

PROPOSING CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAM FOR PRINCIPALS AT UPPER SECONDARY SCHOOLS ACCORDING TO PRINCIPAL STANDARDS

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Abstract. This paper proposes a program for continuous professional development (CPD) for principals at upper secondary schools according to principal standards in the context of comprehensive and fundamental education management. This proposal shall serve as a basis for the Ministry of Education and Training (MOET) to issue the new CPD program, and for ETEP to choose some modules of priorities to train core and mass principals. The paper focuses on the following key contents: bases, regulations to CPD proposal; objectives, content of proposed CPD.

Keywords: *Continuous professional development training, program, principal, upper secondary education.*

1. Introduction

To implement the fundamental and comprehensive education reform, in order to improve the education quality, it has to start from improving the leadership and management capacity for principals. Resolution no. 29-NQ/TW has identified the general objective: “To create the fundamental and critical transformation in quality and effectiveness of education and training; to better respond to the building and defense of the country and the needs of people. To educate Vietnamese to develop and enhance their own potential and creativity; love for family and the country, love your people; live a good life and work well. To build an open education, practical, promote effective teaching and learning, good management; having appropriate pedagogical structure and method, attaching to the building of a learning society; ensuring conditions to enhance the quality of education; standarization, modernization, socialization and global integration of education system; maintaining socialist direction and national identity. Towards 2030, Vietnamese education sytem strives to be as advanced as other of regions.” “For general education, it should focus on intellectual development and carrer path for students. Enhancing education quality comprehensively, focusing on education of ideology, tradition, moral values, life style, foreign language, ICT, practical skills and capacities, application of knowledge into practices. Improving the creativity, self-learning and life-long learning.”

To implement the aforementioned objectives, it is required that the upper secondary school principals to have necessary capacities to organize pedagogical activities for students. They should be trained and learnt regularly, continuously and on site to them improve knowledge and skills in order to carry out duties in the new context.

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The CPD program for upper secondary school principals is proposed based on the research result of task: “Research on CPD evaluation and proposal of CPD program for upper secondary school principals” conducted by Research group of NAEM in 2017- 2018.

2. Grounds and principles of program proposal

2.1. Grounds

1. Circular No. 14/2018/BGDĐT-NGCBQL dated July 20, 2018 issued by the Ministry of Education and Training promulgating regulations on Principal Standards.
2. The Ministry of Education and Training, General Education Curriculum.
3. Circular No. 27/2015/TT-BGDĐT dated October 30, 2015 issued by The Ministry of Education and Training promulgating continuous training program for managers of lower secondary schools, upper secondary schools and multiple-level schools.
4. Survey results of capacity assessment and needs for high school principals training of ETEP (7 TTUs conducted survey on 11 provinces/cities, NAEM aggregated).
5. Evaluation results on continuous professional development program for principals at upper secondary schools (conducted by NAEM).

2.2. Principles for program development

- The program is based on learner competency (according to Principal Standards).
- Give priority to practical issues.
- Easy to use, easy to implement, for self-learning, self-improvement, ensuring efficiency, regular, continuous, on-site training.

3. Proposal of continuous professional development program for principals at upper secondary schools

3.1. Objectives

General objectives

For upper secondary school principals to continuously enhance their leadership and management skills according to Principal Standards and the new general education curriculum, meeting the requirements of fundamental and comprehensive education reform.

Specific objectives

After completing training programs:

1. For upper secondary school principals:
To regularly update and implement the Party’s and State’s guidelines and policies, in the direction of education and general education curriculum reform; developing leadership and school management skills in accordance with the Principals Standard; self-study, self-development in the context of fundamental and comprehensive education reform.
2. For State management agencies in charge of education and training:
To manage CPD training activities for high school managers, coordinate with training and fostering institutions in organizing training materials compilation and provide CPD training for upper secondary school principals.
3. For education managers training institutions:
Collaborate with state management agencies on education and training to develop programs, materials compilation and provide CPD training for upper secondary school principals.

