



**DEVELOPMENT OF TEACHING STAFF IN
PUBLIC KINDERGARTENS IN NINH KIEU DISTRICT,
CAN THO CITY, VIETNAMⁱ**

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Abstract:

This study is to research and collect data on the current situation of teacher development in public preschools in Ninh Kieu District, Can Tho City, Vietnam, using the survey from the principal (n = 4), vice-principal (n = 8), professional team leader and deputy team (n = 50) from 4 kindergartens, namely Rang Dong Kindergarten, Hoang Yen Kindergarten, June 1 Kindergarten, September 2 Kindergarten, with the three specific objectives: first, to systematize the theoretical basis for the development of PKSs; second, to survey on the current situation of teacher development in PKSs in Ninh Kieu District, Can Tho City; and finally, to propose some measures to develop teaching staff at PKSs in Ninh Kieu District, Can Tho City. And there are three research questions as follows (1) What is the current situation of developing teaching staff of public kindergarten schools in Ninh Kieu District, Can Tho City? (2) What are the suggested measures to develop the teaching staff of public kindergarten schools in Ninh Kieu District, Can Tho City with high efficiency? And (3) What are the theoretical and practical bases to propose such measures? The study has outlined the basic concepts related to the management and development of public preschool teachers, survey and assessment of the current situation of teacher development in PKSs in Ninh Kieu District, Can Tho City, Vietnam through the three research questions towards the specific research objectives, and at the same time raise the advantages, difficulties, strengths and weaknesses of teacher development work and propose some measures at these schools.

ⁱ PHÁT TRIỂN ĐỘI NGŨ GIÁO VIÊN TẠI CÁC TRƯỜNG MẦM NON CÔNG LẬP QUẬN NINH KIỀU, THÀNH PHỐ CẦN THƠ

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Keywords: public kindergartens, early childhood education, development of teaching staff, Ninh Kieu District, Can Tho City

1. Introduction

Developing early childhood education (ECE) firmly is the foundation for the development of human resources, serving the development of general education. The teaching staff of early childhood education in Vietnam have a particularly important position in the national education system. Children's teachers are responsible for nurturing, caring and educating children aged 3-72 months, creating a solid premise for the formation and development of human personality. Therefore, the construction and development of teaching staff for the elementary school level is an urgent task in the process of renewing and developing the cause of education and training in the country.

The Resolution of the 8th Conference, the XI Central Executive Committee (resolution No. 29-NQ/TW 2013), Vietnam, on fundamental and comprehensive reform of education and training mentioned many important issues of education and training, education and training, in which the guiding viewpoint on capacity building is expressed: *"Continuing to strongly and synchronously renew the basic elements of education and training in the direction of attaching importance to the development of quality and competence. the capacity of learners"* on the basis of *"Improving the national education system towards an open education system, lifelong learning and building a learning society"* and the need to *"Develop the contingent of teachers and administrators, meet the requirements of education and training innovation"*. Early childhood education is also in the innovation orientation under the general direction.

The 2005 Vietnamese Education Law (Article 15, Chapter I) also states: *"Teachers play a decisive role in ensuring the quality of education. Teachers must constantly study, practice and set a good example for learners. The State organizes training and retraining of teachers, adopts policies to ensure the necessary material and spiritual conditions for teachers to perform their duties."* This is even more true for the early childhood education team when the target group of this group of teachers is children who have just received their education from the school.

Strengthening the construction and development of a team of early childhood education teachers and educational administrators in a comprehensive manner in the direction of standardization is a task that both meets immediate requirements and has a long-term strategy in order to successfully implement the strategy. The ECE development of the whole country in general and Ninh Kieu District, Can Tho City in particular. The quality of teachers in each preschool is reflected in many aspects: Sufficient in number, reasonable in structure, ensuring training qualifications and having ethical, professional and meet task requirements.

In recent years, along with the development of education and training of the whole country in general, education and training in Ninh Kieu District, Can Tho City in particular has gradually developed in both quantity and quality, the network of schools'

National standard class is increasing day by day, spearhead quality is concerned, and the structure of the teaching staff is more and more stable. However, the teachers at public kindergartens in Ninh Kieu District, Can Tho City are not synchronized, and the professional quality of the teachers has not met the requirements. Teachers with low above-standard qualifications and limited computer skills are an objective reality that needs to be addressed in order to develop a team of teachers to improve the quality of child care and education, to meet the requirements of innovation. of the development of education and training, contributing to socio-economic development in the locality.

Therefore, the development of teachers capable of taking care of children's education is an urgent requirement. There have been many research authors on early childhood education and have made significant contributions to the field of early childhood education development, but only mentioned the quality, programs, and content of preschool education, to improve the quality of preschool education. quality teachers, on the socialization of preschool education. However, no author has mentioned this issue in a comprehensive way and there has been no research on teacher development at public preschools in Ninh Kieu District, Can Tho City.

For the above reasons, the issue of "*Development of teaching staff in public kindergartens in Ninh Kieu District, Can Tho City, Vietnam*" was chosen as the research topic.

