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Specialized training organization for faculty members at educational institutions, developing educational management officials

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ABSTRACT

The faculty team plays a crucial role in determining the quality of education in institutions. To meet the demands for enhanced training quality, educational institutions and training centers for educational management officials need strategies and training plans to develop the specialized skills and expertise of faculty members. Within this framework, the author discusses various issues related to the professional skills and expertise of faculty members, proposing directions for organizing training to enhance their professional capabilities in educational institutions and training centers for educational management officials.

Keywords: Faculty, Training, Professional Expertise, Education Management Training.

INTRODUCTION

In today's context, the quality of education provided by higher education institutions has become a critical and focal point, serving as one of the benchmarks for societal development. Among the factors influencing the quality of education in these institutions, the faculty team plays a pivotal and determining role. Organizing training programs to enhance their professional skills and expertise is an essential measure that helps address deficiencies and shortcomings, thereby enabling faculty members to fulfill their assigned tasks effectively and

consequently improve the quality of teaching and education. In recent times, educational institutions and training centers for educational management officials have recognized the vital role of the faculty team and have implemented various regulations and supportive activities to develop their professional skills and expertise. However, overall, training efforts still face significant limitations. Against the backdrop of increasing autonomy and responsibility among educational institutions to survive and thrive in an environment demanding ever higher quality standards and global relevance, educational institutions and training centers for educational management officials must prioritize the development of their faculty teams, as they represent the most crucial factor for sustainable development in schools. This article analyzes some characteristics of the teaching faculty at educational institutions and training centers for educational management officials, identifies the competency requirements of this team, and proposes directions for organizing training programs to enhance their professional skills and expertise, thereby improving the quality of education and training provided by educational institutions.

RESEARCH FINDINGS

Basic Concepts

Faculty Members

According to Article 66 of the 2019 Law on Education, the term "Educator" is understood as follows: An educator is someone who performs teaching and educational duties within schools or other educational institutions. Educators who teach at preschools, basic education, or at the primary and secondary levels are called teachers; educators who teach at the collegiate level or higher are referred to as faculty members [Law on Education, 2019].

According to UNESCO, "Faculty includes all those working in university settings or university training programs; they carry out teaching duties and/or engage in activities and/or research and/or provide training services for students or the community at large" [UNESCO, 1994].

According to Law No. 34/2018/QH14, amending and supplementing some articles of the 2012 Law on Higher Education, criteria for selecting faculty members in higher education institutions are individuals "with clear lineage, good character, ethical qualities, and meet the health requirements for the profession... the standard qualification for the title of university faculty member is a master's degree or higher" [Amendment Law, 2018].

In summary, university faculty members are those who carry out teaching, research, and training activities; perform functions and duties as prescribed by the state and the higher education institutions where they work; and receive salaries and social benefits.

Professional Competence

There are various definitions of competence: "Competence is the integration of skills, knowledge, and attitudes with the psychological characteristics of individuals that are suitable for the specific requirements of a particular activity to produce important and outstanding outcomes" [Pham Xuan Hung, p.25, 2016]. Alternatively, competence is "the ability to receive and effectively apply all human potentials (knowledge, skills, attitudes, physical fitness, beliefs...) to perform tasks or cope with certain situations, conditions in life and professional work" [Tran, 2010].

From these definitions, competence can be understood as the integration of factors such as knowledge, skills, attitudes (behavior/motivation), or other personal characteristics that

determine the completion of tasks. Competence creates a difference in work effectiveness between individuals under the same conditions and working environment.

Specialization is the specific field of knowledge of any discipline. Expertise is the skills, methods that workers use to carry out specialized work that has been trained to complete tasks at the best level.

Therefore, professional competence is the application of trained knowledge and skills in a comprehensive and systematic manner within a specific profession or field.

For educators, professional competence encompasses the overall factors of knowledge, skills, and attitudes of the faculty member, and the application of these elements in carrying out assigned tasks (teaching, scientific research, among others). Professional competence plays a crucial role in determining the quality of educators.

Faculty members with strong professional competence, a solid grasp of specialized scientific knowledge, interdisciplinary knowledge, flexible and proficient teaching methods, and creativity in scientific research contribute to enhancing the quality and effectiveness of their work individually, as well as the overall quality of education and training, and vice versa.

Organizing Professional Competence Training for Faculty Members

Training in professional competence for faculty members involves enhancing their existing skills and knowledge, supplementing any deficiencies in knowledge, practical experience, and staying updated with new content and requirements to improve the knowledge system and enhance the effectiveness of activities, tasks, and responsibilities.