3.2. Training program Content

Table 1. Program's Framework

Module Code	Title/Content of CPD training modules for upper secondary school principals	Number of periods	
		Theory	Practice
A	MANDATORY TRAINING CONTENT (60 periods)		
A1	Content 1. Annual training according to MOET's regulation (30 periods /year)	10	20
A1.1	Direction and development policy of education and upper secondary school		
A1.2	Requirement of upper secondary school education management promulgated by the Ministry of Education and Training for every school year		
A2	Content 2. Annual training according to DOET's regulation (30 periods/year)	10	20
A2.1	Develop local upper secondary school education		
A2.2	Manage the implementation of curriculum, content of local upper secondary school education		
B	OPTIONAL TRAINING CONTENT (Principals select the modules which are suitable for them, duration: 60 periods/year)	60 periods/year	

Table 2. Modules description of continuous professional development program for principals at upper secondary schools (optional training content)

Standard/ Criteria (Principals Standard)	Title and Main Content of Module	Learning Outcomes	Implementation Duration (number of period)	
			Theory	Practice
<i>Standard 1. Professional quality</i>	<i>Module group 1. Educational reform and school administration</i>			
Criterion 1. Professional ethics	Professional ethics in management of general education institutions 1. The regulations on moral ethics and professional ethics requirements for principals of general education institutions. 2. Ethical behaviors of school leaders, managers, teachers, staff and students. 3. Action plan implementation of ethical education, lifestyle education in school management.	1. Understand practical issues and regulations on ethics and lifestyles of school leaders, managers and teachers. 2. Select and learn experiences, practical models of ethical education. 3. Build up their own action plan and organize the implementation of moral education and lifestyle education in school management.	15	15
Criterion 2. Innovative thinking in school leadership and management	Upper secondary schools administration in the context of education reform. 1. Overview of upper secondary school's administration in the context of education reform. 2. Requirements and content of upper secondary school's administration in the context of education reform. 3. Plan to renovate educational and teaching activities at upper secondary schools.	1. Understand the fundamental issues of upper secondary school administration in the world and Vietnam education. 2. Identify requirements and content of upper secondary school administration in the context of education reform. 3. Develop and implement plans to renovate educational and teaching activities in upper secondary schools.	15	15

Criterion 3. Capability of oneself professional development.	<p>Professional development for principals of upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview on professional development of principals of upper secondary schools. 2. Requirements, content and method of professional capacity development for upper secondary schools' leaders and managers. 3. Plans and organize the implementation of professional development plans in upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the professional requirements for school leaders and managers according to the general education curriculum and the principal standards. 2. Analyze the strengths and weaknesses of oneself and colleagues regarding to professional capability. 3. Develop and implement action plans to develop professional capacity for oneself and colleagues in the school. 	15	15
<p><i>Standard 2. School administration</i> <i>Module group 2: Upper secondary schools administration</i></p>				
Criterion 4. Develop school development plan	<p>Development of upper secondary school's development plan.</p> <ol style="list-style-type: none"> 1. Overview of medium-term and long-term plans in upper secondary schools. 2. Method, procedures of school development plan. 3. Experiences and practices of upper secondary schools development plan. 4. Development plan, dissemination and implementation of upper secondary school development plan. 5. Direction, monitoring and evaluation of the implementation of upper secondary school development plan. 	<ol style="list-style-type: none"> 1. Understand the significance and importance of medium-term and long-term plans in upper secondary school development. 2. Identify the mission, vision and core values of upper secondary schools. 3. Identify methods, procedures and content of plan for upper secondary schools' development. 4. Organize the development and implementation of school development plan, disseminate to stakeholders. 5. Monitor, evaluate and adjust school development plan. 	10	20
	<p>Development of school year plan</p> <ol style="list-style-type: none"> 1. Overview of plan and tasks of school in the academic year. 2. Contents, methods and procedure to build the school year plan. 3. Experience, practices of developing the school year plan at upper secondary schools. 4. Development, dissemination and implementation of school year plan. 5. Direction, monitoring and evaluation of the implementation of school year plan. 	<ol style="list-style-type: none"> 1. Understand the significance and importance of the school year plan in upper secondary schools. 2. Identify the contents, methods and procedure to build school year plan and the connection between school year plan and school development plan. 3. Develop and implement school year plan. 4. Monitor, evaluate and adjust school year plan. 	5	10

