



Theoretical Basis of Preschool Teacher Team Development

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Date of Submission: 24-02-2024

Date of Acceptance: 05-03-2024

SUMMARY

The school teacher team plays a crucial role, directly influencing the institution's quality. Therefore, educational administrators must study and apply theoretical foundations to develop a "competent and professional" teacher team that meets the requirements of fundamental innovation and comprehensive education and training today. By standardization, developing the preschool teacher team aims to create a preschool teacher team with sufficient quantity and guaranteed quality (knowledge, competency, moral integrity, etc.), effectively meeting the professional standards for preschool teachers as prescribed. The author explores the theoretical basis of preschool teacher team development as a foundation for researching the current situation and proposing solutions to enhance the quality of the preschool teacher team.

Keywords: theoretical basis, development, team, preschool teacher, preschool

I. BASIC CONCEPTS

1.1 Team

According to the Vietnamese dictionary definition, "Team is a collection of a large number of people with the same function, task, or profession, forming a force operating within a system (organization) and with a common specific purpose" (Vietnamese Dictionary, 2001).

According to author Nguyen Phuc Chau (2010): "Team is a collection of a large number of people with the same function, task, or profession, forming an operation within a system".

A team is a group of people with the same function or profession organized into a force. The team concept is widely used in various organizational fields, such as knowledge teams, arts and literary teams, officials, civil servants, employees teams, medical teams, doctors... Accordingly, it can be understood that The teacher team is a collection of teachers organized into a force, sharing common ideals, purposes, and tasks to create "educational products", achieving the

goals set by the state and society for their force organization. They operate according to a unified plan and are connected through material and spiritual interests within the framework prescribed by the Education Law and the School Regulations.

While other concepts of teams may vary, they all agree on one thing: It is a group of people organized and assembled into a disciplined force to perform one or more functions. They may have the same or different professions but share a defined purpose.

Summarizing the above opinions, we can understand that a team is a group of people bound together by the same ideals, with a common purpose, working according to a plan, and bound together by mutual material and spiritual interests.

However, school managers must build cohesion among unit members regardless of terminology to create a team. Each person may have their nuances, but they are united into a unified block where each individual is a member of that team and must share common ideals. (Nguyen Bach Thang, 2018, p. 39).

1.2 Teachers

According to the Education Law of 2019 (Article 1, Article 66): "Educators teaching at preschools, general education institutions, other educational institutions, teaching at elementary and secondary levels are called teachers; educators teaching from the college level and above are called lecturers". Thus, teachers are individuals who perform teaching and educational tasks at educational institutions of the national education system according to the regulations of the academic level.

Teachers teach and educate students, plan and conduct teaching sessions, and practice and develop courses within the school's teaching curriculum. They are also responsible for testing, preparing exam papers, and grading exams to evaluate the quality of each student's work.



Teachers are professionals responsible for educational activities, imparting knowledge and skills to students in schools, training centers, or similar organizations. Teachers are responsible for designing and teaching educational programs, providing information, giving guidance, and supporting students in their learning process. Additionally, teachers are responsible for evaluating students' learning outcomes, giving feedback, and encouraging students to improve their academic performance.

The team of teachers is a group of professionals engaged in teaching and education, organized into a collective force with a joint mission to achieve the educational goals set for that collective organization. They work according to plans and are connected through material and spiritual interests within legal regulations and social institutions. (Nguyen Bach Thang, 2018, p. 40).

1.3 Early Childhood Education Teacher Team

Teachers in early childhood education institutions are individuals tasked with nurturing, caring for, and educating children in preschools, kindergartens, daycare centers, and independent kindergarten classes.

The early childhood education teacher team consists of individuals who meet ethical and professional standards and share the responsibility of nurturing, caring for, and educating children in early childhood education institutions to achieve early childhood education goals (Nguyen Ngoc Quang, 1989). The role of the early childhood education teacher team is pivotal in determining the quality of early childhood education, laying the foundation for character development, and actively collaborating with children's families and communities to achieve early childhood education goals (Ministry of Education and Training, 2015). The early childhood education teacher team is comprised of educators teaching in early childhood education institutions. Their teaching targets children aged from 03 months to 72 months.

