Teacher Professional Development in the Context of Education Reform in Vietnam: Policy and Practice

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Teacher Professional Development (TPD) plays an important role in the Fundamental and Comprehensive Education Reform in Vietnam. The goal of this study is to describe the situation of TPD in the context of education reform in Vietnam: Describe both the reform policies and practice in school. This study emphasized that Vietnam has actively implemented education policies relating to TPD. Three-dimensional evaluation of TPD included: (i) Teaching plans and materials; (ii) Organization of learning activities; and (iii) Students' activities. The research results showed a positive moderate to the high correlation between teaching plans and materials and organization of learning activities and Students' activities. The research results showed an inverse correlation between the average teacher age and the Organization of learning activities. The older teachers tended to underestimate the extent of implementation of Organization of learning activities. This finding led to recommendations to provide older teacher groups with professional development activities.

Keywords: teachers, policy, school, professional development

INTRODUCTION

Regardless of how good teacher pre-service training is, it cannot be expected to prepare teachers for all the challenges facing them over their careers. Therefore, education systems aim to offer teachers in-house professional training opportunities to maintain a high level of teaching and a high-quality workforce. When it comes to professional development in education, no definition can cover such a complex and macroscopic term. When people use the term "professional development," they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university. However, professional development can also occur in informal contexts such as discussions among colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer.

Referring to the policy of professional development, in many countries around the world, promulgating criteria for evaluating the professional development of teachers, such as the United Kingdom point out 2 main parts of teaching and personal and professional conduct; Vietnam shows 5 criteria of quality of teachers, teaching capacity, professional development and ability to connect with the community (Moet 2020). Some researchers propose policy changes on teacher professional development (Darling-Hammond,

L., Hyler, M. E., Gardner, M., 2017). Policymakers could adopt standards for professional development to guide the design, evaluation, and funding of professional learning provided to educators.

Vietnam has the plan to reform general education, and at the same time, promulgate several policies related to the teaching profession. Moet Vietnam has issued a Circular on professional standards for teachers of general education institutions 20/2018/TT-BGDĐT (Moet, 2020). Several policies guide professional practice, such as Official Dispatch 5512/BGDĐT – GDTrH dated December 18, 2020, explicitly states in Section II.2. developing the education plan of the expert group that the specialized groups construct the Education Plan of the Expert Group, including the subject teaching plan and education activity plan. The official Dispatch No. 5555 (Moet, 2014) outlines the renewal of professional development for teachers in schools by providing three contents of TPD (i) Teaching plans and materials; (ii) Organization of learning activities; and (iii) Students' activities.

This study was conducted to study the implementation of policy No. 5555 (Moet, 2014) on TPD in schools, to make additional recommendations for its further implementation.

METHOD

The purpose of this paper is to deeper understand of the policy of professional development and its practice in the context of education reform in Vietnam. We adopted a policy framework by Moet No. 5555/BGDĐT-GDTrH to guide the study of professional development for teachers in schools. The research questions are: How do the teachers implement the TPD policy? What is the implication of Vietnam's education policies regarding professional development for becoming an effective teacher?

This research used the quantitative methods of the one-group post-test-only design model (Vu Cao Dam, 1999,2005). Under this model, the teachers in the sample completed a questionnaire at the end of the research phase on the practical application of TPD policy at NTLS. The study presented the degree of implementation of TPD policy for the 3 issues according to Guidance 5555. Questionnaires were designed to assess TPD for 12 contents grouped under the three-domain of TPD (Moet, 2014) (i) Teaching plans and materials; (ii) Organization of learning activities; and (iii) Students' activities. Each content has specific evaluation criteria.

Samples and Settings

This research study selected the NTLS School in Hatay District in Ha Noi, where there are 60 teachers and 688 students in 18 classes. The NTLS School is in a rural area, where most teachers are women. The study selected 50% of the NTLS teachers, who received support from specialists from Japan's University of Education. The teachers who participated in the survey were mostly formally educated and fully trained and 67% of the teachers completed training beyond the formal requirements. Therefore, the teachers were qualified at the professional level. These teachers were also equipped with professional experience and knowledge from their professional training courses.