Criterion 5. Managing teaching activities, educating students	<p>Administration of teaching and learning activities at upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of administration of teaching and learning activities in upper secondary schools according to the general education curriculum. 2. Contents, forms, methods of organizing teaching and learning activities and administration of teaching and activities at upper secondary schools. 3. Experiences and practices in administering teaching and learning activities at upper secondary schools. 4. Administration measures of teaching and learning activities at upper secondary schools. 5. Monitoring and evaluation of teaching and learning activities at upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the requirements, roles and content of managing teaching activity administration in upper secondary schools. 2. Guide the implementation of requirements and tasks of teaching and learning activities. 3. Make plans and implement teaching and learning activities according to general education curriculum. 4. Monitor, evaluate and adjust teaching and learning activities in upper secondary schools. 	15	15
	<p>Administration of educational activities at upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of administration of educational activities at upper secondary schools. 2. Contents, tasks and procedures of educational activities according to the general education curriculum. 3. Experiences and practices in developing plans for educational activities at upper secondary schools. 4. Administration measures of educational activities at upper secondary schools. 5. Monitoring and evaluation of educational activities in upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the requirements, roles and content of educational activities in upper secondary schools. 2. Guide the implementation of the requirements and tasks of educational activities according to general education curriculum. 3. Develop educational activities curriculum in upper secondary schools with focus on development of student quality and capabilities. 4. Develop plans and organize the implementation of educational activities according to the general education curriculum. 5. Monitor, evaluate and adjust educational activities in upper secondary schools. 	15	15
	<p>Administration of student assessment in upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of student assessment and administration of student results in upper secondary schools. 2. Regulations, forms, methods, techniques and procedure of student assessment in upper secondary schools towards the development of student quality and capabilities. 3. Plans and implementation student assessment plan in upper secondary schools. 4. Improve the teaching and educational activities of the school and assessment of upper secondary schools students. 	<ol style="list-style-type: none"> 1. Understand the role, meaning and requirements of assessment of upper secondary schools students. 2. Select the form, methods and techniques of student assessment in accordance with the requirements of the general education curriculum. 3. Direct the development of plans, processes and organize the student assessment. 4. Monitor, evaluate and improve students assessment activities in upper secondary school. 5. Use assessment results to direct the adjustment of teaching and educational activities. 	10	20

<p>Administration of experiential learning activities in upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of experiential learning activities required by the general education curriculum. 2. Content, methods and organization of experiential learning activities in upper secondary schools. 3. Develop program and themes for experiential activities for upper secondary schools students. 4. Plan and organize experiential learning activities in upper secondary schools. 5. Monitoring and evaluation of experiential learning activities in upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the goals, requirements, content of experiential learning activities in upper secondary schools. 2. Guide teachers and staff to organize experiential learning activities in upper secondary schools in line with actual conditions. 3. Develop curriculum and experiential learning activities plans for upper secondary schools students in accordance with requirements of the general education curriculum. 4. Monitor, evaluate and improve experiential learning activities of upper secondary school students. 	5	10
<p>Organizing vocational education activities atupper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of vocational education activities and management of vocational education atupper secondary schools. 2. Models and contents of organizing vocational educational activities atupper secondary schools. 3. Organize vocational counseling and orientation atupper secondary schools. 4. Develop school-year plans for vocational educational activities and conduct monitoring and evaluation of the results of vocational educational activities of the school. 	<ol style="list-style-type: none"> 1. Understand the objectives and requirements of vocational educational activities in upper secondary schools. 2. Identify the contents of managing vocational educational activities. 3. Develop vocational educational plans atupper secondary schools. 4. Direct the implementation of vocational educational activities. 5. Monitor, evaluate and develop programs and contents of vocational education atupper secondary schools. 	5	10
<p>Organization of life values and life skills education activities in upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of life values and life skills education. 2. Measures development to implement life values and life skills education for upper secondary school students. 3. Direction of life values and life skills education activities for upper secondary school students. 4. Testing and evaluation life values and life skills education activities for upper secondary school students. 	<ol style="list-style-type: none"> 1. Identify the importance and basic content of life value and life skills education for upper secondary school students. 2. Develop steps of managing life value and life skills education in accordance with school conditions. 3. Organize the testing, evaluation and adjustment of life value and life skills education activities in the local school. 	5	10
<p>Organize meetings and educational events atupper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of meetings and educational events in upper secondary schools. 2. Skills of organizing meetings. 3. Skills of organizing educational events. 4. Evaluate the effectiveness of organizing meetings and educational events. 	<ol style="list-style-type: none"> 1. Understand the meaning, importance of organizing meeting and educational events in upper secondary schools. 2. Identify the contents, process of meetings and educational events in upper secondary schools. 3. Organize meetings and educational events in upper secondary schools with high quality, effectively. 	5	10

