

FOREWORD

1. The necessity of the problem researched

The teaching staff play an important role in education career in any countries; they are leading in renovation of education because they are the factor that turns education targets into reality.

The State and the Party always feature the big role of the teaching staff; they are the keynote in renovation of education system. The Document of the 11th Party Congress in 2011 identified “*a basic and comprehensive renovation of Vietnamese Education in the orientation of standardization, modernization, socialization, democratization, and international integration, in which, renovation of education management mechanism, development of the teaching staff and Education Management officer play the key stage*”

Quality of the teaching staff depends on quality of training process among education universities and on professional qualification improvement activities during their teaching process.

Renovation of improvement of teaching staff (IOTS) now is a big challenge, especially, in the area where it is crowded with ethnic minority students living in the remote and mountainous areas in Tay Nguyen.

Hence, research on “*Management of professional competence improvement for high school teaching staff in the Central Highlands in the background of education renovation*” to enhance quality of capacity improvement for high school teaching staff in Central Highlands contributing to enhancing quality of high school education in the background of education renovation.

2. Research objectives

To conduct theoretical and practical research on management of professional competence improvement for high school teaching staff, then, recommend solutions on management of professional competence improvement for high school teaching staff in the Central Highlands in the background of education renovation contributing to enhancing quality of high school education in the Central Highlands in the background of education.

3. Research object and target

3.1 Research target

Management of professional competence improvement (MOPCI) for high school teaching staff (HSTS) in the background of education renovation.

3.2. Research object

Management of professional competence improvement for high school teaching staff in the background of education renovation.

4. Scientific theories

Management of professional competence improvement for high school teaching staff in the Central Highlands has received positive results but still remained difficulties and shortcomings that cause inability to meet requirement on enhancement of capacity for high school teaching staff. Hence, if solutions on management of professional competence improvement for high school teaching staff are synchronously implemented in the theoretical access way of HR

management and professional capacity, then professional capacity for high school teaching staff will be enhanced in the background of education renovation.

5. Research tasks

5.1. Systemize theoretical basis on improvement and management of professional competence improvement for high school teaching staff in the background of education renovation.

5.2. Conduct survey and evaluate the practice of professional capacity, improvement of professional capacity for high school teaching staff and management of professional competence improvement for high school teaching staff in the Central Highlands to identify reasons for success and basic restrictions from management of professional competence improvement for high school teaching staff in the Central Highlands in the background of education renovation.

5.3. Recommend solutions on management of professional competence improvement activities for high school teaching staff in the Central Highlands in the background of education renovation.

6. Scope and limitation of the research

6.1. Scope of Research object

Some solutions given on management of professional competence improvement activities for high school teaching staff in the Central Highlands in the background of education renovation.

6.2. Research location

Training utilities, high schools at five provinces (Lam Dong, Dak Lak, Dak Nong, Gia Lai and Kon Tum)

6.3. Research duration

Research and evaluate on improvement of professional capacity for high school teaching staff and management of improvement of professional capacity for high school teaching staff from 2011 to 2016.

6.4. Scope of object surveyed and impact experimented.

Survey object: Management officer of training facilities, high schools, teaching staff, and student of high schools in the Central Highlands, lecturers will participate into teaching capacity improvement classes.

Experimental object: Management officer, lecturer, teaching staff of high schools in five Central Highlands.

7. Methodology and research methods

7.1. Methodology

The thesis is researched by the access to system, management function, management role, capacity, and standard and access to human resources management theory and decentralized management.

7.2. Research methods

7.2.1. Theoretical methodologies: review analysis, summarization, systemization, comparison, generalization.

7.2.2. Empirical research methods: observation, writing investigation, interview, asking expert's opinion, experimenting.

8. New contributions of the Thesis

8.1. Theoretical aspects

To enrich theoretical basis on improvement of professional capacity for high school teaching staff and management of professional capacity for high school teaching staff in the background of education renovation.

8.2 Empirical aspects

Provide a picture on the reality of professional competence improvement for high school teaching staff and management of professional competence improvement for high school teaching staff in the Central Highlands in the background of education renovation.

Research result of the thesis contributes to consolidating scientific basis on framework of professional capacity of high school teaching staff which is a part of enhancing quality of high school teaching staff in general and improvement of professional capacity for high school teaching staff in specific.

Recommend solutions for management of improvement of professional capacity for high school teaching staff in the Central Highlands in the background of education renovation.

9. Arguments

9.1. Management of improvement of professional capacity for high school teaching staff is a keypoint step to enhance quality of high school education in the background of education renovation.

9.2. Management of improvement of professional capacity for high school teaching staff need an impact on all steps of management process, including schedule, organization, guidance and review and assessment in the orientation of capacity standardization.

9.3. Building up a framework of professional capacity for high school teaching staff is necessary so that we can base on this to target and measure management process of professional capacity for high school teaching staff in the background of education renovation.

9.4. Management of improvement of professional capacity for high school teaching staff is oriented to the standard target on professional capacity, contributing to successful implementation of high school teaching staff standardization in general and standardization for high school teaching staff in the Central Highlands in specific.

10. Structure of the thesis

Besides the foreword, the thesis is structured with the introductory, conclusion, reference and appendices, the thesis includes 3 chapters:

Chapter 1: Theoretical basis on management of improvement of professional capacity for high school teaching staff in the background of education renovation.

Chapter 2: The actual status on management of improvement of professional capacity for high school teaching staff in the Central Highlands in the background of education renovation.

Chapter 3: Solutions given to manage improvement of professional capacity for high school teaching staff in the Central Highlands in the background of education renovation.

CHAPTER 1

THEORETICAL BASIS ON MANAGEMENT OF IMPROVEMENT OF PROFESSIONAL CAPACITY FOR HIGH SCHOOL TEACHING STAFF IN THE BACKGROUND OF EDUCATION RENOVATION

1.1. Overview

This part conducted researches on three issues overseas and three issues in the country as a basis for theoretical research of the thesis: (1) researches on professional competence improvement for teaching staff after full-time training; researches on teaching staff improvement in the 21st century; (2) Researches on management of teaching staff improvement activities. Foreign researches are mainly from EU, America and some countries whose education foundation is among the most advanced of the world.

1.2. Some of basic notions

1.2.1. Management

Management is the work of a manager to set management goals and execute them in a certain way. It is an activity in which managers use skillful roles, functions and management methods carefully in management from planning, organizing, directing and evaluating; Assigning and coordinating forces enables individuals to work together and achieve the goals set by the organization.