1.4 Development

According to the Vietnamese Dictionary 2009, "Development is the process of transformation towards increasing, widening, heightening, simplifying complexity, from few to many, narrow to wide, low to high" (Vietnamese Dictionary, 2009).

From a philosophical perspective, Development is a philosophical concept that

encompasses the progressive movement of objects and phenomena towards transformation from fewer to more, narrower to more comprehensive, lower to higher, more straightforward to more complex, and from less complete to more complete; it reflects the movement of objects, phenomena towards changes in quantity to improve quality.

According to Pham Minh Hac (2001), "Development is understood as progressive change or transformation, a method of movement, or a process occurring with causes, under different forms such as growth, evolution, transformation, expansion, ultimately resulting in qualitative changes" (Pham Minh Hac, 2001, p. 43). The process has causes in this concept, which are understood as internal causes (objects self-move to develop to adapt to the external environment) and external causes (impacts from the external environment, including human impacts).

According to author Nguyen Bach Thang, everything, phenomena, humans, and society, either change to increase in quantity, difference in quality, or under the influence of external factors that cause progressive changes, are considered development (Nguyen Bach Thang, 2018).

According to researchers, development is an internal process, a transformation from low to high, where the low contains latent tendencies leading to the high, and the high is the development of the low. Development is the process of achieving perfection in both nature and society. Development can be an actual process and a potential of objects and phenomena.

However, the development of individuals in each society, fast or slow, depends on many factors; for the community to develop, it needs to develop human resources, education, and training; one of the critical factors is the solution to developing the teacher team because teachers determine the quality of the education and training process.

1.5 Developing the Teacher Team

Developing the preschool teaching staff is the development of pedagogical human resources in preschools, with a sufficient quantity and quality assurance (meeting standards of professional competence and professional standards), and coherence in structure... through processes of recruitment, utilization, training, development, implementation of welfare policies, creating a favorable pedagogical environment, and evaluating the preschool teaching staff to enhance the effectiveness of early childhood care and education activities, meeting the objectives of preschool



education (Ministry of Education and Training, 2008).

The development of the teaching staff can be seen as the development of the organization (school), or at least it is a component that contributes to the planning strategies for school development. The development of the teaching staff is a form of influencing the school's activities to achieve development goals. Developing the teaching staff is to create the potential for school development.

The development of the teaching staff is a solution for managers to build a teaching staff with sufficient quantity, robust quality, and structural coherence, which is a central task and a top priority in the comprehensive development strategy of universities. The term "Development of the teaching staff" is a comprehensive concept that includes planning, selection, utilization, training, development, implementation of policies, inspection, and evaluation (Nguyen Bach Thang, 2018, p. 42).

The development of the teaching staff is understood as a process of transformation, making the quantity, structure, and quality always move upwards in the supportive and complementary relationship to create balanced sustainability. Developing the teaching staff is a part of human resource development or human resource development in education and is manifested in the following aspects:

Firstly, the development of the teaching staff is to build a teaching staff that transforms towards improvement, building a sufficient quantity, gradually improving quality, and coherent structure.

Secondly, they are performing well in all stages, from planning, selection, proper utilization, training, development, evaluation, and screening of the teaching staff. It is a process to enhance their professional competence, political level, management capacity, good qualities, intelligence, and skilled craftsmanship to help them effectively fulfill the roles and tasks of teachers.

Thirdly, people have the potential for developing Education and Training, social development, social transformation, and improving the quality of life.

Therefore, developing the teaching staff further enhances teachers' comprehensive development in their professional activities.

In summary, the above analysis can be understood: Developing the teaching staff creates impacts that cause this staff to change towards improvement, meaning building a team that

develops both in quantity, quality, and coherence in structure, aiming to enhance the quality and teaching capacity to meet the training objectives of the school.