	<p>Risk administration and emergency response at upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of risk administration and emergency response in schools. 2. Impact of risk, disaster to education, school and role of educational managers in minimizing risks, disasters and responding to emergencies. 3. Tools for risk assessment and emergency response. 4. Process of risk administration and emergency response in upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the concepts, roles, meaning and content of risk administration and emergency response in schools. 2. Identify the impact of risk and disaster on education and school. 3. Identify the duties of educational managers in minimizing risks, disasters and responding to emergencies. 4. Develop risk administration and emergency response processes in upper secondary schools. 	5	10
<p>Criterion 6. Human resources administration in upper secondary schools</p>	<p>Human resources administration at upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of human resources administration in upper secondary schools. 2. Job placement scheme and job description at upper secondary schools 3. Create motivation for teachers and staff. 4. Practical experience in human resource administration at upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the purpose, role, meaning and content of human resources administration at upper secondary schools. 2. Analyze and evaluate the quality of teachers and staffs of the school. 3. Develop a job placement scheme; instruct teachers and staff to develop a job description in accordance with guidelines. 4. Develop policies on motivation; professional development for teachers and staff of the school. 	10	20
	<p>Organizing in-service training for continuous professional development of teachers at upper secondary schools teachers.</p> <ol style="list-style-type: none"> 1. Roles and contents of in-service training for upper secondary schools teachers. 2. Plan and implementation of continuous professional development activities for teachers. 3. Monitoring and evaluation of results of continuous professional development activities for teachers. 4. Knowledge sharing system in the school and practical experience of continuous professional development at upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the roles of in-service training in continuous professional development of teachers. 2. Evaluate status of professional capabilities and needs for teacher professional development at school. 3. Develop plans and implement professional development activities for teachers. 4. Develop a knowledge and experiences sharing system in the school. 	10	20
	<p>Administration of teachers' applied pedagogical research at upper secondary school.</p> <ol style="list-style-type: none"> 1. Overview of teachers' applied pedagogy research and administration of teachers' applied pedagogy research activities in upper secondary schools. 2. Content of administration of teachers' applied pedagogy research at upper secondary schools. 3. Plans of teachers' applied pedagogy research at upper secondary schools. 4. Testing and evaluation of teachers' applied pedagogy research activities at upper secondary school. 	<ol style="list-style-type: none"> 1. Understand the basic concepts related to applied pedagogical research activities. 2. Distinguish between the applied pedagogical research and experience initiatives at upper secondary schools. 3. Develop procedures to organize the applied pedagogical research. 4. Develop and implement the plan for applied pedagogical research at upper secondary schools. 5. Monitor, evaluate and improve the pedagogical research activities of the school. 		