1.2.2. Improvement and teaching staff improvement

1.2.2.1. Improvement

Improvement is an additional process to update knowledge and skills, which is aimed to enhance the qualification and workmanship for labor, to meet requirement on qualification, professional skills of each individual bonded with development of the organization.

Sơ đồ 3.1. 1.2.2.2. Teaching staff improvement

Teaching staff improvement is aimed to supplement and enhance professional qualification and capacity for teaching staff regularly to help update and equip additional and new knowledge, skills and attitude, provide capacity and characteristics to adapt with and meet education tasks when regular changes happens.

1.2.3. Capacity and professional capacity of high school teaching staff

Sơ đồ 4.1. 1.2.3.1. Capacity

Capacity includes all mental and physical conducts, knowledge, skill, experience of an individual who is able to finish an action with high quality.

Sơ đồ 5.1. 1.2.3.2. Professional capacity of high school teaching staff

Professional capacity of high school teaching staff is mental and physical conducts, knowledge, skill, experience of a teacher who is able to finish teaching and education tasks at school.

1.2.4. Management on improvement of professional capacity for high school teaching staff

Management on improvement of professional capacity for high school teaching staff is to apply knowledge about management science and characteristics of high school education to implement the process of improvement high school

teaching staff management resulted in factors and close relations to enhance professional capacity for high school teaching staff.

1.3. High school teaching staff and learning characteristics of high school teaching staff

1.3.1. High school teaching staff

The main task of high school teaching staff is to teach their own subject to transfer knowledge from their teaching activities and implement their higher mission in educating the personality for high school student.

1.3.2. Learning characteristics of high school teaching staff

Teaching staff are all mature and experienced in training and education and these experiences have a big impact on their learning. Besides general characteristics on career, there are also available specific characteristics of pedagogical workers. Teaching staff are matured learners whose demand, motive, and motivation is higher than that of the others.

1.4. Renovation of high school education and requirement given to high school teaching staff in the background of education renovation.

1.4.1. Renovation of common education and high school education

Pursuant to Decree no 29-NQ/TW on basic and comprehensive renovation of training and education: the first corepoint discussed is the access way to the target of education by development of capacity. The second point is to build up an open education system in orientation with a society of learning.

Decree no 88/2014/QH13 of the National Assembly on renovation of program, high school textbook. The high school education program must be oriented to general and specific qualification related to each field of education, subjects, and creative-experiencing activities. For teaching method renovation, Decree no 29-NQ/TW stated “it is needed to renovate strongly teaching method and modern-oriented learning method; promote proactive and positive and creative performance; updatedly apply ICT into teaching”. In terms of teaching form, it is needed to diversify forms of learning; class learning and social activities learning, creative experiencing, scientific research practices are applied. In terms of review and assessment, Decree no 29 clearly stated “basic renovation of the form and form of examination and assessment of teaching, training result in a faithful and objective way.” In terms of teaching, enhance the effectiveness of teaching means, especially, ICT should be applied to support in renovating and designing the content, method and form of organizing teaching, this is to create condition for student to learn through diversified and abundant learning sources in the society. This is important for development of self-learning capacity and preparation of lifetime learning for student.

1.4.2. Requirements given for high school teaching staff

In the context, education renovation requires an advanced qualification of the high school teaching staff about natural science, social and human science and education science, student-centred teaching method, teaching method of dealing with creative issues, basic knowledge on IT applied into teaching process, teaching staff not only perform their teaching works but also become a scientist, culturist, moral and social activist.

1.5. Model of high school teaching staff and structure of professional capacity of high school teaching staff in the background of education renovation

1.5.1. Applied model of high school teaching staff in the background of education renovation

Applied model of high school teaching staff identified by the thesis include 6 following factors: (1) teaching activities; (2) student education; (3) improvement and self-improvement activities; (4) research and deployment of application into teaching and education in reality; (5) Developing activities and teaching programs and teaching staff improvement (6) social and policy activities (Model 1.1).

1.5.2. Structure of professional capacity of high school teaching staff in the background of education renovation

The structure includes: (1) teaching capacity; (2) education capacity; (3) improvement capacity, self-improvement ; (4) capacity of research, deployment, put application into practice; (5) Developing activities and teaching programs and teaching staff improvement; (6) social and policy activities

1.6. Improvement of professional capacity for high school teaching staff in the background of education renovation

1.6.1. Targets of improvement

The target is to update and supplement knowledge, skill of teaching in adaption with requirements on education renovation among high schools.

1.6.2. Content of program

The content of program is an overall knowledge, skill, attitude equivalent to target of program in which special attention is paid to new skills, abundant, diversified and flexible professional operations on teaching and education in the orientation with development of the learner's capacity.

1.6.3. Improvement method

Improvement method needs to be renovated in the way the learner's capacity is promoted and suitable with mature learners. Some methods are recommended as improvement of presentation method; apply teaching to deal with issues in improvement and also apply situations from improvement for teaching; combine different teaching methods.

1.6.4. Form of improvement

There are many ways to classify forms of teaching based on different perspectives:

According to form of organization, it is included traditional method of improvement by study course, conferences, workshops, seminars; by professional activities of the specialized teaching team by figuring out lessons; by consulting professional team.

According to direct or indirect way or both; improvement is conducted by learning directly or online study; direct learning combined with online learning and self-improvement.

In addition, improvement is also conducted through studying applied pedagogy science, summary of experience, etc.

1.6.5. Resource for implementation of improvement

Sơ đồ 6.1.

Resources include the

participants, physical facilities, teaching equipment, ICT; expenditure.

1.6.6. Review and evaluate result of improvement.

Reviewing and evaluating is one of the important elements of the process of improvement. Through the assessment and evaluation, show students' learning results, weaknesses and strengths in the training process.

Forms of evaluation can be followed by "process" and "summary". Assessment methods are used: observation, questionnaire, writing test, writing report, session report, multiple choices, standard assessment, criterion assessment.

1.7. Management theory of professional capacity building for high school teachers in the background of education renovation

1.7.1. Degradation of management on professional competence improvement for high school teaching staff

Education management needs to be degraded from the Central to the Education facilities. Ministry of Education and Training has issued Guidelines, Policies, Target, and Program Framework in a strategic and monitored way. Based on the general orientation of the Ministry on the target and content of program, Department of training and education must specify to adapt with reality of each region.