Statistical Methods

This is a descriptive study using a survey method through questionnaires. Collected data were analyzed using the statistical package (SPSS) version 22.0. All data analysis used the following steps: Evaluate reliability and scale values using the Cronbach's Alpha coefficient (Cronbach alpha 0.727 shows the scale reasonable; Descriptive statistics such as mean, standard deviation (SD), percentages, and frequency were used to determine how efficiency, suitability level of each criterion (see tables).

Pearson correlation coefficient (r) measures the degree of linear correlation between two variables. In principle, Pearson's correlation will find a line that best suits the linear relationship of the two variables. Pearson correlation coefficient (r) takes values from +1 to -1. The condition for a meaningful correlation is the value of sig. <0.05. This model analyzes based on the age of the teacher with the content of lesson analysis.

LITERATURE REVIEW

Professional Development

TALIS (Teaching and Learning International Survey) adopts a broad definition of professional development among teachers: "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." The definition points out that development can be provided in many ways, ranging from formal to informal. It can be available through external expertise in the form of courses, workshops, or formal qualification programs, through collaboration between schools or teachers across schools (e.g., observational visits to other schools or teacher networks), or within the schools in which teachers work. In this case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices.[16] Equivalently, according to *What Is Professional Development in Education? (2021)*, most people hear the term and think of traditional settings like seminars, college courses, or conferences. However, professional development can happen informally through individual research and reading, classroom observation, or peer discussions. People often use other names, including staff development, in-service, training, professional learning, or continuing education. Whatever the term, the purpose is the same — to improve learning for educators and students (Mizell, H. 2010). Professional Development Definition (2021) stated that in education, the term professional development may be used about a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. In practice, professional development for educators encompasses an extremely broad range of topics and formats. For example, professional-development experiences may be funded by the district, school, or state budgets and programs, or they may be supported by a foundation grant or other private funding source. They may range from a one-day conference to a two-week workshop to a multiyear advanced-degree program. They may be delivered in person or online, during the school day or outside of normal school hours, and through one-on-one interactions or in group situations. And they may be led and facilitated by educators within a school or provided by outside consultants or organizations hired by a school or district. Also, of course, the list of possible formats could go on. Professional Development (2021) indicate that professional development generally refers to ongoing learning opportunities available to teachers and other education personnel through their schools and districts. Effective professional development is often seen as vital to school success and teacher satisfaction, but it has also been criticized for its cost, often vaguely determined goals, and for the lack of data on resulting teacher and school improvement that characterizes many efforts. Pedder and Opfer (2011) emphasize that professional development is part of a complicated system and that when schools start development projects, they must be aware of this complexity. The complex system consists of individual teachers, teacher-to-teacher interactions, the school as a system, and teacher-to-schedule interactions. Professional development in this complex landscape is seen as a process of learning that leads to teachers' development and expertise. The processes are situated in the practice of teachers with such understanding of professional development and learning and are influenced by many situational elements in the complex system that can support or impede practical changes.

Teaching Plans and Organization of Learning Activities

Although the lesson plan is essential for improving teaching and learning capacity, in practice, the implementation of the lesson plans in the classroom is rarely practiced (Garrison & Kanuka, 2004). In general, teachers at the college level have no idea about the necessary theories of lesson plans and their blending strategy for making lesson plans (Jahjouh, 2014). According to an extensive body of empirical work, every teacher needs to follow a lesson plan for effective teaching, students learning and classroom management to ensure fulfillment of the learning outcome and this is labeled as 'the hidden world of teaching' or 'quality improvement activity (Saad, 2011; Shen, Poppink, Cui, & Fan, 2007]). A lesson plan helps a teacher to utilize time, resources, materials, and techniques at an optimum level. The lesson plan is done to have an idea of how many hours are required to complete the syllabus, how many hours are required for activities, when to do the activities and how to complete the activities.