Organizing professional competence training for faculty members involves purposeful and organized interventions by management entities in the training process to strengthen, supplement, enhance, or refine competence, knowledge systems, skills, attitudes, professional qualities, and meet the training needs of the faculty team.

The organization of training directly impacts the quality and effectiveness of training activities. Management entities need to closely monitor the stages, factors, and aspects of the training process to ensure it is conducted rigorously, smoothly, and effectively.

Faculty Members at Educational Institutions and Training Centers for Educational Management Officials

Responsibilities of Faculty Members at Educational Institutions and Training Centers for Educational Management Officials

The responsibilities of faculty members in universities and training centers for educational management officials are stipulated in Article 55 of the 2012 Law on Higher Education and the amended Law on Higher Education of 2018. These duties relate to teaching activities, curriculum development, research, development and application of knowledge and technology, learning, professional development, respecting learners, and participating in other activities. These responsibilities are specified for each professional title of faculty members (senior faculty, principal faculty, faculty) according to the regulations in Article 5, Article 6, Article 7, and Circular 40/2020/TT-BGDĐT dated October 26, 2020, which provides codes, standards of professional titles, appointment, and salary ranking for teaching staff in public higher education institutions.

For faculty members teaching in training institutions and centers for educational management officials, in addition to general duties, this team needs to perform tasks related to specific job requirements such as:

- Participating in and being experts in developing teacher training programs, school management officials, organizing and implementing training programs practically and effectively.

- Providing guidance and advice to teachers, school management officials on developing school education programs, subject programs, teaching methods, and assessment at various levels.

- Sharing academic and modern knowledge on educational science, educational management with teachers, school management officials, actively exchanging and learning from teachers, school management officials to develop professional competence.

- Collaborating with educators and school administrators in organizing and implementing research projects in educational science, educational management, and technology transfer for schools and teachers, as well as administrative staff.

- In today's context, faculty members in educational institutions undertaking the task of training and developing educational management officials need to prioritize practical education at all levels, rigorously study the education programs of each level, update educational policies, and directions for innovation in education, and adjust teaching content to meet requirements and real situations.

- Actively researching and publishing research results in domestic and international specialized journals to fulfill the role of educators as researchers. Additionally, faculty members must know how to apply research results to practice, provide educational and administrative services, and contribute to fulfilling the role of the national center for educational management research. Young lecturers need to value collaboration with colleagues at home and abroad in teaching, research, and developing their own professional competence.

Professional Characteristics of Faculty Members at Educational Institutions and Training Centers for Educational Management Officials

- Characteristics Regarding the Teaching Audience:

The group of learners participating in training includes educators and educational management officials from schools/educational institutions. They possess several distinctive features compared to learners in traditional educational systems: They have extensive practical experience in their field of work; Their learning needs are closely tied to solving real-world tasks; They exhibit a proactive spirit in self-directed learning and have high self-learning abilities; They often maintain the mindset of mentors (as they currently hold positions in administrative or teaching roles); They selectively listen and critique.

Thus, the teaching audience comprises both educators and educational leaders. Given the aforementioned characteristics of the learners, faculty members need to be flexible in selecting teaching methods, regularly update documents, and provide guidance on innovating content and teaching methods, leveraging proactive and creative approaches to meet learners' learning needs. This can be seen as a challenge for young faculty members with limited practical experience.

- Characteristics Regarding the Output of Labor:

The type of work performed by faculty members at educational institutions and training centers for educational management officials is pedagogical labor, aimed at nurturing a cadre of educators and educational management officials with the qualities and professional capabilities to meet the demands of modern educational innovation. This reflects a distinct aspect of the faculty members' work. While educators in general directly influence the quality

of education at all levels, faculty members at educational institutions and training centers for educational management officials directly impact the quality of the cadre of educators and educational management officials at various levels - they form the backbone of the national education system.

The output of labor by faculty members teaching at educational institutions and training centers for educational management officials "is closely linked to the capabilities of leaders and educational management officials across the country" [Phạm, 2016]. Therefore, the pedagogical output of this faculty is the character of the learners - the teachers, the management officials, who must not only possess skills but also demonstrate good ethics to become effective educators and management officials... This demands that educators maintain a continuous awareness of self-improvement, enhancing their skills and expertise, refining their character, ethics, and professional competence... to effectively fulfill their assigned tasks, truly serving as shining examples for their students to emulate.

- Characteristics Regarding Specialized Knowledge:

Educational management science is a discipline that reflects the intersection of educational science with other disciplines such as philosophy, sociology, economics, and culture... To fulfill these roles and responsibilities effectively, faculty members need to possess a wide range of specialized knowledge. Moreover, since the target audience consists of management officials or staff within educational institutions, the teaching faculty must have practical experience in various activities, tasks, and fields of life.