1.7.2. Management of human resource in management of professional competence improvement for high school teaching staff.

1.7.2.1. Apply theory into management of human resource in management of professional competence improvement for high school teaching staff.

There are many different viewpoints on human resource management. However, such viewpoints have the same agreement on changes of organization from management of human resource according to targets given by organization. (Model 1.4. Target human resources model of Robin and Model 1.5. Human resources model of Leonard Nadle) The tasks of human resource management is to create the potential of human resource through training, improving, standardizing, raising the level of standard of qualification of human resource; at the same time, maximal and effective exploitation of such potential is to orientate to target of the system of the organization.

When you attach this concept into high school teaching staff, we understand "human resource" is "teaching staff". Management on improvement of professional capacity for high school teaching staff is management of human resource of high school level and according to content of human resource management.

Management on improvement of professional capacity for high school teaching staff is a process Managers apply a system of management solutions of targets, content, method, training conditions, improvement (according to function of management) to develop capacity through focusing on training and improving professional capacity for teaching staff and help them implement effectively teaching works at high school level. Furthermore, framework of capacity is applied as a tool to recruit, screen, classified, evaluate, build up an environment and create motivation to push up professional capacity for high school teaching staff. It is possible to modelize management on professional competence improvement for high school teaching staff in a suitable way (model 1.4)

The framework for Management on improvement of professional capacity for high school teaching staff is based on a complex approach: the theory of human resource management, the theory of decentralization and access to the professional capacity (Figure 1.5).

1.7.2.2. Management content of professional competence improvement for high school teaching staff to meet requirements on education renovation

a) Identification of professional competence improvement for high school teaching staff demand

Compare difference between the demand and the reality to implement works to identify the demand on improvement. The larger difference level is, the higher demand of improvement is. It is also necessary in restricting and leveling this distance. Many forms used to identify the demand of improvement are survey, professional activities of each teaching team, pursuant to result of assessment of the school, self-assessment of each individual

b) Make schedule for professional competence improvement for high school teaching staff

To make schedule, it is needed to implement the following works: analysis of context, assessment of current status; assessment of the demand and identification of improvement targets; identification of content, form and method of improvement and the way to evaluate the result of improvement; identification of major works and the order of works performed during improvement; determination of necessary resources to conduct the schedule and summarize and evaluate performance.

c) Organization of professional competence improvement for high school teaching staff

To organize deployment of improvement activities with inclusion of the followings: identify the structure of organization of improvement and estimation of human resource for organization; identification of management mechanism, relationship of organization and deployment of implementation of the task.

d) Guidance on professional competence improvement for high school teaching staff

Guidance on improvement is considered as a process of “construction” based on the schedule given, including the following steps: selection of the optimal methods to provide decision on guidance and deployment of tasks in implementing schedule of improvement.

e) Review and assessment of professional competence improvement for high school teaching staff

Monitoring of improvement teaching staff management is a process that is carried out in the following steps: Develop the standards, select contents, forms and methods of assessment and evaluation; Building the inspection and evaluation team; use results to adjust the management of training.

1.8. Factors affecting on management of professional competence improvement for high school teaching staff in the background of education renovation.

1.8.1. Subjective factors

Objective factors include awareness of education managers on teaching staff improvement, quality, capacity of management officers and lecturer, mechanism of management and degradation of education management

1.8.2. Objective factors

Objective factors include: conditions of socio-economic development of the local; awareness and need for improving of teaching staffs; quality and capacity of the workforce participating into improvement; provision of physical facilities teaching equipments and ICT; regime and policies on improvement.

Objective and subjective factors affect on management of professional competence improvement for high school teaching staff.

Conclusion of chapter 1

CHAPTER 2

THE ACTUAL STATUS ON MANAGEMENT OF IMPROVEMENT OF PROFESSIONAL CAPACITY FOR HIGH SCHOOL TEACHING STAFF IN THE CENTRAL HIGHLANDS IN THE BACKGROUND OF EDUCATION RENOVATION

2.1. Summarization on socio-economic development situation in the Central Highland Provinces

2.1.1. Brief of socio-economic development situation in the Central Highland Provinces

The Central Highlands are structured with 5 provinces: Dak Lak, Dak Nong, Gia Lai, Lam Dong and Kon Tum with the natural area of 54.474 km², accounting for 16.8% of the whole area of the country, the population is 5.2 millions people. Despite that this area has achieved the important development, the Central Highlands is still a poor area with small scale of economics, mostly basing on agricultural activities based on natural.

2.1.2. High school education development in the Central Highlands

According to annual statistics from training facilities (Appendix 4), in 2011-2012, there are 196 high schools, 4809 classes and 192.705 students in the whole area, in which, 34.732 students are ethnic groups people, accounting for 18.02%. Until academic year 2015-2016, there are 215 high schools, 4695 classes and 39.130 students, in which, 39.130 students come from ethnic groups, accounting for 22.27%. Hence, from academic year of 2011-2012 up to now, the network and scale of school and number of students had been incessantly increasing and expanding and developing year by year. The percentage of ethnic group students has also increased and spreaded over provinces in the area. Kon Tum Province accounted for the highest percentage of ethnic group students (more than 30%) and Lam Dong Province's ethnic group student percentage accounted for the smallest (less than 10%)

2.2. Development and organization of survey in practice

2.2.1. Purpose and content of survey

2.2.1.1. Purpose of survey

Assessment of the actual status of improvement activities and management on professional competence improvement for high school teaching staff in the Central Highlands, then, identify the advantages, shortcomings, restriction, and reason to

build up theoretical bases for the thesis.

2.2.1.2. Content of survey

Content of survey is to review and evaluate the awareness of the manager and teaching staff on education renovation of high schools, improvement of professional capacity for high school teaching staff and management on improvement of professional capacity for high school teaching staff; the actual status on improvement of professional capacity and management on improvement of professional capacity for high school teaching staff in the Central Highlands in the background of education renovation.

2.2.2. Development of the survey form

In the base of the theory form about ability structure of high school teaching staff in the background of education renovation, thesis's author develops the high school teacher's ability evaluation form in the background of education renovation to set the base for the learning characteristics of high school teaching staff survey in the Central Highlands (Table 2.1)

2.2.3. Survey method

Combine with many methods: questionnaire survey, interview, observation, ask expert's opinion and mathematical statistics.