2. Literature review

2.1. Development of teaching staff in public kindergartens

Human resources are a decisive factor in the socio-economic development of each country. Studies have shown that the constitutive factor of a country's economic growth is the quality of its labor force and that education contributes to economic growth through training high-quality human resources. These studies have helped governments to implement education development strategies. American sociologist Leonard Nadler, said that human resource development (Developing Human Resources, 1989), consists of three main tasks: education - training human resources, using human resources and creating an environment favorable for human resource development. In the work "Strategic management of training in developing countries", the authors John E. Kerrigan and Jeffs. Luke (2000) analyzed and outlined approaches to human resource training in which emphasizes the method of retraining for working positions as well as diversifying training objectives in the context of diverse needs of the labor market.

David Munez, Alfredo Bautista, Ellyn Khiu & Jun-Sheng Keh (2022) research on "Preschool teacher involvement in professional development: frequency, perceived usefulness, and relationship with trust in their own abilities". Improving the quality of early childhood education is currently a central goal of many countries. There is broad agreement that providing early childhood teachers with professional development (PD) opportunities is one of the key ingredients to achieving such a goal. However, little is known about the frequency with which preschool teachers engage in different types of PD activities and about how the teachers themselves perceive the usefulness of these

activities. Similarly, there is little research on how PD participation relates to teachers' self-efficacy.

The present study addresses these gaps in the literature with data collected in one Southeast Asian country: Singapore. The participants were 97 Singapore preschool teachers. A multi-scale survey was used to collect data. We explore the frequency and perceived usefulness of seven formal PD activities and 19 informal PD activities, both collaboratively and individually. Teachers' self-efficacy was assessed using the Teacher Perceived Effectiveness Scale (TSES). The team's findings showed that:

- 1) Participants participated in informal PDs (both collaboratively and individually) more often than formal PDs;
- 2) There is a positive correlation between the frequency of participation and the perceived usefulness of teachers for both formal and informal PDs, and
- 3) High level of participation in informal cooperative PD activities is a strong predictor of teachers' self-efficacy.

These results indicate that work-related PD, both collaboratively and individually, is very important for Singapore preschool teachers. To enhance the impact and responsiveness of PD, we suggest that formal PD be integrated as part of informal PD activities that teachers regularly participate in. Limitations and directions for further research will be discussed.

Rita Monteiro, Sandra Fernandes & Nuno Rocha (2022) with the topic "What do preschool teachers and parents think about the influence of screen exposure on children's development? Challenge and opportunity, "children's exposure to screens has increased in recent years and so there is concern about its impact on children's development. This study aims to analyze the views of preschool teachers and parents on the effects of screen time on children's development. Semi-structured interviews with preschool teachers (n = 9), as well as data from a previous quantitative study, based on an online questionnaire, applied to parents of children in preschool (n = 266), was used for data collection. For this study, especially of a qualitative nature, the following aspects were analyzed: children's home screen exposure habits, changes in children's play habits at school, strategies /methods used by preschool teachers, use of technology at school, and children's language development.

Research results with parents show that the time children are exposed to TV screens is from 1 hour to 2 hours per day, mainly watching cartoons. Parents also report that most children use vocabulary in other languages at home. Most preschool teachers agree that children are changing their play habits, and mainly their behaviors and attitudes, as affected by screen time. They argue that language development is also changing, referring to language problems in children more. It is necessary to change the pedagogical strategy and in-depth training in educational technology to get closer to children's interests.

Styliani Gidari, Domna - Mika Kakana (2021) with the topic "Effectiveness of teacher professional development program to improve the quality of preschool environment", research results show that teacher education and training is a key factor

in improving the quality of preschools. A teacher's qualifications can lead to high-quality early childhood education and positive developmental outcomes for children. This study examines the effectiveness of the teacher professional development program "Enhancing the quality of the preschool environment" on improving the quality of preschool schools. The study followed a quasi-experimental design and included 26 kindergarten teachers from 23 Greek public kindergartens, who were divided into Experimental and Control Groups. The quality of kindergartens was initially assessed using the ECERS-R scale and a 5-month professional development program, based on this initial assessment and on collaborative activities, was designed and deployed to the experimental group.

Our results show that, although the mean score before implementing the program has no significant difference ($t = 6.45$, $p = 0.52$) but the mean score of the experimental group ($t = 6.45$, $p = 0.52$) with $M = 4.71$, $SD = 0.62$) was significantly higher after the intervention ($t = 4.30$, $p < 001$) compared with the control group ($M = 3.78$, $SD = 0.37$). Follow-up evaluation a year and a half later showed the maintenance and further improvement of the program's outcomes in terms of the quality of the kindergartens. Our research provides useful information that can be used in the future to design professional development programs to improve the quality of the early childhood environment.

Yuan Qiu & Taisheng Fu (2019) with the topic "Research evaluation on professional development of preschool teachers in China", at present, with the increasing emphasis on early childhood education in China, early childhood education is gradually shifting from the fringes to the center of the entire national education system. And the quality of the professional development of preschool teachers is a key link and an important way to develop the quality of preschool education. Take as a sample the research paper on the professional development of preschool teachers collected by the National Knowledge Infrastructure of China.

Research topics focus on four areas of early childhood teacher professional development, including meanings, professional standards, influencing factors and strategies, and in-depth analysis of the state of research about the professional development of preschool teachers in China. However, there are currently some limitations in the research on the professional development of preschool teachers in China. Firstly, theoretical research on professional development of preschool teachers is still shallow, it is necessary to absorb research results from foreign countries. Second, the professional standards of preschool teachers are not strong in terms of adaptability, and operational ability still needs to be improved. Third, lack of empirical basis to re-study the factors affecting the professional development of preschool teachers; It is urgent to strengthen quantitative research. Fourth, the study of strategies for the professional development of preschool teachers lacks practicality, so it is necessary to improve the effectiveness of the research.