- Characteristics Regarding Labor Time:

With the professional task of "enhancing the capabilities of educators," the pedagogical labor time of faculty members at educational institutions and training centers for educational management officials includes summer periods. This is the time they must regularly engage in training activities for educators and management officials at all levels. This can be considered a distinctive feature of the faculty at such educational institutions and training centers.

Requirements for the Professional Competence of Faculty Members Engaged in Teaching and Training Educational Management Officials

The requirements for the professional competence of faculty members are stipulated in Articles 5, 6, and 7 of Circular 40/2020/TT-BGDĐT issued by the Minister of Education and Training, which regulates the codes, standards for professional titles, appointment, and salary ranking of teaching staff in public higher education institutions. Faculty teams in educational institutions and training centers for educational management officials must adhere to the general regulations on professional competence as specified in Circular 40. Additionally, given the specific nature of these institutions, the professional competence requirements for this faculty team differ from those in other higher education institutions. Drawing upon references to documents governing the professional competence of teaching staff and consulting various studies by other scholars, the author summarizes some requirements for the professional competence of faculty members engaged in teaching and training educational management officials as follows:

Table 1

Requirements for the Professional Competence of Faculty Members Engaged in Teaching and Training Educational Management Officials

Competence	Specific competence
	(1) Understanding the direction of educational reform set by the Party, the State, and the Education and Training sector.
	(2) Having in-depth knowledge of the subjects/topics assigned for instruction.
	(3) Mastering specialized knowledge in educational management, updating expertise, and aligning with educational innovation and management reforms.
	(4) Regularly updating interdisciplinary knowledge in educational management (economics, law, economic and socio-cultural management, and international integration).
	(5) Identifying and understanding practical issues arising in educational management at the grassroots and local levels.
Subject expertise	matter
	(6) Efficiently utilizing relevant legal provisions and scientific knowledge to address practical situations in educational management.
	(7) Designing lessons that align with the objectives of the course/specialized training program.
	(8) Designing lessons with an innovative and creative approach that fosters learners' autonomy and active engagement.
	(9) Designing instructional materials oriented towards practical educational management.
	(10) Designing instructional materials oriented towards self-directed learning and self-improvement for learners.
	(11) Designing instructional materials with the application of Information and Communication Technology
Lecture competence	design
	(12) Developing appropriate and effective learning materials.
	(13) Guiding colleagues in designing instructional materials.
	(14) Flexible use of various teaching methodologies suitable for adult learners.
	(15) Flexibly employing teaching methods to achieve the objectives of the course/specialized training program.
	(16) Guiding learners to develop school management skills.
Teaching method application competency	method
	(17) Eliciting learners' experiences during the teaching process.
	(18) Hỗ trợ đồng nghiệp đổi mới phương pháp dạy học
	(19) Designing assessment tools to measure learners' progress towards meeting the objectives of the course/specialized training program.
	(20) Assessing learners' progress and providing feedback on assessment results to learners.
	(21) Engaging learners in participating in assessing learning outcomes.
Assessment competency	
	(22) Using assessment results to adjust teaching activities.
Proficiency in using	
	(23) Able to read and comprehend specialized documents in a foreign language.

Competence	Specific competence	
foreign languages and applying information technology.	(24) Proficient in using foreign languages for teaching and research purposes.	
	(25) Utilizing and employing software in organizing teaching activities.	
	(26) Application of information technology in assessing training outcomes.	
	(27) Successfully conducting research projects in the field of educational science.	
	(28) Transferring research project outcomes related to educational management practices into practical application.	
	(29) Writing educational science reports for participation in domestic and international conferences and workshops.	
	(30) Publishing educational research results in domestic journals.	
	(31) Guiding learners to successfully carry out educational research topics.	
	(32) Supporting colleagues in carrying out scientific research topics/projects in education.	
	(33) Compiling textbooks, reference books, and specialized books to serve training and professional development activities.	
	Research competence.	(34) Compiling and publishing international books.
		(35) Willing to share, collaborate, support, and learn from colleagues.
Relationship development competence.	(36) Having close and tight relationships, regularly visiting, and exchanging with educational institutions, educational organizations, and local educational management agencies.	