- Selection of sample

580 people from 5 Departments of Education and Training include Leaders of Departments, head of division, vice head of division, officer in charge of Department; Principle and vice Principle, the teaching staff in charge, head of professional team and teaching staff.

2.3. Results of survey

2.3.1. The actual status of quantity and level of high school teaching staff in the Central Highlands

2.3.1.1. The actual status of quantity and structure of high school teaching staff in the Central Highlands

According to statistics of Department of Education and Training from the academic years of 2011-2012 up to year of 2015-2016 of the teaching staff from 5 provinces of the Central Highlands (appendix 6). Despite that the number of teaching staff in 5 years has differently changed, in general, the number of the whole area has increased. In 2011-2012, total number is 10.098; the number in 2015-2016 is 10.740, increasing 642 teaching staff. The ethnic group teaching staff accounted for a considerable percentage. In 2011-2012, total number of teaching staff is 693 (6.68%) and the number in the academic year of 2015-2016, total number is 758 people (accounting for 7.37%), increasing 65 people

2.3.1.2. The current level status of high school teaching staff in the Central Highlands

Table 2.3 shows that 100% of teachers have a university degree or higher. Of which: The number of teachers with university degrees is 9,481 (90.7%), the master degree is 989 (9.1%), the doctoral degree is 2 (0.018%). Teachers gaining postgraduate degrees increases every year. In the 2011- 2012 school year, there are 489 teachers with a master's degree (4.82%), the number and proportion of graduates increasing with 980 teachers (8.97%) in 2015-2016 school year. The

indicators show the fairly level of teacher expertise among teachers across the provinces in the Region. The proportion of teachers with postgraduate qualifications is high and increasing, which is a positive factor for implementing the reform.

2.3.2. The actual status of professional capacity of high school teaching staff in the Central Highlands in the background of education renovation

Table 2.4 shows the results of the professional capacity assesment under the Average Assessment Framework of capacities, which shows that "Teaching Competency" is rated at a moderate level of 2.55, "Foreign Language and Ethnic Minorities Language" were rated as weak with a general average of 1.69. The remaining capacities were rated at an average level with a GPA of 2.09 to 2.44.

2.3.3. The actual status of professional competence improvement for high school teaching staff in the Central Highlands in the background of education renovation

2.3.3.1 The target of professional competence improvement for high school teaching staff.

Result of assessment on the achievement of improvement target is presented in the table 2.4 with the average value is 2.48, which show a general degree of assessment as *average*

2.3.3.2. Content of professional competence improvement program for high school teaching staff

Result of assessment of necessary level of content of improvement program is showed at table 2.5 with the GPA (grade point average) of 3.41; the level of performance of the content of program is presented in table 2.6 with the GPA of 2.19.

Graph 2.1 shows the relationship between the necessary level of content of improvement program and the level of performance of the content of program of professional competence improvement for high school teaching staff.

2.3.3.3. Form of professional competence improvement for high school teaching staff

Assessment result of necessary level of the form of improvement is showed in table 2.7 with GPA of 3.10. Table 2.8 showed rassessment result of regular performance of forms of improvement with GPA of 2.38. Diagram 2.2 showed a relevance between necessary level and regular level of the forms of improvement.

2.3.3.4. Method of professional competence improvement for high school teaching staff.

Necessary level of the method of improvement is showed in table 2.9 with GPA of $\bar{x} = 3.12$. Table 2.10 showed survey result of performance of methods of improvement with GPA of $\bar{x} = 2.26$. Data from table 2.9 and 2.10 is showed by a diagram 2.3, presenting relevance between necessary level and regular level of using methods of improvement.

2.3.3.5. Resources to serve professional competence improvement for high school teaching staff

Table 2.12 showed assessment result on participants into improvement hwith GPA is 2.67. The result from table 2.12 showed a GPA of 2.83.

2.3.3.6. Form of review, assesment of result of professional competence improvement for teaching staff

Result of necessary level of forms of review and assessment is showed in table 2.13. The GPA of the forms is 3.24. Table 2.14 showed a result of using the forms of improvement. The GPA is 2.50. Compare with assessment result on the necessity and application of the forms of improvement is showed in diagram 2.4.

2.3.4. The actual status on management of professional competence improvement for high school teaching staff in the Central Highlands in the background of education renovation

2.3.4.1. Identification of demand on professional competence improvement for high school teaching staff

Result of table 2.16 has showed that both management officer and teaching staff affirmed that it is very necessary to be available with identification of forms of improvement, the GPA is 3.52. Table 2.17 shows the results of assessing the performance of forms of necessary assessments with an average score of 2.78. Diagram 2.5 showed assessment result of necessary level brings a larger value than performance level from all forms of assessment of improvement demand.

2.3.4.2. Making schedule of professional competence improvement for high school teaching staff

Table 2.18 showed assessment result of making schedule for improvmeent. The GPA is $\bar{X} = 3.34$. Refer to table 2.19, result of performance of schedule is evaluated at the average level, with the GPA $\bar{X} = 2.40$. Diagram 2.6 showed a big difference between necessary level and level of performance of scheduling step.

2.3.4.3. Organization of improvement for high school teaching staff

Table 2.20 showed result of organization of improvement with GPA $\bar{X} = 3.36$ and average mark of contents is ossilated in the gap from 3.06 to 3.53. Data of table 2.21 showed organization of improvement is evaluated at the average level with GPA $\bar{X} = 2.43$. Compare with result from table 2.20 and 2.21, it showed a difference between the necessity and level of performance. Table 2.7 described relevance on the level of necessity and level of performance.

2.3.4.4. Guidance on professional competence improvement for high school teaching staff

Result of evaluating the necessity of guidance on improvement is showed at table 2.22. The GPC is 3.26. The level of performance of guidance on improvement is showed at table 2.23. The GPA is $\bar{X} = 2.31$. Table 2.22 and 2.23 showed result between value of assessment point of level of necessity is higher the level of performance. This became clearer through diagram 2.8.

2.3.4.5. Review, evaluate professional competence improvement for high school teaching staff

Table 2.24 showed assessment result on the necessary level of review and assessment of the improvement activities. The GPA of the contents is 3.47 presented in table 2.25. The level of performance on this is described in table 2.25. The GPA is 2.44. The diagram after 2.9 describes the relevance between the necessary level and performance level of review and assessment.

2.3.5. The current status of factors affecting on management of professional competence improvement activities for high school teaching staff in the Central Highlands in the background of education renovation.