Developing the teaching staff is a solution for managers to build a teaching staff with sufficient quantity, robust quality, and structural coherence, which is a central task and a top priority in the comprehensive development strategy of schools.

II. KINDERGARTEN IN THE NATIONAL EDUCATION SYSTEM

2.1 Position of Kindergarten in the National Education System

According to the Education Law (2019), "Preschool education is the first level in the national education system, laying the foundation for the comprehensive development of Vietnamese individuals, nurturing, caring for, and educating children from 03 months to 06 years old".

The position of a Kindergarten is specified in the Kindergarten Regulations under Circular No. 52/2020/TT-BGDĐT dated December 31, 2020, issued by the Ministry of Education and Training, specifically:

"A Kindergarten is a preschool educational institution within the national education system, with legal personality, its account, and seal".

2.2 Duties and Powers of Kindergartens in the National Education System

The duties and powers of kindergartens are defined in the Kindergarten Regulations under Circular No. 52/2020/TT-BGDĐT dated December 31, 2020, issued by the Ministry of Education and Training, as follows:

"Article 3. Duties and Powers of Kindergartens

1. Develop the direction and strategy for the school's development per the Ministry of Education and Training regulations, ensuring suitability with the socio-economic conditions of the locality, vision, mission, and core values.
2. Organize the nurturing, caring for, and educating children from 03 months to 06 years old according to the preschool education program issued by the Ministry of Education and Training.
3. Proactively propose the demand to participate in the recruitment of public school officials, teachers, and staff; manage and utilize officials, teachers, and staff to carry out the tasks of nurturing, caring for, and educating children.
4. Implement activities to ensure and assess the quality of education as prescribed. Publicly



announce the objectives, programs, education plans, and conditions to guarantee the quality of education, evaluation results, and teaching quality assessment.

5. Practice democracy and manage the school's educational activities.

6. Mobilize children of preschool age to attend school; manage children; organize integrated education for children with exceptional circumstances, disabled children; implement universal preschool education for five-year-old children within the assigned scope; support other preschool education institutions in the area to improve the quality of educational activities according to the assignment of the competent authority.

7. Mobilize, manage, and use resources as prescribed by law; build infrastructure according to standardization and modernization requirements.

8. Advise the authorities to coordinate with families or caregivers and organizations individuals to carry out the activities of nurturing, caring for, and educating children.

9. Organize suitable activities for officials, teachers, staff, and children to participate in the community.

10. Implement other duties and powers as prescribed by law."

2.3 The Importance of the Teaching Staff in Kindergartens

Preschool education is the foundational level in the national education system, providing the initial groundwork for long-term education to shape and develop children's personalities. Consequently, preschool teachers play a crucial role in nurturing and familiarizing children with new knowledge from the outside world. They significantly shape children's characters, worldviews, and love for learning.

What's unique about this profession is that, besides being educators, they also serve as caregivers for the children. They teach and nurture, so those pursuing this profession must have immense love and patience for young children.

Before entering primary education, children must develop in five areas: language and cognitive skills, communication and general knowledge skills, emotional maturity, social competence, and physical health. Therefore, preschool teachers play a vital role in the future development of children.

III. REQUESTS FOR KINDERGARTEN TEACHERS

3.1 Quantity

According to Nguyen Bach Thang (2018), the trend in developed countries when planning the teaching staff considers two groups: directly teaching staff and indirectly teaching staff (principals, vice principals, etc., and office staff) while also standardizing the ratio of titles associated with duties for teachers. This planning trend indicates that the development of the number of teachers must be linked to establishing a support team to serve teaching so that teachers can effectively focus on their roles (Nguyen Bach Thang, 2018, p. 52).