(Source: Compiled by the Author)

Guiding the organization of professional competence training for teaching staff at educational institutions and educational management officials

Surveying and Assessing Training Needs

Surveying and assessing the training needs of teachers is a prerequisite for organizing teacher training activities. The results of the survey and assessment of needs will serve as a scientific basis for management systems and planners to develop program content and appropriate training methods that meet the expectations of the teaching staff. This is the foundation for setting objectives, designing, and developing suitable training programs. Additionally, the results of the training needs assessment also provide educational institutions and educational management training facilities with supportive information to enhance the effectiveness of training activities, workshops, thus bringing greater value to the teaching staff.

To conduct a survey on the training needs of professional competence for the teaching staff, educational institutions need to:

- Regularly instructing specialized departments to organize professional development courses for teachers based on annual needs.
- Directing specialized departments to arrange mid-term (3-5 years) professional development courses for teachers according to demand.

- Conducting surveys and statistics on training needs from the departments.
- Using the survey results of teachers' training needs as a basis for organizing training.

When conducting surveys on the training needs of the teaching staff at educational and educational management training institutions, aspects to consider may include: Objectives and goals of training; Topics with training needs; Suitable training duration; Desired training methods...

The methods for determining the training needs of teachers include: Constructing survey questionnaires to understand the desires and preferences of the teaching staff; Utilizing the results of annual performance evaluations and rankings to identify strengths and weaknesses of the teaching team, thereby selecting appropriate training content; Utilizing feedback from learners to identify areas where the teaching staff may be lacking; Using feedback forms from teachers who have participated in previous training courses to draw lessons and adjust training activities accordingly; Relying on proposals from the teaching staff in meetings, workshops, training sessions, or the results of research projects at various levels. Educational and training institutions need to combine and implement a variety of flexible methods to determine training needs.

Establishing Training Objectives

Organizing training activities with the goal of assisting the teaching staff in developing their professional competencies, reinforcing and updating regulations, fostering a direction for educational innovation, expanding their knowledge base, accessing modern teaching methods, enhancing language and information technology skills to improve the quality and effectiveness of their tasks. Due to the changing context and job requirements, determining training objectives should emphasize both immediate and long-term goals regarding the requirements and standards to be achieved by the teaching staff. It should aim to address how the teaching staff can adapt and perform their current and future tasks effectively.

When determining the objectives of training activities, it is important to consider: The objectives should be aligned with the results of analyzing the training needs of the teaching staff; Identifying objectives should be based on the professional requirements that the teaching staff at educational and educational management training institutions must meet in the future (mid-term and long-term objectives). Furthermore, training objectives should be based on the pedagogical work characteristics of the teaching staff who carry out the task of training educational management officials; Objectives should be derived from the requirements of educational innovation, goals, training programs at different levels of education, and the tasks that educators and educational management officials must perform in practice, to enable the teaching staff to update and supplement information, practical knowledge useful for teaching and training activities; Training objectives should be clear, practical, meet the needs, and aim to develop professional competence for the teaching staff.

Determining Training Content

Training content is a crucial factor determining the effectiveness of training activities. For professional competencies, training content is diverse and extensive: Documents, policies, educational innovation directions, and educational management; Educational management scientific knowledge and interdisciplinary knowledge; Lesson planning organization; Application of diverse and flexible teaching methods, harnessing learners' capabilities;

Assessment of learners' learning outcomes; Utilization of language and information technology in teaching.

The requirements for developing and selecting training content include: Selection of training content must be based on the directions, policies, and requirements for educational innovation and training of educational management agencies; Selection of training content must align with the defined training objectives; Training content must be based on the training needs of teachers; Training content is developed based on competency-based approaches, linked to the competency requirements of teachers teaching training programs, and training educational management officials; Selection of training content must ensure effectiveness; Enhancing novelty, diversity, attractiveness, and creativity in training content, avoiding duplication with existing knowledge and experience of trainees.

Determining Training Formats and Methods

** Training Formats*

- Quarterly, the school organizes training sessions for professional competencies for teachers to introduce topics on education, educational management; educational innovation at all levels; and approaches to teaching methods, helping the teaching staff reinforce, expand, and update their knowledge and skills to serve teaching activities.

- Diversifying the forms of training organization (in-person, online, hybrid). In the current context, it is important to emphasize the combination of online training formats to leverage scientific and technological achievements and provide convenient access for teachers to diverse and convenient training activities.

- Directing teachers to participate in specialized training courses, scientific seminars organized by the Ministry of Education and Training, universities, educational institutions, or other organizations.

- Instructing specialized departments to regularly organize visits, practical experiences at educational institutions, educational organizations, and educational management agencies.

- Directing departments to enhance and diversify professional development activities for young teachers.

- Directing departments to select experienced and highly competent teachers to provide support, mentorship, and guidance for newly assigned teachers teaching training courses for educational management officials according to their expertise or closely related expertise.