2.3.5.1. Subjective factors

Table 2.26 showed result of assessment of the impact of subjective factors on management of the professional competence improvement for high school teaching staff to meet requirements on education renovation. The GPA of all factors is 3.38; this number showed that subjective factors have great impacts on management of improvement activities.

2.3.5.2. Objective factors

Table 2.27 showed result of assessment of the impact of objective factors on management of the professional competence improvement for high school teaching staff to meet requirements on education renovation. The GPA of all factors is 2.96; this number showed that objective factors have great impacts on management of improvement activities.

2.4. General assessment on the current status of improvement and management on professional competence improvement for high school teaching staff in the Central Highlands in the background of education renovation.

Assessment result showed the level of performance is basically much lower than the level of necessity; this proved that despite of achieving certain result in deployment but still remaining shortcomings and restriction. The thesis identified advantages, restriction and basic reason of direct impacts on the status.

2.4.1. Advantages and reason

Most of the management and teaching staff have a good awareness of the importance of the improvement and management renovation on this activity is to enhance the effectiveness of the improvement.

Every year, Departments of Education and Training had deployed program of improvement regularly, organized training to create favorable condition for the teaching staff to learn from different improvement program.

The infrastructure of high schools in the Central Highlands is strengthened and new investments are made to meet the increasing demands of teaching innovation and other educational activities in schools.

- In the education development strategy of the provinces, the task of improving the quality of teaching staff is a key task, Teacher improved becomes an urgent task that needs proper attention and satisfactory policies.

2.4.2. Restrictions and reason

- The decentralization of education management in general and management of teachers improved in particular is still slow and ineffective.

Survey and assessment of the demand of improvement only stop at the macro level. The form of assessment is still monotonous, mainly teaching staff evaluate themselves, hence, this assessment is still objective, formalistics and inaccurate.

Content of the improvement program is lack of system and practical, still “closed” compulsory” to all objects improved, Local authorities have not yet been able to develop appropriate improved contents, especially programs on development of highschool education.

Despite that there are many changes in its form and method, it is still delayed and unsynchronous among all steps, especially awareness of the renovation of the lecturer, teaching staff and even teaching staff who participate into improvement program.

Content improved is not well prepared, still focusing on subject knowledge, light on knowledge and pedagogical skills. Improved forms are mainly focused on lecturing in large numbers of trainees. Method improved is mainly a lecture, the main reason is the slow renewal of teaching method from lecturers and teachers and from the managers. The application of ICT in management improved is ineffective.

The goal of improving is not close to the high school education and teachers' needs. Planning is not in accordance with the process, lack of systematic and practical. improved organizations also cross-functional, tasks, coordination between departments and individuals in the apparatus. Instructive instruction is imperative, imposing, lack of urge, less motivating to promote learning and learning spirit for the development of teacher's professional capacity. Despite that conditions related physical facilities and teaching equipment and ICT infrastructure have been improved strongly but still inadequate.

The formative assessment is done on a formal basis, with a final assessment by written or post-test. The condition of CSVC, teaching facilities and ICT infrastructure has improved significantly, but still lacking, not synchronized between the central and disadvantaged areas.

. The supply of materials, learning materials is slow to affect the progress of training., Regimes and policies applicable to improvement activities are not clear in expenditure percentage, especially, the one is used to support for the self-learning process, self-improvement, this has not yet encouraged management officer, teaching staff and learner in improvement.

2.4.3. Problems given from the fact of professional competence improvement and management improvement for high school teaching staff

From evaluation and analysis of the reason on the reality of improvement and management on professional competence improvement for high school teaching staff in the Central Highlands, the following problems need to be settled:

- Education management levels need to enhance propaganda and popularize the awareness and responsibilities thoroughly and enhance awareness on renovation of improvement for the management officer and teaching staff.

- Renovation on improvement must be implemented in line with content, form, method and review and assessment of improvement.

- Improvement method is renewed strongly in the way the capability of the learner is promoted in suitable with object promoted and special characteristics, such as mountainous working place, of the teaching staff are paid attention to. Review and assessment must be changed, it not only assesses result but the whole process, combined with assessment of professional progress through direct assessment of professional behavior of each teaching staff and impact of such behaviors on quality of education of student.

- Improve and enhance the level of response of resource, from human beings to physical facilities, teaching equipment and ICT infrastructure.

- Improve application of ICT into teaching and improvement, build up an ICT environment in the school to create favorable condition for teaching staff, especially, teaching staff living in the mountainous and difficult areas, so that they can improve themselves online through particular websites of MOED, Department of Education and Training and other domestic and international websites.

- Enhance quality and qualification of the management officer to meet requirement on renovation of education in general and management on teaching staff improvement in specific. Renovation management must begin by decentralizing management, enhancing autonomy and self-responsibility in organizing the implementation of the training of each level of management, each department, personnel in the organization.

2.5. Experience on management of teaching staff improvement of some countries in the world

The thesis mentioned some experiences on management of teaching staff improvement of some countries in the world in some following aspects:

2.5.1. Diversification of the form of organization

The Euro Union, Japan, Korea, English, France, the former Xoviet Union, Bulgaria, etc showed the same viewpoint that teaching staff improvement need to be organized under different forms to meet the demand of learning of many teaching staff, specifically, full-time, online and online combined with direct learning, seminars, workshops, colleague consulting, applied pedagogical scientific research, etc, in which, effective usage of ICT must be paid attention to

2.5.2. Application of ICT into improvement program

Most of countries with developed education system in the world make use of advanced technology for the development of teaching staff's particular subjects, especially, learning programs via online, sallittle TV, teaching video to guide teaching staff in practicing their skill. For example, Korea, Japan, the U.S had applied ICT into teaching staff improvement effectively.

Conclusion of chapter 2

Chapter 3

SOLUTIONS GIVEN TO MANAGE IMPROVEMENT OF PROFESSIONAL CAPACITY FOR HIGH SCHOOL TEACHING STAFF IN THE CENTRAL HIGHLANDS IN THE BACKGROUND OF EDUCATION RENOVATION.

3.1. Principles for recommendation

Solutions recommended are based on the following principle: to make sure its systematic characteristics, inheritance, reality, necessity and feasibility and synchronization

3.2. Recommend solutions given to manage improvement of professional capacity for high school teaching staff in the central highlands in the background of education renovation.