Joint Circular No. 06/2015/TTLT-BTC-BNV-BGDĐT, dated March 16, 2015, stipulates the job position framework and the quota of workers in public preschool education institutions. Accordingly, according to state regulations, the preschool teaching staff is determined based on the number of classes and the quota of positions. Allocate 2.5 teachers per group of children; kindergarten classes studying two sessions/day have a maximum of 2.2 teachers per class; kindergarten classes studying one session/day have a maximum of 1.2 teachers per class.

Therefore, the number of teachers needed = (number of child groups × 2.5 teachers/group + number of kindergarten classes two sessions × 2.2 teachers/class + number of kindergarten classes one session × 1.2 teachers/class).

Annually, based on the plan to develop the number of child groups and kindergarten classes, we can quickly determine the number of teachers needed for a school. Based on the current number of teachers after deducting those retiring, terminating contracts, transferring to other positions, etc., and adding the number of teachers transferred in, we can determine the number of teachers needed to be added to the school or for a grade level.

An important aspect in considering the number of teachers is the fluctuations related to calculating the quantity, such as arranging, organizing the amount of the team, arranging organizing the number of children/class as well as the standards for teaching hours, the means for teachers' labor, all influence and regulate the number of teaching staff.

In diversifying types of schools/classes, public preschools, private preschools, and independent private preschool groups/classes are strongly developed. Therefore, teachers can teach in many schools of different types (teaching public



schools and teaching private schools), and they accept a higher teaching standard than prescribed to increase income. The number of teachers is a quantitative factor of the team. It is essential but does not fully express everything; alongside quantity, there are issues of quality and structure.

Developing the teaching staff is a regular task of education management at all levels, especially for principals. Every year, principals conduct a thorough and objective review and evaluation of the teaching staff, systematically storing personnel records to develop the preschool teaching staff within the school. Surveying and evaluating preschool teachers must be based on the effectiveness of assigned tasks, professional standards for preschool teachers, and collective feedback. Proper evaluation according to the professional standards of preschool teachers will provide principals with the necessary information to develop the preschool teaching staff, carry out planning work, and create a managerial workforce for preschool education levels.

Developing the preschool teaching staff in terms of quantity ensures that preschools have enough teachers according to regulations. To achieve this, education administrators need to focus on the following essential tasks:

Firstly, carry out career guidance effectively, creating a source of preschool teachers for pedagogical schools.

Secondly, implement training and development of the preschool teaching staff to meet current requirements effectively.

Thirdly, timely advise leadership at all levels to supplement the preschool teaching staff when there are changes in quantity.

3.2 Quality Requirements

According to Article 1, Article 72 of the Education Law 2019, the standards for the qualifications of teachers state: "Teachers in preschool education must hold a pedagogical college degree or higher".

Circular No. 26/2018/TT-BGDĐT dated October 8, 2018, issued by the Ministry of Education and Training, sets forth the professional standards for preschool teachers as follows: Preschool teachers should possess good moral qualities, have credibility within the teaching community of the school, have understanding of educational situations, possess good professional and vocational capabilities, have advisory, counseling, support, leadership, and sharing skills with colleagues in professional activities, and in

capacity-building activities for professional development.

Therefore, the teaching staff must be passionate about the profession, love children, be patient, able to control emotions, have a high sense of responsibility, possess necessary knowledge and skills, have pedagogical abilities suitable for the task requirements, be able to apply information technology in carrying out tasks, and be able to use foreign languages or ethnic minority languages in specific assigned tasks.

The implementation capacity of teachers is understood through three specific tasks: professional competence, teaching competence, and research competence.

- Professional competence: The level of professional expertise teachers are trained in. Well-trained teachers will receive more profound training in their field and research capacity.

- Teaching competence: To develop teaching competencies, attention should be paid to the following skills:

+ Developing appropriate teaching programs for children, determining suitable content to achieve set goals, and identifying proper learning and teaching methods to convey content to preschoolers.

+ Using positive teaching methods to convey information and address issues arising in teaching and caring for children, continuously learning to develop oneself.

- Research competence: The scientific research capacity of teachers is demonstrated through scientific works, especially those published in internationally ranked journals; these research works enhance personal and organizational credibility, providing significant support for improving teaching quality.