Learning activities can help students learn effectively and continuously between sessions and allow instructors to address individual students' knowledge levels. Whether or to what extent students engage in such activities may be explained by individual prerequisites such as motivation (Putwain et al., 2019). While developing the learning activities, the children's desires, interests, longings, attitudes, attractions, intrinsic motivation, feelings, and emotions are to be considered. The interest and the desire-causing factors must be the core of learning materials and teaching aids. Its components, colors, and shapes must increase the learning outcomes of the learners. Some learning experiences easily pave way for the learning occurrences. For example, Storytelling, story listening, singing, dancing, playing, running, searching, connecting, dismantling, filling, tapping, rotating, drawing, deranging, coloring, making animal sounds, and dolls collection are some of the activities that can be provided as learning experiences. These activities would help to learn to take place on its course. In each lesson, one or more learning objectives are to be achieved. To fulfill the learning objectives, learning activities or experiences are created. These activities must be developed based on the ability of the students and multi-grade environment.

Research has documented the academic and social benefits of learning activities. Participants in these activities achieve higher grades, tend to be more motivated, have fewer discipline problems, are less likely to drop out of school, and are more likely to graduate and apply to college. Activities can represent an important way to engage students who are at risk of dropping out.

Vietnam's Education Reform

Vietnam truly considers education and training to be a top national policy; Investment in education is an investment in development. The Vietnam education strategic goals for the period of 2011-2020 are: 1. Our country's education will be fundamentally and comprehensively renovated in the direction of standardization, modernization, socialization, democratization and socialization, and international integration; 2. The quality of education is comprehensively improved.

Facing the requirements of Vietnamese practices on the path of development and international integration, "education reform requires schools to first change their minds, then change their educational activities". Implementing the Vietnam education development strategy for the period of 2011-2020 requires several priorities: 1. Developing the contingent of teachers and educational managers; 2. Innovating content, teaching methods, testing, testing, and assessing the quality of education; 3. Expand and improve the effectiveness of international cooperation on education. Research on teacher development has emphasized the important role teachers play in improving the quality and effectiveness of the education system. There is clear evidence of the relationship between student learning and the professional development of the teachers (Desimone, 2009; Yoon et all, 2007). Thus, school renovation is one of the important factors in the educational development strategy in Vietnam.

Education is considered a top national policy in Vietnam. This view is expressed throughout the development orientation of the country. "Science and technology, education and training are top national policies; Investment in education is an investment in development". Education has always been a cornerstone of national development, as the Vietnamese government reserves nearly 20 percent of public expenditures for education. However, in the era of globalization, there are concerns that the Vietnamese education system falls short of equipping its population with the necessary skills in a competitive economy. In the Socio-Economic Development Plan (SEDP) for 2011-2015, the government emphasizes that the rapid development of a skilled workforce is essential for the modernization and development of a knowledge-based economy.

TABLE 1
NUMBERS OF K-12 GENERAL EDUCATION IN VIETNAM

Schools	Number of schools	Number of classes (Thous. Classes)	Number of pupils (Thous. pers.)	Number of direct teaching teachers (Thous. pers.)	Average number of pupils per class	Average number of pupils per teacher
In total	**28710**	**499,4**	**15923,7**	**853,0**	**31,9**	**18,7**
Primary	14937	280,0	8041,8	396,6	28,7	20,3
Lower secondary	10091	153,6	5373,3	306,1	35,0	17,6
Upper secondary	2398	65,8	2508,6	150,3	38,1	16,7

(Sources: General Statistics Office, 2018, Statistical Yearbook of Vietnam)

Teacher education institutions are subjected to state management by the MOET (Vietnam Governance 2009). Standard academic requirements for high school teachers are set from pedagogy graduates (colleges of 3-4 years – from level 5 and higher based on the National qualification system). Currently, the pre-service training of teachers is provided by pedagogical schools. After graduation from pedagogical schools, teachers weren't acknowledged in terms of professional development. To teach according to competence, teachers themselves must have basic skills in teaching and education; Therefore, fostering professional capacity for teachers, especially primary teachers is an important task (Dau Thi Hoa, 2018).

Teachers are required to attend regular professional training in Vietnam annually. The objectives of these training courses are to help (i) Update teachers' knowledge about politics, economy - society, foster political qualities, and professional ethics, develop teaching capacity and other competencies required by the professional standards of teachers, require the academic year, grade level, local educational development requirements, requirements for innovation and improving the quality of education; (ii) Developing teachers' self-study and self-fostering capacity; capacity of self-assessment of effectiveness of continuously training; capacity of organizing and managing self-study and self-training activities of teachers, the department of education and training and the Department of Education and Training. The regular training program for high school teachers consists of 3 arrays of content. MOET is in charge of instructing the first array of training content and regularly updating the 3rd array of content. Departments of Education and Training (provincial level) are in charge of instructing the 2nd array of training content.