3.2.1. Solution 1 : Recommend framework of professional capacity of teaching staff to meet requirement on renovation of education.

3.2.1.1. Targets

To build up a framework of professional capacity for high school teaching staff is an effective tool to manage professional competence improvement for high school teaching staff to meet requirement on education renovation in the current context.

3.2.1.2. Content and performance

The framework includes 05 standards. Each standard is detailed with criterion. However, in the scope of the thesis, the author only builds up and formalize a framework of professional capacity for high school teaching staff to meet requirement on renovation of education at the standard level (in suitable with capacity and criterion) or in other ways, content of requirements is “crystallized” into “core” content. The framework is described in table 3.1.

3.2.1.3. Performance conditions

The process of development the framework of the state budget must be carried out from the high to the low, combining science between theory and practice. The process of development the framework to meet requirement on renovation of education must meet standards and tasks of high-school teaching staff regulated by Education And Training Ministry and towards the required competencies of education reform and in accordance with the particularities of the development of High school education in the locality.

3.2.2. Solution 2: Building up a plan for professional competence improvement under the framework in the background of education renovation.

3.2.2.1. Targets of solution

To build up a plan of improvement to identify targets of improvement and feasible solutions given to implement professional competence improvement effectively for high school teaching staff under the framework in the background of education renovation efficiency.

3.2.2.2. Content and performance

The following contents must be implemented to build up a plan: analysis of context, assessment of the current status; assessment of demand and identification of improvement target; identification of content, the form, method and form of assessment of result; identification of basic works and the order of the works implemented in the process of improvement; identification of necessary resource to implement improvement plan and summarization, assessment of implementation of plan.

3.2.2.3. Conditions

Management officer must be equipped with knowledge and skill on management of education in general and plan-making in specific; correct identification of the demand, target of professional competence improvement for high school teaching staff; facilities for human resource, material, financial resources are mobilized to serve activities of improvement as scheduled; promotion of democracy and high spirit of responsibility of management officer with inclusion of teaching staff in making a plan for improvement.

3.2.3. Solution 3: Organize assessment of the demand of improvement for high

school teaching staff under the framework in the background of education renovation.

3.2.3.1 Targets of solution

Renovation of improvement methods, focusing on practical activities of students in the direction of positive activities, promoting creativity independence, promoting positive, active role, self-learning ability to exploit the potential of the learners' existing experiences, overcome the difficulties in teaching methods one-way communication less efficiency and improve the practical skills and teaching skills of the teachers.

Renovate and diversify improvement forms in order to save time and resources for fostering and create conditions for teachers to maximize their learning ability and bring high efficiency in improvement.

3.2.3.2. Content and performance

a) To organize the renewal of the method of improvement according to the framework of professional capacity of high school teachers in the background of education renovation.

- Reform teaching methods by improving traditional teaching methods, using positive teaching methods such as problem-solving teaching, case-based teaching, creative teaching ... in line with practical training.

- Innovation organization: Raising awareness about renewal of improvement methods; supply direct uniformly the orientations and contents of renewal of the improvement methods ; supply the professional team to develop a plan for renewal of the improvement methods; supply to reform the contents of improvement methods ; Change perceptions and methods of implementing refresher activities through case study; Enhance the innovation of teaching methods in high schools.

b) Organize the renewal according to the framework of professional capacity of high school teachers in the background of education renovation.

- Select suitable and effective improvement performance such as concentrated improvement; Online retraining through professional team activities; Online training combined with direct improvement; improvement through expert network consultants.

- Decentralized management of improvement performances

3.2.3.3. Conditions for performance

Renovation of improvement methods must start from the insights of the managers, learners, and teachers who join the improvement in order to coordinate for overall implement "active teacher" and "positive learner". Have the capacity to participate in fostering; Have enough teachers, teaching equipment and IT to organize teaching methods. Lecturers and teachers should have the knowledge and skills to use teaching aids, especially ICT skills in teaching. There are enough teachers, teaching equipment and IT to implement improvement methods.

3.2.4. Solution 4: Diversification of the form of professional competence improvement for high school teaching staff under the framework in the background of education renovation

3.2.4.1 Targets of solution

Prepare the necessary conditions for the implement and operation of the improvement plan. These conditions are human resource, financial resources, material facilities, equipment, policy mechanism and environment to facilitate the successful implementation of training activities.

3.2.4.2. Content and performance

- Organizing the mobilization of human resources:

Human resources mobilization includes teaching staffs, key teachers and other relevant teams; mobilize all other human resources for improvement activities such as: content development specialists, laboratory staff, teaching aids, laboratory, service personnel. .

- Arrange facilities and teaching equipment to meet the training plan. Before the training activities, it is necessary to prepare conditions on material facilities which are good for teaching and learning.

- Ensuring financial resources for the training: Every year, the educational management levels are based on the training plan to make the budget for training allowances in order to ensure the regime and policies for training participants. .

- Create favorable environment for improvement activities

3.2.4.3. Conditions for performance:

There are enough qualified managers, trainers, and key teachers to take part in the management of training activities; Leaders and managers are aware of the importance of securing the resources to carry out refresher activities, and actively and actively instruct the mobilization of resources to meet the requirements for fostering. takes place.

3.2.5. Solution 5: Renovation on review, assessment of the professional competence improvement for high school teaching staff under the framework in the background of education renovation.

3.2.5.1. Targets of solution

Renovation of review and assessment of teaching staff improvement is to evaluate the result of improvement and the effectiveness of management of improvement. Then, manager can adjust, improve this work better and each teaching staff can adjust and renovate the learning method to gain a high result in improvement.

3.2.5.2. Content and performance

Forms of assessment: questionnaire survey, observation, direct interview; end-term examination; assays; the practice of teaching of teaching staff; impacts of improvement on quality of learning of student, self-assessment, assessment among colleagues, online questionnaires.

- *Performance:* Department of Education and Training organizes to assess by observation, questionnaires, deep interview, and expert methods to keep up with the general, keycore, comprehensive issues about the reality of improvement. Principle steers in assessing result of improvement through quality of teaching and result of learning of student. For lecturer, form of assessment is showed by assays, end-term examination.

3.2.5.3. Conditions to perform

Manager and teaching staff must know the process and method of

assessment clearly, identify content and work out with criterion of assessment close to the target of improvement; gain a close and complete coordination between participants involved; make sure adequate physical facilities, teaching equipment and IT to serve review and assessment.