Pedagogical capacity is a psychological quality that reflects the level of proficiency and artistic creativity of teachers in teaching activities, encompassing a system of skills: communication skills, pedagogical behavior, writing and presenting boards, using technical teaching aids, conveying information to children in a concise, understandable manner, proficiently using language and non-verbal action means. Therefore, pedagogical competencies include mastery of scientific knowledge and teaching methods, communication skills, perceptual skills in observing educational situations, emotional intelligence, optimistic prediction, and creativity (Nguyen Bach Thang, 2018).

The requirements for the capacity and qualities of preschool teachers are increasingly heightened. A



good preschool teacher has solid professional knowledge and must possess good qualities. One of the first qualities preschool teachers must have is love for the profession and children; they are role models for children to learn and emulate. Additionally, preschool teachers must have a high sense of responsibility to identify children's needs at all times and places, especially in coordination with families and relevant departments in raising and educating children. Furthermore, preschool teachers must be among the excellent child psychologists to grasp and adjust appropriate educational methods for children.

Well-trained preschool teachers will have more positive, sensitive interactions with children, adapt better, and provide richer experiences in cognitive and linguistic development. Therefore, it is necessary to establish good teacher training programs and regular training programs for preschool teachers currently teaching to help them gain new knowledge about child development, as well as the best teaching methods, thereby providing necessary skills and contributing to laying a solid foundation for the future development of children.

3.3 Structural Aspects

Structure refers to the organization of components to carry out the functions of an entity (Vietnamese Dictionary, 2009).

Developing the preschool teacher team involves continually improving its structure to meet better the requirements of caring for and educating children in preschools. The teacher structure consists of arranging and organizing the teacher team to standardize and rationalize various criteria: quantity, qualifications, training majors, age, gender, and ethnicity in educational institutions.

Structuring teachers according to educational qualifications involves dividing teachers by the proportion of different academic levels, such as intermediate, college, university, and postgraduate. Determining a reasonable educational qualification structure and implementing related activities is a solution to enhance the quality of the teacher team.

According to author Nguyen Bach Thang (2018), Structuring the teacher team creates synchronization and balance among teachers in the school, manifested in age, gender, and educational qualifications.

a) Regarding age: Analyzing the development of the teacher team by age aims to determine the team structure in the school according to different age groups. It provides a

basis for analyzing the school's current situation and development direction so that managers can actively recruit, train, and replenish the preschool teacher team when teachers retire, resign, or transfer elsewhere.

b) Regarding gender: Structuring by gender in the preschool teacher team does not indicate anything about gender development, as most preschool teachers are female. However, factors such as conditions for training, regular training, and improving qualifications for female teachers significantly affect the quality of the team. Therefore, gender structure is related to the quality of education and training.

c) Regarding qualifications and majors: This serves as the basis for determining the appropriate ratio of teachers among subject departments, faculties, and the curriculum of various academic disciplines. The professional structure is reasonable if this ratio aligns with the prescribed standards. If there is a shortage or surplus, adjustments must be made accordingly.

Preschool teachers are classified into three professional titles, as specified in Circular No. 01/2021/TT-BGDĐT dated February 2, 2021, of the Ministry of Education and Training, which regulates the code numbers, professional title standards, appointment, and salary ranking for teaching staff in public preschool education institutions.

"Preschool Teacher Level III - Code: V.07.02.26;
Preschool Teacher Level II - Code: V.07.02.25;
Preschool Teacher Level I - Code: V.07.02.24".

IV. PRESCHOOL TEACHER TEAM DEVELOPMENT CONTENT

4.1 Planning the Preschool Teacher Team

Building a preschool teacher team plan forecasts the school's development trends with clear and specific objectives. It's based on directing the development of the teacher team in terms of quantity, quality, and structure to achieve set goals. This proactive management aims to adapt to specific periods and stages of the education sector and the school.