Lidija Vujičić & Akvilina Čamber Tambolaš (2017) with the topic "Professional development of preschool teachers and change of organizational culture of preschool education," the culture of early education institutions is a powerful web of customs, rules, norms and behaviors that influence the daily life and work of all individuals. Therefore,

the professional development of preschool teachers is not only a process of individual career advancement, but also a process of changing the culture of the preschool education institution and including all participants in the educational process. In this article, we examine perceptions of early childhood teachers and the link between early childhood teachers' attitudes towards their profession and their focus on learning and exploring practice. individual continuity. The study was carried out on a random sample of n = 238 preschool teachers in Croatia. To collect data, we used the Educational Institution's Cultural Assessment Questionnaire designed for the needs of a scientific research topic The culture of the educational institution as a co-creation of knowledge.

Bridget K. Hamre, Ann Partee, and Christina Mulcahy (2017), in a study with the topic "Strengthening the impact of professional development in the context of preschool expansion", stated that of all the factors that influence the success of early childhood education programs, none is more important than the quality of the teaching staff. Designing and delivering effective approaches to professional development (PD) is central to supporting the early childhood education workforce. In this article, we provide a model that outlines PD features that help ensure that PD is effective, as well as the program and policy level supports needed to implement this type of PD as a part of local, state, and federal preschools. programs. Throughout the article, we summarize recent research that is improving our understanding of the characteristics of effective PD, and we draw from the research and our own experiences working with Head Start. and state preschool programs across the country to shed light on the challenges and promising practices of large-scale effective PD implementation.

Bente Jensen, Peter Jensen & Astrid Würtz Rasmussen (2015) with the topic "Does the professional development of preschool teachers improve children's socio-emotional outcomes?" between 2011 and 2013, a randomized controlled trial was carried out in preschools in Denmark to collect evidence of improvements in early childhood education by providing teacher training. The aim of the intervention is to improve children's socio-emotional outcomes (as measured by SDQ), especially for socially disadvantaged children. The intervention preschools received additional training on preschool teachers, while the control preschools received no training. The results show improvement in several sub-ranges of the SDQ scale. However, the intervention proved to be less beneficial for socially disadvantaged children, especially because of the unfavorable preschool characteristics.

In Vietnam, Nguyen Thi Bach Mai & Ngo Quang Son (2015) with the topic "Management and development of teachers to meet the requirements of universalizing preschool education for 5-year-old children in the Central Highlands provinces in the current period," found out that the goal of education universalization is closely linked to the goals of economic and social development. Universal preschool education (ECE) for 5-year-old children is identified as a regular task. In recent years, the guidelines and policies of the Party and State have created favorable conditions for the development of ECE in the whole country in general and in the Central Highlands provinces in particular. In particular, the development of the contingent of preschool teachers is a necessary

factor to realize the goal of universalizing ECE for 5-year-old children in order to improve the quality of ECE, contributing to the development of education in the Central Highlands provinces to meet the requirements of the industrialization and modernization of the country.

The thesis has proposed 6 solutions to manage the development of preschool teachers to meet the requirements of universalizing preschool education for 5-year-old children. These are: renovating the planning and directing the effective implementation of the development planning for WU; renovating the selection and use of preschool teachers; managing the training and fostering of young language teachers according to standards to meet the requirements of ESD-5T in accordance with specific conditions in the Central Highlands; organizing training in ethnic minority languages for Ethnic Minority teachers in ethnic minority areas; developing and perfecting the treatment policy for ECE teachers, especially for ECE teachers in ethnic minority areas, areas with special difficulties; and carrying out the assessment of preschool teachers according to the professional standards of preschool teachers in accordance with the Central Highlands provinces. The above solutions have a close relationship and interact with each other, supporting each other to improve the quality of the team. When these solutions are synchronously affected, they will contribute to the development of both quantity, structure and quality of preschool teachers to meet the requirements of universalizing ECE for 5-year-old children, contributing to improving the quality of preschool education.

Nguyen Thi Hien (2017) with the topic "Development of preschool teachers to meet the requirements of education and training innovation," expressed that teachers are a decisive factor in the quality of child-rearing, care and education in preschool institutions. Over the years, the team of preschool teachers has grown in both quantity and quality, many regimes and policies for preschool education have been issued. However, preschool education is still facing many difficulties and challenges. A part of the teaching staff still has limited expertise and professional skills, requiring basic solutions to change to meet the requirements of preschool education innovation. Practice shows that the leadership of Party committees at all levels and local authorities is a decisive factor in the good implementation of ECE development. In the local where the Party committees and local authorities are interested in leading and directing, there will be marked changes in the career of ECE development and good results will be achieved. The participation of the whole political system, high determination and drastic synchronous direction from the province to district and commune levels; Actively mobilizing resources, participating social forces, will create synergy to develop ECE staff. The education sector is active and proactive in advising, coordinating, and organizing the implementation of universalization tasks, especially advising on the issuance of mechanisms and policies; mobilize resources for universalization; a team of enthusiastic, creative, and expert preschool teachers will be the core force that makes the industry's achievements. The close and synchronous coordination among central ministries and branches in guiding, inspecting and directing localities to perform the tasks of ECE

development; at the same time, actively advise the Vietnamese Government to allocate resources to help localities overcome difficulties, which is an important factor in the development of early childhood education in the trend of international and regional integration, as well as meeting the requirements of the local community. the fundamental and comprehensive renovation of education and training in the spirit of Resolution 29/NQ/TW of the Vietnamese Government.