In 2013, the Fundamental and Comprehensive Education Reform (FCER) was adopted, which aimed for national education to meet "the requirements of industrialization, modernization, and international integration in a socialist-oriented market economy". At its core, the FCER focuses more on the competency of learners rather than contents and in general education (grades K-12). The goal of this reform is to improve students' cognitive and non-cognitive skills, critical and creative thinking, and abilities to apply knowledge from multiple areas in problem-solving, teamwork, and communication skills. However, the realization of such a reform depends almost exclusively on the preparation of teachers to adopt the new pedagogical models. Indeed, one of the principles of the FCER stresses that teachers should be more professional and be ready to adapt to different, constantly changing contexts. Hence, teachers are considered the core of the reform process. Teacher training and support activities focus on greater interaction between professionals, reciprocity, hands-on mentorships, and coaching and on-time advice to teachers.

Despite positive results in the education of Vietnamese teachers and students, there is a lack of high-quality, responsive, and continuous onsite professional development for teachers. To address these challenges, the National Teacher Education Program (NTEP), conceived by the Ministry of Education and Training (MOET), has developed a comprehensive strategy for teacher education reform. It is expected to facilitate necessary changes to meet training objectives in consideration of teachers' needs.

Policy on Developing the Professional Learning Communities Based on Lesson Study in Schools

Official Dispatch 5512/BGDĐT – GDTrH dated December 18, 2020, explicitly states in Section II.2. Developing the education plan of the expert group that the specialized groups construct the Education Plan of the Expert Group, including the subject teaching plan and education activity plan. Conduct group professional activities based on lesson research; build expertise to design illustrative lessons regularly; teaching plans and lesson observing to examine and draw lessons from experience relies on the analysis of students' activities. Teachers' attendance and class visits are carried out by the professional activities plan of the professional group and do not include evaluation of the lesson in regular professional activities.

The Moet stipulates the installation and adoption of Official Dispatch 1315/BGDĐT– GDTH on guidelines of professional activities to implement the Primary Education Program at the primary school level. The official dispatch specifies three major aspects for organizing professional activities in primary schools, including understanding the 2018 General Education Program, developing a plan to teach subjects, and professional activities. The implementation is coordinated by the Department of Education and Training, in collaboration with local primary education institutions.

The Ministry of Education and Training (Moet) of Vietnam has issued guideline No. 5555 (Moet, No. 5555/BGDĐT-GDTrH, dated 8.10.2014) to guide the renewal of professional development for teachers in schools. The goal of this policy focuses on the following main points: Improving the quality of professional development in schools, focusing on innovating teaching methods and testing and assessing students' capacity development; helping managers and teachers in the first step to actively select content to build teaching topics in each subject and integrated and interdisciplinary thematic subjects suitable for active learning activities organization, self-reliance, the creativity of students; using active teaching methods and techniques to develop thematic teaching processes to develop students' abilities and qualities; familiarize yourself with the form of training, retraining, learning and professional activities online. There are three dimensions to evaluate TPD in the guideline (Moet, 2014) including (i) Teaching plans and materials; (ii) Organization of learning activities; and (iii) Students' activities.

FIGURE 1
TPD POLICY 5555
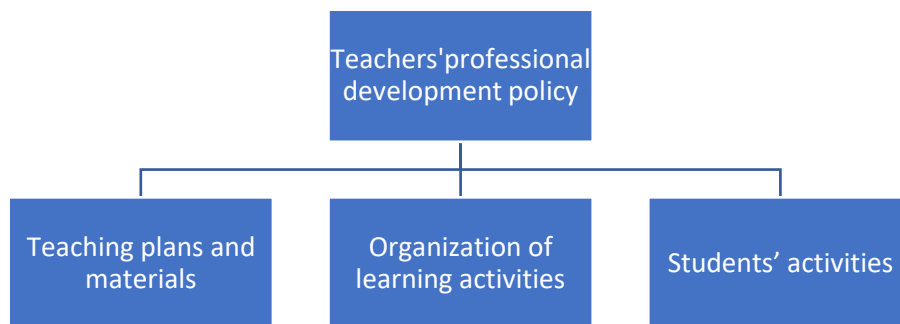
Moet, 2014

There are some policies on improving the teaching profession but not much research to evaluate the policy implementation, especially in the context of the educational reform in Vietnam. This research was conducted in the school year 2018 - 2020 to provide more evidence about the policy implementation of