The Resolution of the Third Central Executive Committee Congress (VIII term) affirmed: "Planning officials is a crucial content of personnel work, ensuring that personnel work conforms to norms, is proactive, has a far-reaching vision, and meets both immediate and long-term tasks" (Communist Party of Vietnam, 1997, p. 88).

On November 30, 2004, the Politburo issued Resolution No. 42-NQ/TW on planning leadership and management cadres while



promoting industrialization and modernization of the country. The resolution emphasized the purpose of cadre planning: "To create proactiveness and strategic vision in cadre work; to overcome the shortage of leadership and management cadres, ensuring the continuity, development, and continuous transition between generations of cadres, maintaining internal unity and political stability. Preparation and creation of abundant human resources as a basis for training, fostering, and building a contingent of cadres to hold leadership and management positions at all levels in a strong political system, morally sound, proficient in professional skills, competent, especially in intellectual and practical skills, sufficient in quantity, consistent in structure, meeting the requirements of industrialization and modernization" (Central Executive Committee, 2004).

Planning contributes to developing strategies, strengthening the scientific and practical basis for decision-making, policy formulation, and managing and adjusting management work. Planning is the concrete step of the process, while the plan is the concrete step of planning.

Developing a plan for the preschool teacher team includes the following issues:

- Assessing the impact of the social environment on the school's development to identify opportunities and challenges for developing the teacher team.
- Evaluating the current status of the teacher team to recognize difficulties and advantages for team development based on quantity, structure, training level, competence, and qualities.
- Forecasting the scale of school development to determine the current and future (five years, ten years, or fifteen years) teacher team.
- Setting planning goals, including objectives for quantity, structure, training level, competence, and qualities of the teacher team for each stage, aligning with the school's development scale and strategy, and complying with standards.
- Outlining the goal achievement process, including identifying priority objectives, duration, and completion deadlines for each purpose (start and finish).
- Developing measures to implement the plan, including standards for awareness, policies and mechanisms, training and development, allocation, and utilization of human and financial resources to implement the plan.

From a comprehensive teacher team plan, the school organizes the development plan to realize the set goals, developing the school's human

resources. This plan also outlines the steps and conditions required to achieve the objectives.

Developing a plan for the preschool teacher team and school management staff must adhere to the following principles:

- Planning the development of the school's teacher team must be under the centralized, unified leadership of the Party committees at all levels while being consistent with hierarchical management and cadre utilization.

- Building a plan for the development of the teacher team and school management staff must be based on the regulations of the Party, the State, the guidance of the education sector, related sectors, and local rules (Party directives, resolutions, instructions; State regulations on planning, recruitment, utilization, arrangement, training, and development of civil servants, officials; regulations on cadre standards, rules on state and local policies).

- Planning the development of the teacher team and school management staff must be consistent with the local socio-economic development plan and in line with the planning of related sectors.

- In the planning process, it is necessary to follow the correct procedure and adhere to the principle of centralized democracy.

- Planning the development of the preschool teacher team must ensure a "dynamic" and "open" nature, linking planning with training, development, allocation, and staff utilization.

- Developing a plan for the school's teacher team must be based on a scientific forecast and appropriate to the educational development scale of the locality (population growth rate, scale of children, school, and class).

The development planning of the preschool teacher team essentially involves the concretization of strategies and tasks to build a teacher team that aligns with the requirements regarding quantity, quality, and structure of the preschool teacher workforce in each locality. To execute the teacher team development plan, human resource management agencies must establish a teacher force plan that explicitly addresses personnel recruitment, allocation, utilization, rotation, and promotion. To construct the preschool teacher team planning, managerial personnel must closely adhere to the plan while systematically researching the "inputs" and "outputs" of the team's capabilities and critical personnel positions to establish a rational model for the movement and changes of the teacher team over specific periods. Therefore, goals, plans, and planning are intrinsically linked and serve as tools for developing the preschool teacher team.