Phan Vu Ngoc Anh (2018) with the topic "The situation of developing teachers of non-public preschools in District 11, Ho Chi Minh City," conducted a survey of 12 managers and 90 teachers of 9 private preschools in District 11, Ho Chi Minh City to find out the current situation of teacher development in schools. private preschool. The survey results will be the basis for proposing measures to improve the quality of teachers in District 11, Ho Chi Minh City to meet the requirements of education in the current period. Children still have many limitations, shortcomings, are theoretical and do not have handling skills. All of the above problems are the causes leading to the sluggishness and slow development of the team, the professional capacity of the ECE staff is not enhanced, which limits the implementation of innovation in education. Based on this situation, it is necessary to take effective measures in the near future.

Ta Hoa Dung (2018) with the topic "Some proposals for research on the management and development of teachers of non-public preschools in Hanoi City in the direction of standardization," said that preschool teachers are one of the important factors determining the quality of education and training because preschool education is the first level of education. Therefore, the management and development of teachers in preschools, especially private schools, should be focused. The study focuses on the scientific bases that contribute to creating a solid theoretical basis for the identification of some new research directions on the development of teachers in private preschools in Ha Noi City.

Le Thi Tuyet Mai (2020) with the topic "Development of preschool teachers according to professional standards in District 9, Ho Chi Minh City," found out that preschool teacher professional standard is a system of requirements on quality and competence for preschool teachers in performing the task of caring, nurturing and educating children, expressed in each field. professional activities, meeting the tasks of professional activities of teachers. The development of a team of teachers according to professional standards must be done in an objective, accurate, systematic and scientific manner, which is what managers care about and is also the motivation for the teachers to study, teach and strive at work. From the results of the survey, assessment and analysis of the current situation of preschool teachers according to professional standards in District 9, Ho Chi Minh City, the author has proposed measures to develop the team of preschool teachers according to professional standards. to ensure the quality of education and professional development of teachers.

Cu Thi Thuy (2020) with the topic "Development of preschool teachers according to competency approach in educational innovation", posed that on the basis of theoretical research to develop the team of ECE teachers according to the competency approach in

the innovation of ECE; Survey data on the current situation of developing the team of ECE teachers according to the professional competence approach and solutions to develop the current teaching staff, the thesis has presented the orientation to develop the ECE team according to the competency approach in the field of teaching and learning. The thesis has proposed 6 measures to develop the contingent of preschool teachers according to the competency approach in educational innovation:

- 1) Organizing awareness raising for management staff (CBQL) ECE teachers on the professional capacity of ECE teachers in current educational innovation;
- 2) Planning to develop the teaching and learning staff according to the capacity approach;
- 3) Organizing training and fostering professional capacity for preschool teachers to meet the competency framework;
- 4) Directing and guiding teachers to self-develop professional capacity regularly to meet the requirements of educational innovation;
- 5) Check and evaluate the team of ECE teachers according to professional competence standards and
- 6) Build a legal corridor to honor the profession and create motivation for the professional development of the ECE staff.

The thesis tests the urgency and feasibility of measures to develop teachers in the thesis. The test results confirm the urgency and high feasibility of the 6 measures of team development proposed in the thesis in improving the quality of ECE teachers to meet the requirements of educational innovation.

Up to now, there have been many researches on the management and development of educational human resources, but focusing on human resource development at the general level (primary, junior high, high school), college and university human resources. Researches on management and human resource development of ECE are less than in the field of educational management. Researches in the field of ECE management focus on the management and development of teachers of preschools in general and public preschools in particular. However, each time is different, the context is different, the teachers of public kindergartens meet different requirements and tend to improve the quality of education. In addition, at present, in Ninh Kieu District, Can Tho City, there are no authors who have researched on the development of teachers in public preschools. Therefore, the author carried out the topic "Development of teachers in public kindergartens (PKSs) in Ninh Kieu District, Can Tho City" has no overlap with previous research authors.

3. Research aims and questions

Research on the topic of developing teaching staff at public kindergartens (preschools) in Ninh Kieu District, Can Tho City, Vietnam, will contribute to the development of public preschool teachers in Can Tho City in general, Ninh Kieu District, Can Tho City, in

particular, is sufficient in quantity, guaranteed in quality, and synchronous in structure, with the three specific objectives:

- 1) To systematize the theoretical basis for the development of PKSs;
- 2) To survey on the current situation of teacher development in PKSs in Ninh Kieu District, Can Tho City; and
- 3) To propose some measures to develop teaching staff at PKSs in Ninh Kieu District, Can Tho City.

And there are three research questions as follows:

- 1) What is the current situation of developing teaching staff of public kindergarten schools in Ninh Kieu District, Can Tho City?
- 2) What are the suggested measures to develop the teaching staff of public kindergarten schools in Ninh Kieu District, Can Tho City with high efficiency?
- 3) What are the theoretical and practical bases to propose such measures?