3.2.6. Solution 6: Enhancement of ICT application into professional competence improvement for high school teaching staff under the framework in the background of education renovation

3.2.6.1. Targets of solutions

Enhance application of ICT into improvement for lecturer, teaching staff in implementation of teaching and learning tasks positively and proactively and effectively. In the ICT environment, online improvement, expert consulting, self-learning with instruction via internet can be conducted; teaching staff can improve themselves, exchange, discuss experience with domestic and international colleague and exploit abundant materials and books conveniently, etc. application of ICT in improvement contributes an important part in renovation of improvement method and form of improvement effectively.

3.2.6.2. Content and performance

To enhance awareness for managers and teaching staff on the importance of ICT application into improvement; improve qualification and skill in using ICT for teaching staff; increase in providing ICT equipment for high schools; organize enhancement of ICT applications into improvement.

3.2.6.3. Conditions:

Managers and teaching staff must be deeply aware of importance of ICT application into improvement; establish regulations, mechanism on ICT application into improvement such as facilities, high school must make sure physical facilities, means of teaching and means of ICT to meet activities of improvement; management of online improvement must be in line with degradation of management and close coordination between the divisions in charge and involvement with self-discipline, enthusiasm of teaching staff; response of development of human resource with online improvement activities.

3.3. Relation of solutions

Solutions have a close relation with each other to create a united form.

3.4. To experiment of the necessity and feasibility of solutions

3.4.1. Summarization of solutions recommended

There are 6 solutions

3.4.2. Purpose of experiment

To check the necessity and feasibility of application of solutions; from this result, initially scientific and practical assessment of solutions recommended can be assessed for implementation of management on professional competence improvement for high school teaching staff in the Central Highlands to meet requirements on renovation of education.

3.4.3. Experimental objects.

Experimental objects include 150 people, Leader of Departments, Head of Education, Principal, vice Principal of high schools, head of subject-specialized division, teaching staff.

3.4.4. Scale and method of experiment

Criterion and index for assessment are recommended as followings:

4 levels in the scale is used based on the following average mark: level 1: from 3.25 to 4.0; level 2: from 2.5 to 3.24; level 3: 1.75 to 2.49; level 4 : smaller than 1.75. The thesis applied the Spearman formula $R = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$ for consideration of the relevance between necessity and feasibility of solution recommended.

3.4.5. Experimental result

- The necessity: from table 3.5 showed that solutions for management on professional competence improvement for high school teaching staff in the Central Highlands to meet requirement on renovation of education is assessed with high necessity which is showed by the GPA of solution $\bar{X} = 3.56$. result about necessity of solution recommended got a high agreement, all solutions are necessary because this solution is the prerequisite, condition of other solutions and they support each other in a united form.

- Feasibility: from table 3.6 feasibility of solution is assessed at high level, this is showed by the GPA of solution $\bar{X} = 3.42$. this result showed that it is possible to deploy in the reality to bring a high effectiveness in improvement.

- Relevance between the necessity and feasibility:

The Spearman formula is applied:

$$R = 1 - \frac{6\sum D^2}{N(N^2 - 1)} \approx 0.77$$

With this coefficient $R \approx 0.77$, this draws out a correlated and close relevance between the necessity and feasibility. That means solution is both necessary and feasible (diagram 3.1 show a relevance between the necessity and feasibility)

3.5. Experiment solutions for management on professional competence improvement for high school teaching staff in the Central Highlands in the background of education renovation

3.5.1. Bases for selection of solution for experiment

Based on result achieved from analysis of the necessity and feasibility; based on practical condition to choose 02 solutions out of solutions recommended and affirmed about their necessity and feasibility to test.

3.5.2. Purposes of experiment

To identify the effectiveness, feasibility and necessary conditions to deploy in implementation of solutions chosen for testing, then, prove the correctness of the scientific theory focused by the thesis.

3.5.3. Content of experiment

02 solutions chosen are as followings:

- Solution 3: “*guidance on enhancement of renovation of method for improvement of professional capacity for high school teaching staff under the framework to meet requirement on renovation of education.*”.

- Solution 5: “*guidance on enhancement of application of ICT into improvement of professional capacity for high school teaching staff under the*

framework to meet requirement on renovation of education.”

3.5.4. Scope and object of testing

Content is experimented on 54 management officers and 128 high school teaching staff of 54 schools in the area of Dak Lak and Dak Nong province, participating into regular improvement class in the summer of 2016 at Nguyen Du specialized high school, Dak Lak Province. For more details, include 2 improvement class for key teachers from high schools in Dak Lak and Dak Nong.

3.5.5. Assessment method of experimenting solution

To assess experimenting result, the thesis applies questionnaires survey before and after experimenting combined with expert’s opinion method on application of such solution into practice of managing professional competence improvement for high school teaching staff to identify *the effectiveness* of solution experimented.

3.5.6. Criterion and scale of assessment

Sơ đồ 7.1. 3.5.6.1. Criterion

To assess the effectiveness of the improvement course through changes in awareness, knowledge, skill and attitude of teaching staff participating into the course

Sơ đồ 8.1. 3.5.6.2. Scale and how to assess

The scale is divided into 4 levels, the optimal point is 4 and the minimal point is 1 (very effective, effective, less effective and ineffective).

3.5.7. Experimenting assumptions

If solutions “*Arrange the renovation of method for improvement of professional capacity for high school teaching staff under the framework in the background of education renovation.*” and “*guidance on enhancement of application of ICT into improvement of professional capacity for high school teaching staff under the framework in the background of education renovation*” are applied for improvement classes, it will promote the activeness and positiveness in learning and training practical skills and enhance the capability of using ICT and of self-learning of the trainee, contributing to increasing the effectiveness of the improvement compared to before.

3.5.8. Description of experimenting process

- Experimenting process is conducted as follows: prepare plan for improvement course; requirements applicable to lecturer; adequate preparation of requirement and conditions for physical facilities, teaching equipment and ICT infrastructure; prepare questionnaires according to experimenting criterion, conduct to ask referendum before and after the course; to treat result and provide conclusion about experimenting process.