	<p>Support to colleagues in developing administration capabilities in general education institutions.</p> <ol style="list-style-type: none"> 1. Content and methods of supporting colleagues to develop school administration capabilities. 2. Evaluate status of school managers' capabilities. 3. Plans to support colleagues including counseling and supporting. 4. Monitor and evaluate activities and results of colleagues support activities. 	<ol style="list-style-type: none"> 1. Understand the goals, requirements, content, and methods to support colleagues to develop school administration capabilities. 2. Develop a plan to support colleagues in developing their school administration capabilities. 3. Organize colleague support activities. 4. Evaluate the results of implementing plans for colleague support. 	5	10
	<p>Conflict management at upper secondary schools.</p> <ol style="list-style-type: none"> 1. Conflict and conflict classification at upper secondary schools. 2. Features, causes, subjects and consequences of conflict. 3. Ways of resolving conflicts. 4. Practical experiences in conflict resolution at upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the concepts related to conflict management at upper secondary schools. 2. Identify Features, causes, subjects and consequences of conflicts at upper secondary schools. 3. Apply knowledge, skills and experiences in conflict resolution. 	5	10
	<p>Time management of principals in general education institutions.</p> <ol style="list-style-type: none"> 1. Overview of time management of educational managers. 2. Requirements, content of effective time managements of school managers. 3. Development and implementation of a work plan. 	<ol style="list-style-type: none"> 1. Understand the concept, requirements, time management content of school managers. 2. List and sort tasks by priority. 3. Implement task according to plan. 4. Evaluate and improve work plan. 	5	10
Criterion 7. Organizational and Administrative Administration in Upper secondary schools	<p>Job assignment and authorization at upper secondary schools.</p> <ol style="list-style-type: none"> 1. Concepts of job assignment and authorization in school governance. 2. Job assignment and authorization in response to the requirements of school administration reform. 3. Practical experiences in job assignment and authorization at upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the concepts, goals, requirements of assignment, authorization, assignments in school administration. 2. Develop and implement regulations on job assignment and authorization in school administration. 3. Monitor and evaluate the effectiveness of job assignment, authorization and propose improvement plan. 	5	10
	<p>Administration of documentation and archives in general education institutions.</p> <ol style="list-style-type: none"> 1. Overview of documentation and archives work. 2. Content, regulations and procedures of documentation and archives. 3. Implementation of documentation and archives in the school. 4. Monitoring and evaluation of documentation and archives. 	<ol style="list-style-type: none"> 1. Understand significance, importance and contents of regulations for documentation and archives in the school. 2. Implement regulations and procedures of documentation and archives. 3. Monitor and evaluate the implementation of documentation and archives at schools. 	5	10

	<p>Administration of professional groups at upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of subject group activity administration in upper secondary schools. 2. Form of professional group activities in the direction of innovation. 3. Organization and administration of effective professional group activities. 4. Teacher professional development plan through professional group activities. 5. Evaluation of the effectiveness of professional group activities at upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the role and significance of professional group activities and renovation requirements of the administration of professional group activities at upper secondary schools. 2. Identify forms of professional group activities in the direction of innovation. 3. Develop a teacher training plan through professional group activities. 4. Evaluate the effectiveness of professional group activities in the direction of competence-based assessment and building a learning community. 	5 10
	<p>Composing administrative documents in general education institutions.</p> <ol style="list-style-type: none"> 1. Overview of state administrative documents. 2. Types of documents in education and training, regulations on composing current administrative documents. 3. Organizing the implementation of regulations in composing administrative documents. 4. Monitor the implementation of regulations on composing administrative documents. 	<ol style="list-style-type: none"> 1. Understand the requirements, regulations of composing administrative documents. 2. Implement regulations on composing administrative documents. 3. Organize and monitor the implementation of regulations in composing administrative documents of units. 	5 10
Criterion 8. Financial Administration in Upper secondary schools	<p>Assets and financial administration in general education institutions.</p> <ol style="list-style-type: none"> 1. Contents of financial and assets administration in education and education institutions. 2. Policies and regulations on financial and assets administration of general education institutions. 3. Evaluate status of financial and asset administration activities of schools according to regulations, case-study research. 4. Measures for organizing financial and assets administration in general education institutions. 	<ol style="list-style-type: none"> 1. Understand the concepts, requirements, contents and regulations on financial and assets administration in education. 2. Organize the implementation of regulations on financial and assets administration at school. 3. Monitor and evaluate financial and assets administration activities in the school. 4. Suggest improvements of financial and assets administration of units. 	15 15