4. Research methodology

4.1. Research participants

This study is to research and collect data on the current situation of teacher development in PKSs in Ninh Kieu District, Can Tho City, Vietnam, using the survey from the principal (n = 4), vice-principal (n = 8), professional team leader and deputy team (n = 50) from 4 kindergartens namely Rang Dong Kindergarten, Hoang Yen Kindergarten, June 1 Kindergarten, September 2 Kindergarten.

4.2. Research instruments

This study is to do a survey by questionnaire: collecting quantitative information, evaluation opinions of managers and experts on teacher development at PKSs in Ninh Kieu District, Can Tho City and to have an in-depth interview approach: conducting direct interviews with a number of administrators and teachers to collect in-depth information and personal views on the issue of teacher development at PKSs at Ninh Kieu District, Can Tho City.

5. Findings and discussions

5.1. The reality of perceptions about the importance of teachers at public kindergartens in Ninh Kieu District, Can Tho City

The survey results on perceptions of the importance of teachers at PKSs in Ninh Kieu District, Can Tho City are recorded in Table 4.1.

Table 4.1: Perception of the importance of teachers
in public preschools Ninh Kieu District, Can Tho City

Code	Perception of the importance (PI)	M	SD	Ranking	Level
PI 1	Improving knowledge for administrators and teachers about the important role of teacher development at Public Kindergartens schools (PKSs)	4.58	0.75	1	Very important
PI 2	Ensuring the goal of forming for teachers in terms of developing the teaching staff at the PKSs	4.48	0.81	2	Very important
PI 3	Completing the school's plan in developing teachers at PKSs	4.15	0.48	4	Important
PI 4	Timely correcting deviations in the process of developing teachers at PKSs.	4.18	0.61	3	Important
Total		4.35			

The results in Table 4.1 show that the roles of teacher development at PKS surveyed received high agreement.

The factor "Improving knowledge for administrators and teachers about the important role of developing teachers at PKSs" was rated the highest with $M = 4.58$, $SD = 0.75$, ranked 1/4. This shows that through the activities of developing teachers at PKS in Ninh Kieu District, Can Tho City, it will help public preschools in the district have a team of preschool teachers to meet the requirements of teaching and education. From there, it shows the importance and role of teacher development at PKSs in Ninh Kieu District, Can Tho City.

The factor "Ensuring the forming goals for teachers on developing the teaching staff at PKSs" is the second highest rated "Very important" ($M = 4.48$, $SD = 0.81$), ranking 2/4). This is a characteristic factor for the development of teachers at PKSs.

The factor "Timely correcting deviations in the process of developing teachers at PKSs. Timely detection of limitations and deviations will help school leaders adjust the process of developing ECE teachers more smoothly and effectively.

The factor "Improving the school's plan in developing teachers at PKSs" was rated the lowest with an average rating of $M = 4.15$, $SD = 0.48$, ranking at 4/4. However, the results of the analysis of two groups of subjects in Table 4.1 show that there is no difference in the views of administrators and teachers, the survey contributes to affirming the role of teacher development, thereby affirming that the necessity of the importance of developing teachers at PKSs in Ninh Kieu District, Can Tho City.

5.2. Actual situation of the number of teachers at public kindergartens in Ninh Kieu District, Can Tho City

Table 4.2: Number of teachers in public kindergartens in Ninh Kieu District, Can Tho City

School year	Class	Pupils	Teachers	No of teachers compared with regulations
2019-2020	112	6.734	224	Insufficient
2020-2021	213	7.042	484	Excessive
2021-2022	223	7.146	470	Sufficient

Source: Office of Education and Training Department in Ninh Kieu District, Can Tho City.

Through Table 4.2, basically, teachers in schools are still lacking. Thus, compared to the regulations on teacher education, the district still lacks a lot of preschool teachers because of the large number of teachers who retire under the regime. In this period, it focuses on building a school to meet national standards, organizes 100% day-boarding and increases the mobilization rate of kindergartens and children aged 3 to 4 years old. Therefore, it is necessary to recruit more preschool teachers with full qualifications and professional capacity to meet actual needs. Finding training measures, recruiting the missing number of teachers and the need to develop lecturing staff in the coming time are issues identified by the education sector as well as school principals as a key task in their work, developing a school year plan for the past several years.

5.3. The reality of the need to develop teachers at public kindergartens in Ninh Kieu District, Can Tho City

Table 4.3: The necessity to develop teachers

Code	The necessity to develop teachers (NT)	M	SD	Ranking	Level
NT1	The work of building and developing the teaching staff is carried out according to the system of legal documents implementing the Vietnamese Law on Public Employees.	3.55	0.90	3	Good
NT2	The work of planning, recruiting, arranging, employing, appointing and dismissing the team has been strengthened and implemented well.	3.61	0.64	2	Good
NT3	Regular training for preschool teachers is organized in accordance with the directive documents of the Vietnamese Ministry of Education and Training and gradually achieved effective results.	3.71	0.66	1	Good
Total		3.62			

Table 4.3 shows that with the survey results of 62 people including principals, vice principals, professional groups, and teachers, when assessing the need to develop teachers at public preschools in the District Ninh Kieu, Can Tho city shows that the assessment is quite good. "Regular training for preschool teachers is organized in accordance with the directive documents of the Vietnamese Ministry of Education and Training and gradually achieved efficiency" was rated the highest with an average with $M = 3.71$, $SD = 0.66$, showing the best results. Public preschools in Ninh Kieu District, Can Tho City has well performed the training of ECE teachers at the request of the Department of Education and Training of Can Tho City.