3.5.9. Result of experimenting and judgment and assessment.

To follow procedures on experimenting, conduct to investigate by questionnaires and research indices before and after comparison, analysis, and conclusion. The result achieved is as follows:

3.5.9.1. Experimenting result of solution: “*guidance on enhancement of renovation of method for improvement of professional capacity for high school teaching staff under the framework in the background of education renovation.*”

- Confront class: the results of assessing the level of awareness, knowledge,

skill and attitude of teaching staff before experiment are showed in table 3.8. The GPA of all item $\bar{X} = 2.34$ showed a low level of assessment

- Experiment class: the results of assessing the level of awareness, knowledge, skill and attitude of teaching staff after experiment are showed in table 3.9. The GPA of all items is 3.33. This number showed that majority of manager and teaching staff participating into the course regconized a high effectiveness and promotion of learner's capacity from a combination of renovation of improvement methods.

3.5.9.2. Experimenting result of solution: "guidance on enhancement of application of ICT into improvement of professional capacity for high school teaching staff under the framework in the background of education renovation"

Table 3.10 presented assessment result on the effectiveness of ICT application before experiment. The GPA of all items is 2.03. This is a low assessment. Table 3.11 showed a high result of assessing the effectiveness of ICT application into improvement course after experiment with the number of 3.29

3.5.10. General evaluation on the experimenting result

Solutions: "*Arrange the renovation of method for improvement of professional capacity for high school teaching staff under the framework in the background of education renovation.*" and "*guidance on enhancement of application of ICT into improvement of professional capacity for high school teaching staff under the framework in the background of education renovation.*" deployed for experimenting in the reality bring a higher effectiveness than before deployment. To renovate the improvement method, it is needed to change both content and form of improvement, physical facilities, teaching equipments and especially IT and Communication should be increased in the school. When recommended solutions are deployed completely, high effectiveness will be obtained, especially; this is a favor condition for teaching staff in the mountainous and difficult areas to be accessed to a better learning condition and bring back a desired effectiveness.

From the above-mentioned experimenting result, it can be affirmed that solutions about management on professional competence improvement enhance the efficiency and potentially able to deploy into the practice in the Central Highlands in the background of education renovation

Conclusion of chapter 3

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

1.1. Professional capacity improvement for teaching staffs is one of the important tasks of the education sector; this is to enhance incessantly professional qualification for high school teaching staff, especially, new requirements given in the context of basic and comprehensive renovation of education and training. Quality of high school teaching staff are only secured by being trained in the universities and improved continuously during their working process. To gain a high result in the activities of improvement, then renovation of management is very important. This means that education sector of each region basing on general guidelines, polices should have scientific, complete, flexible and suitable solutions

with specific conditions to promote the potential and resources for effective implementation.

1.2. On the basis, domestic and international research works on management, education management, teaching staff improvement, management on teaching staff improvement are conducted, theoretical research thesis on improvement and management of professional competence improvement for high school teaching staff to meet requirement on renovation of education. In Chapter 1 of this thesis, by method of analysis and systemization, the author has provided basic concepts and basis related to research thesis. From Resolutions on renovation of education issued by the Party, especially Resolution No 29-NQ/TW on basic and comprehensive renovation of education and training, the thesis has analyzed the context of education renovation and its impact on development of high school education. Based on the Standard on professional capacity of high school teaching staff at the moment and requirements given to professional capacity of high school teaching staff in the period of education renovation, the thesis formalizes a framework on professional capacity of high school teaching staff to meet the education renovation. Based on the analysis, assessment to establish a theoretical framework on management of professional competence improvement for high school teaching staff to meet requirements on education renovation and provide judgments on objective and subjective factors affecting on management of professional competence improvement for high school teaching staff.

1.3. Research result on the current status of improvement and management on professional competence improvement for high school teaching staff in the Central Highlands in Chapter 2 has showed that teaching staff improvement and management on professional competence improvement for high school teaching staff in the local recently have been deployed strongly and gained certain achievements. However, assessments also pointed out shortcomings, restrictions on quality and qualification of the teaching staff, on management procedure and related factors to daily management activities. Throughout survey data and assessment data combined with scientific analysis methods, the thesis has discovered and proved by statistical data and comments, opinions of the object and expert to ascertain the shortcomings and outstandings of management steps of professional competence improvement for high school teaching staff in the Central Highlands. The thesis also pointed out the objective and subjective factors affecting management of improvement activities. Then, when improvement activities are deployed, it is needed to evaluate effect of each factor properly to promote its positiveness contributing to finishing the plan for improvement given.

1.4. From the theoretical bases and practical experience about management on professional capacity for high school teaching staff in the Central Highlands to meet requirements about education renovation, the thesis proposed 6 management solutions based on 6 basic principles. All solutions are attached with the background on renovation and showed particular characteristics of the Central Highlands region. All solutions are verified through experimenting of all 8 solutions and their correctness and effectiveness have been proved through 02 out of 06 solutions.

Achieved results have showed that the author has finished research tasks given in the thesis.

2. Recommendations

2.1. For MOET

- It is needed to have a close connection between training-application-improvement and a close enhancement between Education Universities and high schools in training and teaching staff improvement.

- Revision of policies on salary, allowances, and subsidies for teaching staff, especially, support and promotion policies for teaching staff improvement activities.

2.2. For Provincial People's Committee in the Central Highland

- To enhance investment expenditure for physical facilities, teaching equipment and ICT infrastructure among high schools.

- To establish suitable mechanism and policies on teaching staff improvement in general and on high school teaching staff improvement in specific in the area of province.

2.3. For Department of Education and Training in the Central Highland

- Build up a plan, scheme, mechanism of teaching staff improvement based on the guideline issued by Ministry of Education and Training and particular characteristics of the local; instruct and coordinate with organization of preparation, provision of improvement material books, especially, material for development of education in the local.

- To advise with Party's Committee and the local authority and closely coordinate with related Department and Sectors in deployment of improvement activities (mechanisms and fiscal policies, recruitment, appointment, wiring the local documentation, etc.).

- To enhance seminars, conference, take a visit to learn experience from domestic, regional and international countries on high school teaching staff improvement.

- To enhance physical facilities, teaching equipment, document, expenditure for teaching staff improvement activities, including website design for online forum on teaching staff improvement.

- Deploy project under the plan of teaching staff improvement in the Provinces of the Central highlands after receiving the thesis which is successfully defended.

2.4. For high schools in the Central Highland

- To put teaching staff improvement activities into a regular one in the general plan of the school.

- To get a close coordination between the form of improvement and self-improvement of teaching staff; support and encourage and create favorable conditions for teaching staff to participate into improvement course and support for teaching staff in their own self-improvement proactively.