacher fostering are always monitored and supervised by the Board of Directors and leader of grades, mainly through class observations and classroom visits. Furthermore, evaluating changes related to the quality of teachers' teaching and difficulties encountered in teachers' work are also information channels to help the Board of Directors have a comprehensive understanding. In addition,

feedback from teachers participating in fostering is always considered a valuable information channel for planning and developing appropriate fostering content and forms.

The remaining three contents are rated lower in terms of effectiveness, with an average point of 2.65-2.88, rated Good, of which the lowest ranked content is “*Build and finish criteria to evaluate the School's teacher-fostering activities*”. Up to now, the School has not yet completed a set of assessment criteria and assessment tools to apply in testing and evaluating teacher training activities. The current evaluation at the School is still mainly based on guiding documents from superior Organizations, so the evaluation does not closely follow the actual conditions of the School.

5. Conclusion

School-based in-service teacher-fostering activities have been carried out at Hanoi Vietnam-Australia Primary School. The survey results clearly show the effectiveness in many different contents, specifically, teachers were asked for opinions on training needs; always receive full support in terms of documents, facilities, and techniques; be allowed to apply skills and knowledge through training in practical work; receive support after the fostering process to resolve arising problems and difficulties during practical application. The research results also show that the School should promote and soon complete operational regulations and criteria for monitoring and evaluating teacher-fostering activities. It is necessary to increase consultation from superior organizations or educational experts so that teacher-fostering activities are highly effective and suitable to the actual conditions of a non-public school. It is necessary to soon integrate teacher-fostering issues in assessments, and teacher rankings at the end of the school year. There needs to be a reward or promotion regime for teachers who are active or have excellent achievements when participating in fostering activities.

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