Regarding "The work of planning, recruiting, arranging, using, appointing and dismissing the team has been strengthened and implemented well" is also done quite well with an average rating of $M = 3.61$, $SD = 0.64$ and lastly is "The work of building and developing the teaching staff is carried out according to the system of legal documents implementing the Vietnamese Law on Public Employees" with $M = 3.55$, $SD = 0.90$

showing that the development of ECE teachers has been achieved by the teachers when the school cares and performs quite well.

5.4. The current situation of teaching staff planning at public kindergartens in Ninh Kieu District, Can Tho City

The planning of teachers at PKs in Ninh Kieu District, Can Tho City has not been paid due attention by public preschools themselves. The long-term, medium-term plans and implementation roadmap for each stage have not been developed yet. Currently, although there is no imbalance in terms of structure, qualifications and age, it is difficult to have a sufficient number of teachers according to the prescribed staffing norms.

The planning of teachers at PKs in Ninh Kieu District, Can Tho City in recent years has received the attention of all levels of management, but has not shown consistency and synchronization in the planning of the development of teaching staff in educational management.

The planning for the development of preschool teachers has not been active. The education sector as well as schools have developed a plan, but then left it open; The current situation of teachers and the situation of developing the development planning of preschool teachers in recent years has not been analyzed in depth nor clarified.

Table 4.4: Results of planning and development plans for teachers

Code	Results of planning and development plans for teachers (PD)	M	SD	Ranking	Level
PD1	School managers at PKs in Ninh Kieu District, Can Tho City, have been aware of the good scope of the work of building a master plan to develop the teaching staff.	4.19	0.54	2	Good
PD2	The teacher development plan is specifically and detailed in the school's annual overall development plan.	3.97	0.54	4	Good
PD3	The school board has implemented the planning of teacher development contents such as recruitment, serving, appointment; training, and professional development.	4.16	0.58	3	Good
PD4	The inspection and supervision to ensure the implementation of the teacher development plan has been carried out regularly.	4.32	0.54	1	Good
Total		4.19			

Through Table 4.4, in general, the survey areas on planning and development plans for teachers have reached a fairly good level or higher. Specifically, as follows:

The planning and development plans for teachers at PKs in Ninh Kieu district are evaluated at a fairly good level of implementation. The majority of managers and teachers surveyed said that the school was aware of the importance of developing a master plan to develop ECE teachers with $M = 4.19$, $SD = 0.54$ for both implementation and responses.

The majority of the respondents think that the detailed planning in the annual overall development plan of the schools is very good. However, still some survey

respondents believe that the planning for the development of teachers has not been developed specifically and is well met, showing that the development planning is carried out at PKSs in Ninh Kieu District. still performed at a good level with $M = 3.97$, $SD = 0.54$ with a good level of planning.

For the contents of developing the teaching staff such as: recruitments, servings, appointments; training and retraining; organizing teacher evaluations; building a working environment have been implemented by the school, with the majority agreeing that the level of implementation and the level of response are quite good with $M=4.16$, $SD=0.58$ with a good level of planning. The content of evaluation of the inspection and supervision to ensure the implementation of the teacher development plan has been carried out regularly with a fairly good level of $M = 4.32$, $SD = 0.54$. However, the rate of poor performance and response is still high. Shows the need for solutions to improve the effectiveness of the assessment, inspection and supervision of the planning in order to better meet the educational development requirements of Ninh Kieu District in the coming period.

The content is evaluated to meet a high level of good in both implementation and responses that the PKSs in Ninh Kieu District have realized the importance of planning to develop the ECE staff. The inspection, supervision and development planning for teachers are specifically and detailed in the school's annual overall development plan. The content ranked at the bottom of the table is highly appreciated in both implementation and response, which is the fact that the school has implemented the planning of teacher development contents such as recruitments, servings, appointments, training and retraining; organizing teacher evaluations; and building a working environment.

5.5. The reality of educating and training teachers at PKSs in Ninh Kieu District, Can Tho City

Table 4.5: Educating and training teachers

Code	Educating and training teachers (ET)	M	SD	Ranking	Level
ET1	Determining that teacher training being a good issue to ensure the quality of education	3.48	0.54	1	Good
ET2	Having a plan to send teachers to train to improve their professional qualifications and attend refresher courses on political theory, state management, and pedagogy	3.24	0.47	2	Average
ET3	Fully implementing the policy of prioritizing teachers before, during and after participating in training and retraining to improve their qualifications	3.48	0.54	1	Good
ET4	Training and retraining activities being carried out for teachers to encourage teachers to participate in learning and fostering to improve their professional and professional qualifications	3.48	0.94	1	Good

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ET5	How educational administrators to evaluate the current support and fostering regimes and policies for teachers	3.24	0.62	2	Average
Total		3.39			

As seen in Table 4.5, the goal of fostering for young teachers is to improve and perfect the political level, to be qualified, dynamic, creative, and capable of solving problems in the care, nurture, and education. Education and social life, training and retraining in Ninh Kieu District in the years 2020-2022 achieved quite good results with an average score of 3.39.

