



Overview of research on developing teaching staff in general schools

Nguyen Thi Thanh Truc¹ Nguyen Bach Thang ^{2*}

¹ Master's student at Dong Thap University, Vietnam;

² An Giang University-VNUHCM;*

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Abstract

Domestic and international studies on the development of primary school teachers provide access to advanced training models and methods implemented worldwide. Many countries have successfully built a high-quality teaching workforce that meets the demands of modern education and international integration. Reviewing these studies not only establishes a solid theoretical foundation but also offers valuable lessons that can be applied in practice. Moreover, analyzing both domestic and international research allows for comparisons with the local context, facilitating the development of more effective improvement strategies. This contributes to enhancing the capabilities of primary school teachers, ensuring they meet the requirements of educational reforms aimed at a comprehensive education system.

Keyword: Overview of research; developing; teaching; teaching staff; general schools

I. Statement of the Problem

Globally, primary education is considered a fundamental stage in the education system of every country, playing a crucial role in shaping essential skills and lifelong learning habits for students. As a result, the development of primary school teachers has become a key research topic attracting the attention of many international scholars.

First, numerous international studies have shown that teacher quality has a direct impact on student learning outcomes. According to research by Darling-Hammond (2000), well-trained teachers with strong professional expertise have a more positive effect on student achievement than any other factor. This has driven researchers to explore effective models for training, fostering, and developing primary school teachers.

Second, in the context of globalization and rapid technological advancement, primary education must adapt to meet new demands. Studies focus on enhancing teachers' pedagogical competencies, particularly in integrating technology into teaching, applying active learning methods, and fostering soft

skills in students. For instance, Hattie's (2009) research on factors influencing student achievement highlighted the importance of innovative teaching methods and effective teacher feedback.

Third, many countries face a shortage of primary school teachers due to uncompetitive salaries, high job pressure, and inadequate working conditions. Research efforts have been directed toward policies that attract, retain, and develop teachers to ensure education quality, with successful models observed in Finland, Singapore, and Canada.

Finally, the development of primary school teachers is closely linked to the United Nations' Sustainable Development Goals (UNESCO, 2015). Quality education is a key factor in reducing inequality, promoting economic growth, and improving overall living standards. Consequently, international scholars continuously seek optimal solutions to enhance teacher quality, thereby contributing to the global advancement of education.

That is the reason why the author summarizes the research works of various scholars as a foundation for studying the development of primary school teachers in Vietnam.

II. International studies

Linda Darling-Hammond's research focuses on the relationship between teacher quality and student achievement. She analyzes data from education policies in the United States and demonstrates that highly qualified teachers significantly impact student learning outcomes. The study highlights the importance of teacher training programs and continuous professional development to enhance teaching quality. One key finding is that teachers with higher degrees and rigorous training tend to produce better student results compared to those without adequate preparation. She also discusses state policies aimed at improving teacher quality through certification, structured pedagogical training, and support for novice teachers. Her findings have influenced educational reforms in the U.S. and globally (Linda Darling-Hammond, 2000).



This book is one of the most influential works in education. John Hattie synthesizes over 800 meta-analyses on factors affecting student achievement. A key finding is the crucial role of teachers in improving student performance. Hattie emphasizes that teacher development is not just about subject knowledge but also includes student engagement, creating a positive learning environment, and applying effective teaching strategies. He introduces the *Visible Learning* model, where teachers actively assess their teaching impact and adjust methods to improve effectiveness. This research provides empirical evidence for policymakers in designing teacher development programs that focus on real-world classroom impact (John Hattie 2009).

This book introduces the concept of *Professional Capital*, arguing that teacher development should be seen as a long-term investment rather than a short-term administrative task. Hargreaves and Fullan outline three key types of capital essential for building a high-quality teaching workforce: Knowledge, skills, and expertise of teachers; Collaboration and experience-sharing among teachers; Teachers' ability to make informed decisions in complex educational settings. The authors analyze successful education systems like Finland, Canada, and Singapore, where rigorous teacher selection, intensive training, and professional collaboration are prioritized (Andy Hargreaves & Michael Fullan 2012).