TPD in Nguyen Truc Lower Secondary (NTLS) School in Hatay District in Ha Noi. The research results point out the level of implementation of TPD towards the current policy which will positively contribute to policy adjustments for TPD in the context of comprehensive reforms of Vietnamese education.

RESULT AND DISCUSSION

The Implementation of TPD Policy at NTLS
Teaching Plans and Materials

TABLE 2
TEACHING PLANS AND MATERIALS EVALUATION FROM NGUYEN TRUC MIDDLE SCHOOL TEACHERS

Teaching plans and materials	Levels					Mean (M)	Standard Deviation (SD)
	1	2	3	4	5		
1. The learning activities' **suitability** level towards the objectives, content, and the teaching methods used.	0%	0%	66.7%	33.3%	0%	3.33	0.48
2. The level of clarity in the objectives, content, planning and results of each *learning task*	0%	0%	40.0%	56.7%	3.3%	3.63	0.56
3. The **suitability** of the teaching tools used to execute the learning activities	0%	16.7%	50.0%	33.3%	0%	3.17	0.70
4. The **relevance** level of the testing and assessing solutions	0%	6.7%	40.0%	53.3%	0%	3.47	0.63

The results show that "The level of clarity in the objectives, content, planning and results of each *learning task*" *(M = 3.63, SD = 0.56)* is the highest for the school's teaching plans and materials. Vietnam possesses a suitable policy system for instructing teaching activities at schools. This statement is very similar to the study of policies that support professional development in an Era of Reform (Linda Darling-Hammond, 1995). Teachers are trained in pre-service and in-service in knowledge and teaching skills. Professional training courses and pedagogical training are well appreciated. This was also asserted by the teachers that took part in the interviews Specifically, 40.0% responded average, 56.7% responded above average and 3.3% responded high. The second highest is "The relevance level of the testing and assessing solutions" *(M = 3.47, SD = 0.63)*. With "The learning activities' suitability level towards the objectives, content and the teaching methods used.", 33.3% responded above average. It also can be seen that 16.7% responded below average when asked about "The suitability of the teaching tools used to execute the learning activities". Similarly, findings from Aoibhinn Ní Shúilleabháin (2015), in planning the research lessons, it was important that any work involved occurred during the meetings and that teachers did not

undertake independent work outside of school. Materials were designed in a variety of ways during planning meetings utilizing research literature, teacher magazines, online resources, or textbooks incorporating new and innovative ideas. The Vietnamese government uses only one general education curriculum and one textbook system. Because of the uniform textbook system, the training for teachers is very clear. MOET and DOET always provide instructional documents for each subject including the objectives, regulations, content, teaching methodologies, and classroom assessment techniques.

Organization of Learning Activities

TABLE 3
ORGANIZATION OF LEARNING ACTIVITIES EVALUATION FROM
NGUYEN TRUC LOWER SECONDARY

Organization of learning activities	Levels					Mean (M)	Standard Deviation (SD)
	1	2	3	4	5		
1. How **lively and interesting** are the transition methods to learning tasks towards students	0%	0%	53.3%	43.3%	3.3%	3.50	0.57
2. The ability to **observe and recognize** students' difficulties in time	0%	6.7%	26.7%	60.0%	6.7%	3.67	0.71
3. The **suitability** level of support methods **a**nd encouragement when partaking learning tasks	0%	6.7%	50.0%	43.3%	0%	3.37	0.62
4. The teacher's **efficiency** level in summarizing, analyzing and assessing the results from students' activities and discussions.	0%	0%	27.6%	72.4%	0%	3.72	0.46