The results of the survey and evaluation on these contents show that: the majority agree with the full implementation of the priority policy with teachers before, during and after participating in training and retraining to improve the level of education. The level was done well with $M = 3.48$, $SD = 0.94$ for the performance level and the response level was quite good. The content identifies teacher training as an important issue to ensure the quality of education and training, with a good level of performance with 3.48 points. The third content is to have a plan to send teachers to train to improve their professional qualifications and attend refresher courses on political theory, state management, and pedagogy, with a good performance of $M = 3.24$, $SD = 0.62$.

Evaluation of the current training and retraining regimes and policies for teachers, the survey respondents also did not appreciate, with a good level of performance with $M = 3.24$, $SD = 0.62$. The content of training and retraining activities has been interesting in implementing for teachers in PKSs in order to encourage teachers to participate in learning and fostering to improve their professional and professional qualifications, which is assessed at a level of $M = 3.48$, $SD = 0.94$.

Thus, the management staff at schools in Ninh Kieu District need to pay more attention to the implementation of training and retraining activities for teachers to encourage them to participate in learning and fostering to improve their professional qualifications, professionalism and quality of education in PKSs will be better.

Most of the pre-school teachers recruited are qualified according to the regulations of the Ministry and the State. However, over a period of time, if teachers do not receive additional training in knowledge and professional skills, it will affect the working process of each individual. Therefore, the training needs of lecturers is very high. Teachers not only have a need for fostering knowledge in the field of work, but also in all areas related to the work process. Fostering political qualifications helps lecturers understand more deeply about the guidelines and lines of the Party, policies and laws of the State; professional training for them to update new knowledge about child rearing; fostering computer knowledge and foreign languages to help teachers better perform their teaching work. Since then, each teacher is deeply aware of and effectively implements the goals set by the Party and State.

5.6. General assessment on the status of developing teaching staff at PKs, Ninh Kieu District, Can Tho City

5.6.1. Strengths

The number of teachers has been increased, meeting the current assignment situation and the quality meeting the requirements of the job and the set educational goals. The number of teachers participating in courses and grades to improve their professional qualifications is increasing, 100% of teachers have a sense of self-study to raise training standards. That proves that the teaching staff of the schools in recent years have continuously developed from awareness to action.

The recruitment work is carried out by the City Department of Education and Training in accordance with the process based on the actual needs of the schools and the quality of the candidates, so the recruitment results are highly satisfactory, basically ensuring the structure and meeting the requirements. actual requirements of schools. The arrangement and use of teachers are basically appropriate and true to the professional qualifications of the trained teachers. Therefore, the ability and services of each teacher have been developed and exploited. The schools have determined the importance of educating and training to improve professional qualifications, pedagogical skills, foreign languages, informatics, etc. for teachers through measures such as on-the-job training, creating favorable conditions in terms of time. time, financial support to go to school, study tours from their school partners.

The teachers in each school generally have a firm ideological and political stance and are attached to the profession; live honestly and healthily; love children, respect and treat them fairly, help them overcome difficulties to integrate, study and practice; unite, cooperate with associates and colleagues, build a good pedagogical team to contribute to the cause of "Growing people".

A team of dynamic and creative teachers, conscious of rising in life, affirming expertise; most adapt quickly to the educational industry's innovation in terms of educational objectives, content, methods, and programs. The number of teachers with high professional years, accumulated a lot of experience is an important force in teaching and contributes significantly to the completion of the task of training and fostering teachers of schools. Through teaching and extra classroom activities, many schools have discovered promising teachers to train and develop into core teachers of the school, and provide a large force of solid teachers for the school. planning and appointment of managers. The teaching staff of public preschools are united groups, trusted by students and trusted by parents.

In summary, the development of teachers in PKs of Ninh Kieu District, Can Tho City in recent years has had positive changes, increasing in quantity and quality, especially with the contributions of the young teachers.

5.6.2. Weaknesses

Despite the attention and direction of leaders at all levels, the education sector has not been able to have the right number of teachers according to the fixed norms. In some

schools, there are still cases of local redundancy, lack of uniformity in structure, and uneven quality between schools and regions. The lack of teachers has more or less affected the general plan of schools as well as the quality and effectiveness of child care, nurturing and education. In particular, the district's PKS has not yet attracted male teachers to participate.

The number of teachers who are increasing in age or are about to retire is relatively small, although it is not much, this has had a certain influence on the work of improving the quality of care, nurturing and education in schools. The majority of teachers are rightly aware of the guidelines and guidelines; policies of the Party and the State on educational innovation, some have a sense of self-study and self-improvement to improve their professional qualifications, informatics, foreign languages and information technology application, implement the program. new public preschool education program. But besides that, many teachers are afraid of innovation, peace of mind, lack of progressive spirit, do not know perfection, so it is difficult to meet the requirements of the new PKS program.

5.6.3. Main causes

The school development plan in general and the teacher development plan in particular for a long time has not yet been available, but when it is built, it is not close to the actual situation, some school administrators lack of experience, lack of foresight about the mission of the school, have not properly assessed the situation of the problem. Recruitment is very strict, in accordance with the process, ensuring fairness and objectivity, but creating tension and exam pressure.

A part of older teachers, although they have a lot of experience in teaching and in life, their ability to approach new things such as informatics and foreign languages, especially the number of teachers who know how to detect and solve problems arising in educational practice is still limited, so it is limited in child care and education, not much use of equipment, utensils and toys in teaching, most of them are "unchanged" with their own experiences, even trying to conservative and conservative, some teachers are less interested in accessing information about education at home and abroad. Facilities, equipment, utensils and toys for teaching are not synchronized and have limited quality in some places.