The teacher team plays the most crucial role in directly determining the quality of education. The first step to developing the education sector is to build a teacher team with sufficient quantity, consistent structure, and meeting quality requirements.

4.2 Recruitment and Utilization of Preschool Teacher Teams

Recruiting teachers is a process of selecting individuals willing to work in preschools.

During the recruitment process, it is necessary to ensure seriousness, transparency, legality, adherence to procedures, and approval by authorized entities. The recruitment process involves specific stages, all closely related to each other.

In recruiting teachers, the focus is on the actual quality of teachers, including good health, standard or above-standard training qualifications, ethical rates, professional competence, and love for children. The recruitment process must ensure the selection of suitable candidates according to job titles, positions, job requirements, and the need to supplement the teacher team.

To carry out teacher recruitment effectively, managers need to:

Firstly, identify the quantity required, job positions, and recruitment criteria.

Secondly, develop a recruitment plan and submit it for approval or decision-making by the authorized personnel management agency.

Thirdly, publicly announce the recruitment to relevant parties through various channels such as television, newspapers, websites, etc.

Fourthly, organize the collection and evaluation of application documents to gather information about prospective preschool teacher candidates.

Fifthly, conduct evaluations of candidates using various methods, including reviewing resumes, conducting interviews, and organizing activities such as classroom observations and interactions with children of different age groups.

Sixthly, analyze the gathered information and decide on the most suitable candidates for recruitment.

Seventhly, inform candidates about the recruitment results through appropriate channels.

Assigning tasks, roles, and titles is essential to effectively utilize the teacher team to maximize their existing capabilities to achieve organizational goals. Therefore, after recruitment, the issue of arranging and using the teacher team becomes critically important. Proper utilization ensures that teachers' capacities and strengths are effectively

harnessed, resulting in high work efficiency. Conversely, improper allocation may hinder teachers from fully utilizing their capabilities and potential.

Recruiting and utilizing the preschool teacher team effectively to achieve the highest efficiency is a primary concern for managers today. Managing a diverse teacher team with various ages, personalities, competencies, strengths, and interests requires focusing on:

- Selection: Establishing standards for the quality and competence of the preschool teacher team and organizing the use of the teacher team by regulations.

- Utilization: Arranging teachers into specialized teams within the school. Selecting team leaders with competence and credibility. Assigning teaching tasks based on teachers' expertise and strengths. Assigning teachers according to the specific needs of each school. Unleashing teachers' potential through their work.

4.3 Training and Development of Preschool Teachers

Training and development aim to enhance each member's capabilities and work performance to achieve expected outcomes. In developing the preschool teacher team to meet current requirements, teacher training and development must be based on the teacher's compliance with regulations to create a teacher training and development plan.

Training and development serve to improve and enhance skills for tasks being performed. It facilitates the promotion and advancement of each member within the organization. Additionally, it helps newly recruited individuals quickly integrate into the organization. Newly recruited individuals become acquainted with the organization, introduced to colleagues, and familiarized with job responsibilities upon recruitment.

Furthermore, during personnel management, supervisors need to develop plans for team development, specifically as follows:

- *Regarding ideology and morality*: Foster a love for the profession and children, discourage commercialization of teaching, and promote the ideals of the teaching profession. Teachers should understand educational goals, comply with state policies and laws, continuously strive to improve their competence, adhere to organizational discipline, and foster team spirit to fulfill their duties.

- *In terms of professional skills and practices*: Enhance pedagogical skills through practical



experiences such as organizing lessons and workshops, participating in school-level teaching competitions, organizing experience-sharing sessions, and applying innovative teaching methods. Provide opportunities for teachers to attend university and postgraduate courses and professional development courses to enhance their professional skills.

- *Regarding foreign languages:* Attaining a certain level of proficiency in a foreign language is advantageous for improving competence and accessing teaching methods from advanced countries through seminars and online resources.

- *In terms of information technology:* Integrating information technology into daily teaching practices is essential for innovating teaching methods and enhancing teaching quality.