Criterion 9. Facilities, equipment and technology administration in teaching and educating students in general education institutions	<p>Administration of facilities and teaching equipment in general education institutions.</p> <ol style="list-style-type: none"> 1. Contents of administration of facilities and teaching equipment in education and education institutions. 2. Regulations on administration and usage of facilities and teaching equipment in general education institutions. 3. Evaluate status of the administration and usage of school's facilities and teaching equipment according to regulations. 4. Measures to organize the administration and usage of facilities and teaching equipment in general education institutions. 	<ol style="list-style-type: none"> 1. Understand the concepts, requirements, content and regulations on facilities and teaching equipment for teaching and educational activities. 2. Implement regulations on administration of facilities and teaching equipment for teaching and educational activities. 3. Monitor and evaluate the administration of facilities and teaching equipment for teaching, learning and educational activities. 4. Suggest improvements of administration of facilities and equipment. 	15	15
Criterion 10. Education quality Administration in Upper secondary schools	<p>Administration of education quality at upper secondary schools.</p> <ol style="list-style-type: none"> 1. Overview of quality and quality administration in education. 2. Accreditation of general education and regulations on education quality administration at upper secondary schools. 3. Education quality administration system at upper secondary schools. 4. Practical experiences in quality administration of upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand the concept of quality and education quality administration. 2. Develop an education quality administration system at upper secondary schools. 3. Operate the education quality administration system at upper secondary schools. 4. Monitor the operation of the education quality administration system and suggest quality improvement plans. 	15	15
	<p>Managing development of specialized (gifted) competence development for upper secondary schools students.</p> <ol style="list-style-type: none"> 1. General issues on the development of specialized capabilities (gifted) of upper secondary schools students. 2. Expressions and methods for identifying specialized capabilities (gifted) in upper secondary schools students. 3. Develop specialized capabilities (gifted) for upper secondary schools students through teaching and learning. 4. Evaluation of specialized capabilities (gifted) development activities for upper secondary schools students. 	<ol style="list-style-type: none"> 1. Understand the concept of specific capabilities (gifted), meaning and importance of developing specific capabilities (gifted) of upper secondary schools students. 2. Identify specialized capabilities (gifted) of upper secondary schools students. 3. Organize the development of specialized capabilities (gifted) for upper secondary schools students through teaching and learning. 4. Evaluate the effectiveness of specialized capabilities (gifted) development activities for upper secondary schools students. 	5	10

	<p>Administration of boarding/semi-boarding activities at upper secondary schools.</p> <ol style="list-style-type: none"> 1. General issues on the organization of day-boarding/boarding activities in upper secondary schools. 2. Contents of boarding/ semi-boarding activities at upper secondary schools. 3. Practical experience in the administration of boarding/ semi-boarding at upper secondary schools. 	<ol style="list-style-type: none"> 1. Understand basic issues of the organization of boarding/ semi-boarding at upper secondary schools. 2. Organize boarding/ semi-boarding activities at upper secondary schools. 3. Evaluate effectiveness and adjust organization of boarding/ semi-boarding activities in upper secondary schools. 	5	10
<p><i>Standard 3. Educational environment development</i></p>	<p><i>Module group 3: Educational environment development</i></p>			
<p>Criterion 11. School culture development</p>	<p>Building general school culture.</p> <ol style="list-style-type: none"> 1. Overview of school culture. 2. Content of school culture, criteria and models of school culture. 3. Evaluate the actual status of school culture and cultural environment. 4. Action plan to develop school culture according to strategic plan and implementation. 	<ol style="list-style-type: none"> 1. Understand the meaning, importance, content and regulations in building a school culture. 2. Identify cultural expressions of the school. 3. Design and implement action plan to build and maintain a school culture. 4. Monitor and evaluate the results of implementation of school culture action plan. 	10	20
<p>Criterion 12. Implementation of grassroots democracy in general education institutions</p>	<p>Implementation of democratic regulations in general education institutions.</p> <ol style="list-style-type: none"> 1. Overview of the policy of democratic regulations. 2. Practice on developing and implementing democratic regulations. 3. Regulations development on grassroots democracy and plans for the implementation of democratic regulations in general education institutions. 4. Organizing, inspecting and evaluating the implementation of democratic regulations in schools. 	<ol style="list-style-type: none"> 1. Understand the requirements and contents of grassroots democratic regulations. 2. Develop plans and direct the implementation of grassroots democracy regulations in general education institutions. 3. Monitor and evaluate the implementation of democratic regulations in general education institutions. 	5	10
	<p>Development of a learning community in general education institutions.</p> <ol style="list-style-type: none"> 1. Overview of the learning community. 2. Experience and practical models of learning community. 3. Content, form and method of building learning community. 4. Plan and implement the building of a learning community in the school. 5. Monitor and evaluate the results of organizing the learning community. 	<ol style="list-style-type: none"> 1. Understand the concepts, requirements, contents of building learning community. 2. Apply experiences and building learning community models into the school. 3. Develop and implement plan to build a learning community in the school. 4. Monitor and evaluate the implementation of plan to build learning community in the school. 	5	10