The results show that 53.3% of the research subjects responded above average and 3.3% responded highest on "How lively and interesting are the transition methods to learning tasks towards students" *(M = 3.50, SD = 0.57)*. 6.7% responded below average when asked about "The suitability level of support methods and encouragement when partaking in learning tasks" *(M = 3.37, SD = 0.62)*. These are also 2 criteria that got rated lower when organizing learning activities. There are 60.0% of the research subjects consider "The ability to observe and recognize students' difficulties in time" *(M = 3.67, SD = 0.71)* is of above average importance; 72.4% responded above average for "The teacher's efficiency level in summarizing, analyzing and assessing the results from students' activities and discussions" *(M = 3.72, SD = 0.46)*. Detailed statistics are listed in the table. There is clear evidence of the relationship between the

students' learning process and the teachers' professionalization (Desimone, 2009). Students' performance at school is proportional to the teachers' teaching basis. The professionalization of teachers can be shown in the way the lessons are planned; the ability to detect students' difficulties during classes and to come up with an appropriate solution; and the ability to use assessment tools effectively to encourage students' creativity. Mostafa Hamamorad (2016) highlights the position and role of the teacher as a mediator and the types of responsibilities he/she should take to successfully play this role and guarantee interactive and interesting learning for the students. This becomes the motivation for teachers to constantly share and learn together to have lessons that appeal to students.

Students' Activities

TABLE 4
STUDENTS' ACTIVITIES EVALUATION FROM NGUYEN TRUC LOWER SECONDARY SCHOOL TEACHERS

Students' activities	Level					Mean (M)	Standard Deviation (SD)
	1	**2**	**3**	**4**	**5**		
1. Ability to **receive and readiness** to carry out learning tasks from all students in class	0%	10.0%	16.7%	56.7%	16.7%	3.80	0.85
2. Activeness, creativity and cooperation level in learning tasks	0%	0%	43.3%	56.7%	0%	3.57	0.50
3. **Actively partaking** in presenting, discussing the results of learning tasks	0%	6.7%	53.3%	40.0%	0%	3.33	0.61
4. Learning tasks results' **accuracy**	0%	0%	33.3%	60.0%	6.7%	3.73	0.58

The two activities that got the highest preference from the teachers are "Ability to receive and readiness to carry out learning tasks from all students in class" (M = 3.80, SD = 0.85) and "Activeness, creativity and cooperation level in learning tasks" (M = 3.73, SD = 0.58). "Learning tasks results' accuracy" got positive responses with 56.7% rated above average without any low or below average. 6.7% responded below average regarding "Actively partaking in presenting, discussing the results of learning tasks". Teachers who are passionate about their profession and always looking for a suitable teaching method will be able to encourage student's interest in learning. Studies have shown that teachers' emotions towards teaching are influential towards the teaching performance as well as professional skills or a teaching framework. Students are encouraged and expected to think both critically and creatively and to monitor their understanding i.e. function at a metacognitive level. Social negotiation of meaning is an important part of the problem-solving team structure, and the facts of the case are only facts when the group has decided.

TABLE 5
CORRELATION BETWEEN TEACHERS' AGES AND 3 DOMAIN CONTENTS OF TPD

	Ages	Teaching plans and materials	Organization of learning activities
Teaching plans and materials	-0.394		
Organization of learning activities	-0.503[*]	0.596[**]	
Students' activities	0.217	0.398[*]	0.520[**]

[*]. Correlation is significant at the 0.05 level (2-tailed).
[**]. Correlation is significant at the 0.01 level (2-tailed).

Statistical data shows an inverse correlation between the average age and the Organization of learning activities. Older teachers tend to underestimate the extent of implementation of the Organization of learning activities. (r=-0.503*). The average age of the group of teachers participating in the survey was 41.24 years old, the number of teachers aged 40-49 years old accounted for 64.7%, and teachers over 50 years old accounted for 11.8%. This group of teachers tends to underestimate the extent of implementation of the Organization of learning activities. Manabu Sato (2015) said that during the lesson design and reflection period, teachers need to learn from each other and improve each other's professional development. On the contrary, he witnessed, there is a situation where senior teachers criticize the lessons of new teachers randomly. Young teachers tend to organize learning activities for students better. Older teachers are afraid to innovate new teaching methods. Therefore, they underrated the level of Organization of learning activities. From a professional development perspective, traditional professional development activities fall short of helping teachers learn how to teach for understanding. Just as in the cognitive psychological perspective, it is stressed that teachers' learning does not primarily address fact-based knowledge but that teachers have to learn conceptions of content and pedagogy and have to take on new roles. As these kinds of changes in roles are at stake, traditional ways of learning characterized by the transmission of knowledge are bound to miss the mark. Instead, teachers have to acquire competencies that help them fulfill this new role (Kwakman, 2003).