Management personnel must classify teachers' levels and orient training content to train and develop teachers effectively. Facilitate 100% of teachers to receive standardized training. Establish a self-learning and self-development system at schools where each teacher must develop an annual self-development plan.

Teacher training and development activities are conducted based on the school's development orientation and aimed at improving the teacher team according to the principles of educational innovation, relying on resolutions on academic goals and viewpoints. Additionally, they address specific requirements related to teaching methods, assessment, and evaluation.

4.4 Evaluation of Preschool Teacher Team

Evaluation is one of the four fundamental functions of management, where assessment is the final function. Assessment involves the methods and mechanisms to ensure that behaviors and activities comply with the organization's goals, plans, and standards.

Theories and teaching practices have indicated that the teaching and learning process is at the core of any school, regardless of its location. These activities co-occur and are closely integrated. Therefore, assessing the quality of a school cannot be separated from evaluating the teaching and learning process.

The evaluation process involves examining and assessing pedagogical activities while also assessing management officials' decisions. Evaluation is not merely about classification but also about determining goal directions and adjusting plans for new choices.

Evaluation involves monitoring and supervising to identify strengths and limitations in

pedagogical activities and encouraging and assisting teachers and students in fulfilling assigned tasks.

Through evaluation, the quality of education can be determined regarding compliance with goals, plan content, and regulations regarding the implementation of annual tasks.

Therefore, school administrators must value the evaluation function within the school. A scientific evaluation process helps managers gather information from the team, understand the essence of teaching activities, and then require the enhancement of strengths or address deficiencies, thereby promoting positive activities and improving teaching quality within the school.

4.5 Policies and Regulations for the Preschool Teacher Team

Policies and regulations for the teacher team, in general, and the preschool teacher team are crucial in educational work. They can impact the quality of education; inadequate policies may cause teachers to be uneasy in their work, while favorable policies can motivate teachers to invest wholeheartedly in teaching, thus contributing to improving education quality.

Remuneration ensures entitlements according to state regulations. Remuneration policies encompass all material and spiritual benefits gained through individuals' contributions to the organization and society through labor. Implementing remuneration policies for teachers is the responsibility of preschools to ensure that teachers fulfill their rights and obligations as stipulated by the Party and the state. In addition to adhering to general policies, preschools must encourage and motivate teachers according to their specific conditions.

It is crucial to implement policies to attract talent, encourage participation in teaching at preschools, and create conditions for each teacher to fully utilize their abilities and capacities in caring for and educating children. Remuneration policies create a favorable environment for maintaining and developing the preschool teacher team; they are a significant factor in enabling teachers to work with peace of mind, motivating them to fulfill their duties, and contributing to enhancing the quality of childcare and education.

Currently, preschool teachers not only enjoy general teacher benefits such as preferential allowances and seniority benefits but also receive additional benefits if they work in economically and socially disadvantaged areas, as stipulated in Decree No. 76/2019/NĐ-CP dated October 8, 2019,



by the Government on policies for officials, public employees, civil servants, laborers, and salary beneficiaries in armed forces working in economically and socially disadvantaged areas... Additionally, there are specific benefits for preschool teachers teaching combined classes or enhancing Vietnamese language skills for ethnic minority children.

V. CONCLUSION

The development of the preschool teacher team depends on various factors: State mechanisms and policies, the socio-economic environment of each locality, psychological factors of education management levels, and the efforts of preschool teachers themselves. Training and nurturing preschool teachers are carried out through diverse and varied forms, depending on the participants. Still, no training or nurturing method is as effective as the individual's awareness, determination, effort, and personal capacity. Developing the preschool teacher team is the most critical aspect of developing human resources to ensure conditions for the development of preschool education. This is the responsibility of leadership at all levels to improve the quality of care, nurturing, and education in preschools.

Acknowledgements

"This Research is funded by Vietnam National University Ho Chi Minh City (VNUHCM) under Grant Number B2023-16-4".

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