<p>Criterion 13. Development of a safe school, preventing school violence</p>	<p>Building safe and violence-free schools. 1. Overview of a safe, healthy, friendly and anti-violence school environment. 2. Regulations on safe, healthy and friendly educational environment, preventing school violence. 3. Potential risks of school insecurity and the causes of school violence. 4. Studying practical experiences and action planning for building safe, anti-violence school. 5. Organize, monitor and evaluate the implementation of school safety action plans, school violence prevention.</p>	<p>1. Understand the objectives, requirements and contents of regulations on safe, healthy and friendly educational environment, school violence prevention. 2. Identify and address the potential risks for unsafe school, causes of school violence. 3. Develop a plan and implement it to ensure school safety, school violence prevention. 4. Monitor and evaluate the implementation of plan ensuring school safety and prevention of violence in schools.</p>	<p>5 10</p>
<p><i>Standard 4. Development of relationships between school, family and society</i></p>	<p><i>Module group 4. Development of relationships between school, family and society of upper secondary schools</i></p>		
<p>Criterion 14. Collaboration between school, family and society for students education And Criterion 15. Collaboration between school, family and society in ethics and lifestyle education for students</p>	<p>Collaboration between school, family and community in comprehensive education. 1. Overview of the relationship between school, family and community in teaching and learning of students. 2. Contents and forms of collaboration between schools, families and communities in teaching students. 3. Practical experiences in collaborating school, family and community in teaching and learning activities. 4. A coordinated action plan between school, family and community in teaching and learning activities. 5. Organizing, monitoring and evaluating the effectiveness of collaboration among schools, families and communities in teaching and learning activities of students.</p>	<p>1. Understand the meaning, importance and content of regulations on collaboration between schools, families and communities in teaching and learning activities. 2. Identify content and form of collaboration between school, family and community in teaching and learning activities of students. 3. Develop and implement a collaborated action plan between school, family and community. 4. Monitor and evaluate the implementation of collaboration plans between school, family and community.</p>	<p>15 15</p>