The results show a positive from moderate to the high correlation between Teaching plans and materials, Organization of learning activities, and Students' activities. That is, the more teachers rated the performance level in Teaching plans and materials, the more they assessed the Organization of learning activities, Students' activities, and vice versa. Professional development includes many contents, teachers have to master the subject knowledge, constantly update teaching techniques, and assess students' learning process. A combination of studies on the transition to professional teaching shows that class management, discipline, motivating students, resolving individual differences, evaluation, parental relationships, class organization, lack of resources and students' problem-solving are the most challenging issues (Veenman, 1984; Veenman, 1987). Other studies identified that class organization, preparation for the first school week, expectations regarding the curriculum, salary level, and maintaining individual mental health are the most difficult issues novice teachers encounter (Britt, 1997).

The results shown above are similar to the studies related to teachers' passion and proficiency, this helps increase students' interest, enhance their ability to absorb information, and the preparation to carry out tasks during studying units.

The Implication for Vietnam Policy Education in the Context of Vietnamese Education Reform

Teachers need to improve their expertise to enrich the way they use teaching materials to organize learning activities for students. In addition, teachers need to be supported with methods and encouragement when partaking in learning tasks. This support can come from a variety of sources, from formal training, and forms of self-study, to teacher forums to share experiences in organizing learning activities for students according to different learning styles. subjects, lessons, and topics.

Although older and more experienced teachers are often assigned by school leaders to tutor novice and less experienced teachers, older teachers underestimate the level of organization of learning activities. This data shows that there are certain barriers for experienced teachers, thus help is needed to change the perceptions in the profession, especially the capacity for organization of learning activities. This point should be considered carefully in the context of education reform in Vietnam. Be different from Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017) advice for the changes in TPD policy that administrators could identify and develop expert teachers as mentors to support learning for others. This point should be considered carefully in the context of education reform in Vietnam. Admittedly Vietnam has issued a circular 20/2018/TT-BGDĐT Promulgating regulations on professional standards for teachers of general education institutions (Moet, 2020). This circular has given the criteria to promote the key teachers who have experience in teaching and willing to become mentors to others in professional development.

Furthermore, teachers need to be supported more in the method of organizing learning activities for students to be more effective and more consistent with the subject's objectives. This limitation on professional activities needs to be removed/reduced through teachers' self-improvement. At the same time, the school needs to have appropriate support policies for the organization of professional experience exchange forums, or the professional learning community for teachers should be promoted.

Limitations

The key limitation of this paper is its design as a single-site case study. Although this allows the authors to do an in-depth study of a secondary school, the results are not generalizable to other schools in Vietnam. While the results of this study may be consistent with other secondary schools with similar conditions, future research will need to confirm the extent to which Nguyen Truc Secondary School is typical in the Vietnamese school system.

CONCLUSION

The professional development of teachers is an issue of concern to all. Regarding policies, Moet has issued regulations, guidelines, and methods of professional assessment of teachers. At the same time, frameworks for professional development for teachers are also prescribed by Moet.

Vietnam has issued documents related to the professional development of teachers (Moet 2014). The results of this study show that Vietnam has implemented the issued policy well. NTLS teachers improve the quality of teaching by maximizing the transfer of professional knowledge and pedagogical skills. The results show a positive to moderate to high correlation between Teaching plans and materials, Organization of learning activities, and Students' activities. Statistical data shows an inverse correlation between the average age and the Organization of learning activities. Older teachers tend to underestimate the extent of implementation of the Organization of learning activities. This is a recommendation for policymakers to have policies to intervene with older teacher groups in renewing professional activities.

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