This report is part of the *Teaching and Learning International Survey (TALIS)* conducted by the OECD to assess teacher development and needs across 48 countries. Key findings include: Professional development: Teachers worldwide express a strong desire for further training but face barriers such as time constraints and financial limitations; Collaborative teaching culture: Schools that promote professional collaboration tend to achieve better student outcomes; Policy support: Countries with strong teacher development policies, such as Japan, Finland, and Singapore, consistently achieve higher educational performance. The report recommends increased investment in continuous training, teacher learning communities, and technology integration in teacher development (OECD 2019).

This research focuses on preparing teachers for the realities of modern classrooms. The authors argue that teacher training should be practice-oriented rather than purely theoretical. Key points: Teachers should be trained using real-life classroom scenarios; Strong partnerships between universities and schools ensure that new teachers acquire

practical skills; Teacher education should emphasize problem-solving and critical thinking. This study has significantly influenced teacher education programs in the U.S., Canada, and the UK (Deborah Loewenberg Ball & Francesca M. Forzani 2009).

This study challenges the common belief that there is a teacher shortage. Ingersoll argues that the real issue is high teacher attrition due to poor working conditions, low salaries, and lack of professional support. Key findings: Most teachers leave the profession within the first five years; New teachers often receive little support in adjusting to the classroom; Schools with high numbers of disadvantaged students face the greatest teacher retention challenges. The study recommends improving working conditions, professional mentorship, and career growth opportunities to retain teachers (Richard Ingersoll 2003).

Sahlberg analyzes Finland's education system and how it has developed a highly qualified teaching workforce, leading to top international rankings in education. Key policies in Finland: 5–6-year teacher education program that integrates scientific research and classroom practice; Selective teacher recruitment, with only 10% of applicants accepted into teacher training programs; No standardized testing, relying instead on comprehensive teacher assessments. High teacher autonomy, allowing them to design their own teaching methods. The study concludes that Finland's success stems from trust in teachers, long-term investment in education, and strong professional collaboration (Pasi Sahlberg 2011).

Dylan Wiliam highlights the importance of formative assessment in improving both teacher effectiveness and student learning. His research argues that teachers must continuously adapt their teaching methods based on real-time student feedback. Key findings include: Regular formative assessment helps teachers identify learning gaps and adjust instructional strategies; Peer collaboration among teachers leads to improved instructional techniques; Professional development should be embedded in daily teaching rather than treated as a one-time training event. His research has influenced many education systems, encouraging schools to integrate ongoing assessment practices into teacher development programs (Dylan Wiliam 2011).

This study examines the teacher workforce development strategies of high-performing education systems, including Finland, Singapore, and South Korea. Common elements in these systems include: Selecting top students for teacher education programs; Extensive teacher training, combining theory with significant classroom practice;



Continuous professional development, with teachers engaging in research-based teaching improvements; Strong financial and professional incentives to retain high-quality educators. The authors conclude that prioritizing teacher investment leads to long-term educational success (Linda Darling-Hammond, Ruth Chung Wei & Alethea Andree 2010)

This report provides a global analysis of teacher education, salaries, workloads, and professional development. It highlights: The teacher shortage crisis in many developed nations due to aging workforces and low recruitment rates; Variations in teacher salaries, showing that higher-paying countries attract and retain better educators; The need for digital skills training, as technology integration in education increases. The report recommends structural reforms to make teaching more attractive through salary increases, workload reductions, and enhanced career progression opportunities (OECD 2023)

Michael Fullan focuses on how systemic changes in education affect teacher development. He argues that successful reforms require teachers to be actively involved in shaping policies. Key insights include: Top-down reforms fail if teachers are not included in decision-making; A strong professional learning culture is essential for sustainable teacher growth; Collaborative school leadership improves teacher morale and student outcomes. His work has influenced school improvement strategies worldwide, emphasizing the role of teachers in leading educational transformation (Michael Fullan 2016).