Criterion 16. Collaboration between school, family and community in mobilizing and using resources to develop general education institutions	<p>Collaboration between school, family and community in mobilizing and using resources to develop general education institutions.</p> <ol style="list-style-type: none"> 1. Overview of education socialization; resources mobilization and usage for school development. 2. Contents and forms of resources mobilization and usage for school development. 3. Practical experiences in collaborating school, family and community in mobilizing and using resources for school development. 4. Action plan and implementation of resources mobilization and usage for school development. 5. Monitoring and evaluating the effectiveness of collaboration among school, family and community in mobilizing and using resources for school development. 	<ol style="list-style-type: none"> 1. Understand the meaning, importance and content of regulations on mobilization and use of resources for school development. 2. Determining the content and form of mobilizing and using resources for the development of the school. 3. Develop and implement collaboration plan between schools, families and communities in mobilizing and using resources for school development. 4. Monitor and evaluate the implementation of collaboration plan between schools, families and communities in mobilizing and using resources for school development. 	5	10
	<p>Communication in management of general education institutions.</p> <ol style="list-style-type: none"> 1. Overview on communication, behavior and negotiation in management of general education institutions. 2. Communication subjects of school managers. 3. Communication, behavior and negotiation principles and skills of school managers. 4. Experiences and practical cases of effective communication in management of general education institutions. 	<ol style="list-style-type: none"> 1. Understand the meaning and importance of communication and behavior in management of educational institutions. 2. Identify psychological characteristics of the subjects, communication principles and skills of educational managers. 3. Apply principles, skills, experiences of communication and behavior in management. 	5	10
<i>Standard 5. Ability to use foreign languages and it</i>	<i>Module group 5. Ability to use foreign languages and IT in upper secondary schools administration</i>			
Criterion 17. Ability to use foreign languages	<p>Development of an environment for using foreign languages in general education institutions.</p> <ol style="list-style-type: none"> 1. Overview of an environment using foreign languages. 2. Assessment of needs for using foreign languages in general education institutions. 3. Practical experiences in building an environment of using foreign languages in educational institutions. 4. Contents and forms of activities developing foreign language skills and building an environment using foreign languages. 5. Planning and implementation of developing an environment using foreign languages in general education institutions. 	<ol style="list-style-type: none"> 1. Understand the meaning and importance of building an environment using foreign languages in general education institutions. 2. Identify needs for using foreign languages and building an environment using foreign languages in general education institutions. 3. Develop plans and organize the implementation of building an environment using foreign languages in general education institutions. 	5	10

Criterion 18. Ability to apply IT	IT application at upper secondary schools. 1. Role and importance of applying IT at upper secondary schools. 2. Trends in IT application at upper secondary schools. 3. Current status of IT application at upper secondary schools. 4. Management of IT application at upper secondary schools.	1. Understand the role, importance and trends in IT application at upper secondary schools. 2. Analyze the current status of IT application at upper secondary schools. 3. Identify roles and responsibilities of school managers in applying IT. 4. Plan and implement IT application at upper secondary schools.	5	10
	Application of online learning system (LMS and TEMIS) in continuous professional development training for teachers and managers in general education institutions. 1. Introduction to the online learning system (LMS, TEMIS). 2. Organize training to continuous professional development using online learning system (LMS, TEMIS). 3. Plan to support colleagues using the online learning system (LMS, TEMIS) in continuous professional development training activities.	1. Understand the meaning and importance of online learning system (LMS, TEMIS) in continuous professional training activities. 2. Know how to use the online learning system (LMS, TEMIS) in continuous professional development training activities. 3. Support colleagues effectively using the online learning system (LMS, TEMIS) in continuous professional development training activities	10	20

4. Conclusion

In the new context of education in general and the reform of general curriculum in particular, the development of CPD program for upper secondary school principals is very essential, supporting the principals in meeting with the changes in education management and the Principal Standards. This proposal shall serve as basis for MOET to issue the new CPD in replacement of Circular no.27/2015/TT-BGDĐT dated on 30th Oct. 2015 and prepare for the CPD of current upper secondary school principals.

REFERENCES

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- [2] Circular No. 27/2015/TT-BGDĐT dated October 30, 2015 issued by The Ministry of Education and Training promulgating continuous training program for managers of junior high schools, high schools and multiple-level schools.
- [3] The 8th Plenum (2018), Resolution No.29 – NQ/TW dated on 4th November 2013 on the fundamental and comprehensive education and training reform.
- [4] National Academy of Education Management (2017), *Evaluation results on continuous professional development program and proposing continuous professional development program for principals at upper secondary schools*. Hanoi.
- [5] National Academy of Education Management (2018), *Report on continuous professional development program for principals at upper secondary schools*. Hanoi.
- [6] Ben Jensen, Phoebe Downing and Anna Clark (2017), *Preparing to Lead: Singapore Management & Leadership in Schools Program and Leaders in Education Program*. <http://ncee.org>.