- Developing electronic learning resources for young teachers to self-study and enhance their professional competence.

- Encouraging teachers to regularly read, research, update information, and develop their knowledge and expertise through mass media, books, newspapers, and other documents.

** Training Methods*

During the organization of training for teachers, educational institutions need to:

- Provide guidance on the application of active and modern teaching methods during training.

- Implement training methods that foster teachers' active and proactive participation.

- Utilize diverse and flexible training methods: presentations, illustrations, group discussions, increased practical exercises, enhanced skills application to solve real-life problems; Situation-based teaching...

- Encourage teachers to express their opinions and personal views during training.
- Enhance the use of modern technical tools in the training process.

Selection of Entities and Individuals for Training

The workforce involved in developing professional competencies for the teaching staff is highly diverse, including:

- Educational management officials: They are the backbone of the organization and play a crucial role in promoting and developing training activities for teachers. This team is responsible for planning and directing training activities, encouraging and motivating learning among teachers, influencing the needs and learning consciousness of this teaching staff.

- Heads/Deputy heads of departments: The professional development of teachers depends significantly on the activities of the department, particularly the direct guidance of the Head/Deputy Head of the department. Departments should have regular, active professional activities with rich, practical content, fostering a democratic academic sharing atmosphere, which will positively impact the learning spirit and professional development of teachers.

- *Core faculty members*: This is a highly qualified and experienced workforce, recognized, honored, and with significant influence on the teaching staff. Educational institutions can utilize this team in organizing training activities, workshops for the teaching staff.

- *Education experts within and outside educational institutions*: These are individuals with extensive and profound expertise in teaching, gained from universities, educational management agencies both domestically and internationally. They provide consultation, guidance, and solutions for teaching and training issues faced by educators and educational management officials.

In cases of mutual training and self-development, each teacher is both a participant and a subject of professional competence training activities.

Monitoring Training Processes and Evaluating Training Results

For the training activities of the teaching staff, regular monitoring helps leaders and managers gather information to determine whether there are enough criteria: necessary material and financial resources; responsible individuals possess sufficient competence; activities are carried out according to plan; trainees participate regularly and consistently; plans are followed and ensure the achievement of goals and expected outcomes. The evaluation results are compared with the requirements for the professional competence of the teaching staff as outlined.

When conducting monitoring and evaluating training results, the following points should be noted:

- Assign specific tasks and regularly monitor training activities.
- Diversify the methods of evaluating the learning and training results of the teaching staff: Conducting tests, collecting assignments after training sessions, workshops; Units sending teachers to training sessions and workshops should submit reports, scientific papers to departments, subject areas for both evaluating the training results of teachers and contributing to their capacity enhancement; Organize feedback sessions with learners on the teaching results of teachers.

- Select evaluation methods for assessing the learning outcomes of the teaching staff based on competency approach.
- Incorporate feedback from teachers regarding training activities for timely processing and adjustments.
- Organize evaluations of task performance by relevant parties, summarize, and draw lessons learned after each training activity.
- Utilize the participation results in organizing training activities by relevant parties as a basis for annually evaluating, classifying units, and individuals.

Ensuring Necessary Conditions for Training

Training for the teaching staff achieves high effectiveness only when the management provides optimal conditions for the training work. Specifically:

- Adequate physical facilities, equipment, technology, educational materials, and favorable financial resources for organizing training courses according to predetermined objectives.
 - Regulations, procedures, and processes facilitating the organization of training courses according to predetermined objectives.
 - Core teachers are always ready to share, support, learn, and collaborate with colleagues.
 - Management officials and teaching staff in educational institutions, training facilities, and educational management units all clearly understand the role of training activities and organizing competency development training for the teaching staff.
- To ensure the conditions for organizing training activities for teachers, management entities must effectively implement the following:
- Establish and adjust regulations and rules to create favorable conditions for teacher training activities.
 - Develop investment plans, procure physical and technical facilities, and equipment and resources for training.
 - Organize the utilization of existing equipment and facilities.
 - Ensure funding and financial resources for training activities.

CONCLUSION

Faculty members play a pivotal role in enhancing the quality of training and development programs offered by higher education institutions and in-service training programs for military leadership personnel. To cultivate the competency of faculty members, it is essential to organize training activities, strengthen professional exchanges, regularly engage in practical activities, and foster a scientific and modern working environment. However, the most crucial factor in enhancing professional competence is the unwavering commitment and dedication of faculty members themselves to teaching and research. This intrinsic motivation is the driving force behind the continuous improvement of faculty members' qualifications and capabilities.

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