Schleicher, the director of education at the OECD, explores how nations can build world-class education systems through teacher workforce development. Key takeaways: Teachers need 21st-century skills, including adaptability, digital literacy, and interdisciplinary teaching approaches; Professional autonomy is crucial; successful systems trust teachers to design curricula and assessments; Policymakers should prioritize teacher training and mentorship over standardized testing. This book serves as a policy guide for governments seeking to modernize their education systems (Andreas Schleicher 2018).

Singapore is known for its world-class teacher development system. The Teacher Growth Model is a structured framework that supports teachers throughout their careers. Key features: Competency-based career pathways, allowing teachers to specialize in leadership, curriculum development, or pedagogy. Mandatory continuous professional development (at least 100 hours per year). A strong mentorship culture, where

experienced teachers coach new educators. This model has contributed to Singapore's consistent top rankings in global education assessments (Singapore's Teacher Growth Model (Ministry of Education, Singapore, 2015).

Zeichner and Liston emphasize reflective teaching as a core element of teacher development. They argue that teachers must critically analyze their teaching practices and continuously improve based on experience. Core principles: Self-reflection allows teachers to recognize strengths and weaknesses; Collaborative reflection (e.g., peer coaching) enhances professional growth; A growth mindset fosters lifelong learning among teachers. Their research has been integrated into teacher training programs worldwide, promoting reflective practice as a key component of effective teaching (Ken Zeichner & Daniel Liston 2013).

III. Domestic studies

Since the education reforms of 1950 and 1956, during the periods of resistance against the French and the Americans, our country has drawn valuable lessons from educational movements, including teaching and learning initiatives and the self-improvement efforts of educators. These lessons include: "Establishing schools based on the needs of the resistance and actual conditions; designing flexible curricula and study durations; combining study with practice; encouraging students to be self-reliant by constructing school facilities, classrooms, and acquiring teaching tools while actively participating in the resistance and social activities. Practicality is key, but quality must be emphasized. Students should be trained with a spirit of readiness to serve the frontlines and engage in combat" (Bùi Minh Hiền, 2005, p.145).

Phạm Tát Đông (2005), in "*Vietnamese Intellectuals: Realities and Prospects*", presents various perspectives on intellectuals and Vietnamese intellectuals, analyzes their characteristics, formation, and development, and highlights their future prospects along with measures for their growth in the context of international integration.

Nguyễn Ngọc Phú (2011), in "*Perspectives on the Development of Human Resources and Talent to Meet the Needs of Social Development in Vietnam Today*", discusses the importance of valuing human factors and translating this recognition into reality. He emphasizes the need to appreciate highly qualified teachers and talents across various fields. The leadership at all levels must invest in the intellectual development of high-quality teachers and ensure their material, spiritual, and working



conditions to enable them to perform their duties effectively.

Đặng Bá Lâm (2013), in "*Human Resource Management in Ethnic Boarding Schools*", addresses general issues related to teacher management, emphasizing the efficient utilization of human resources within an organization. He outlines three key functional groups: (1) attracting high-quality teachers, (2) training and development, and (3) maintaining and utilizing the workforce.

In the monograph "*Educational Management*", authors Bùi Minh Hiền, Vũ Ngọc Hải, and Đặng Quốc Bảo discuss the general principles of teacher workforce development. The book proposes managing teacher workforce development in schools through three primary aspects: ensuring sufficient numbers, strengthening quality, and achieving structural consistency.

Similarly, the monograph "*A Handbook for Enhancing Teachers' Competence and Qualities*", authored by Đặng Quốc Bảo, Đỗ Quốc Anh, and Đinh Thị Kim Thoa, explores the qualities and competencies of teachers and the teaching profession in the context of modern development. It suggests pathways for teachers to independently enhance their professional qualities and skills, aligning with national efforts toward educational standardization and modernization in the context of globalization and industrialization.

IV. Conclusion

In summary, both domestic and international research has demonstrated that the teaching workforce is a key factor in school development. This workforce must be developed comprehensively in terms of quantity, quality, structural balance, and a shared professional vision. Policies should be concretized to create a favorable environment for teachers and the teaching workforce to work and innovate. However, no research has yet focused on the development of the teaching workforce in primary schools in Thu Duc City, which is why the author has chosen this topic for study

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