Although recently there are many mechanisms and policies of the State and the education sector for the development of education in general and the development of staff in particular, compared with the rapid development of society into a part of management staff and teachers still cannot feel secure in their work; not being encouraged, not creating motivation to stimulate teachers wholeheartedly, wholeheartedly focus on improving the quality of teaching, learning, scientific research, promoting their full abilities and enthusiasm for the cause of education in general, for the quality of care and education in public preschools in particular.

6. Conclusion and suggestions

6.1. Conclusions

The education sector is active and proactive in advising, coordinating, and organizing the implementation of universalization tasks. Especially advising on the issuance of mechanisms and policies; mobilize resources for universalization; A team of enthusiastic, creative, and expert preschool teachers will be the core force that makes the industry's achievements. The close and synchronous coordination among central ministries and branches in guiding, inspecting and directing localities to perform the tasks of ECE development; at the same time, actively advise the Vietnamese Government to allocate resources to help localities overcome difficulties, which is an important factor in the development of early childhood education in the trend of international and regional integration, as well as meeting the requirements of the local community. the fundamental and comprehensive renovation of education and training in the spirit of Resolution 29/NQ/TW from the Vietnamese Government.

Building a contingent of teachers in general, teaching staff in PKSs is a key task in the existence, development and improvement of the quality of care, nurturing and education of public preschools, especially in the current period.

The study has summarized the basic concepts related to the management and development of public preschool teachers, survey and assessment of the current situation of teacher development in kindergartens in Ninh Kieu District, Can Tho City, Vietnam, and at the same time raised the advantages, difficulties, strengths and weaknesses of the work of developing teachers at PKSs in Ninh Kieu District, Can Tho City. Recently, the education sector of Ninh Kieu District, has paid attention and implemented a number of measures to develop the teaching staff at PKSs. Currently, the work of developing teachers at PKSs still has shortcomings that need to be overcome such as: teachers are still lacking in number; unequal levels of expertise, professionalism and political bravery; team structure is not synchronized (disproportionate in gender structure); supportive policies to ensure life, have not been given due attention.

On the basis of theoretical research and practical survey, the authors propose 6 specific measures to develop the teaching staff at PKSs in Ninh Kieu District, Can Tho City. The proposed measures affect all subjects and stages of the management process from raising the need, planning, organizing, directing to checking and evaluating; impact on all elements of management and development of teachers at PKSs such as planning for selection, assignment of services, educating and training, stimulating, motivating teaching and creating a favorable environment for the development of teachers at PKSs in Ninh Kieu District, Can Tho City.

Each proposed measure has different goals, tasks and implementation, but in general, they are closely related, interact and complement each other. Therefore, those measures must be implemented in a synchronous, unified, flexible and flexible manner to achieve high results, meeting the requirements of improving the quality of public preschool education in the current period. In addition, for the above measures to be

effective, it needs the attention and direction of all levels and the coordination of departments, mainly the Education and Training sector and the Party Committee and Can Tho City People's Committee. Of course, and above all, the most important thing is the solidarity, consensus and the efforts of each teacher in the PKSs in the district.

In summary, measures to develop teachers at PKSs in Ninh Kieu District, Can Tho City needs to pay attention to the following issues:

Firstly, to make a plan to develop teachers in each school, when developing a plan to develop a team of teachers, it is necessary to thoroughly grasp the view that team development is both the goal and the driving force of the school and must be considered to be the duty of each administrator and each teacher, and the planning must be done according to the process.

Secondly, to lead and support teachers in professional and personality development: it is absolutely necessary to do the following 4 things well: firstly, building schools into learning organizations. Secondly, school leaders carry out periodic training activities, thirdly, leading the process of self-study and self-improvement. And fourthly, professional support and personality development for teachers because the professional quality and personality of each teacher affect the quality of activities of the professional team, and the school and affect the personality of students, which creates team quality.

Thirdly, to attract quality teachers to work for the school: This is one of the most important strategies for the development of an educational institution, but it is also extremely difficult in the current situation. The granting of autonomy to principals has begun to be opened up in Decree 43 from the Vietnamese Government, but the actual implementation shows that there are many difficulties and obstacles.

And fourthly, the school is a working and developing environment for teachers, and is the subject of direct influences that bring the will and expectations of society to teachers. Therefore, the school plays a very important role in making teachers wholeheartedly devoted to the cause of education. To accomplish this goal, the school needs to make all members fully aware of the vision, mission, goals, steps, opportunities, challenges and values that the school will achieve, to define clear goals, to encourage the spirit of cooperation and development, to discover and facilitate the development of the team's potential capacity, to coaching and supporting the conditions for personal and professional development and to coordinate staff policies with salary and bonus.

If each school does the above four things well, it will contribute to improving the quality of teachers, serving the educational cause to meet the requirements of industrialization and modernization of the country.

6.2. Suggestions

6.2.1. For the Vietnamese Ministry of Education and Training

It is necessary to review regimes and policies and replace regulations that are no longer suitable with the current development situation of society, to promulgate new policies suitable to the actual operation of preschools such as recruitment, staffing, job rotation,

emulation and commendation, etc. When promulgating policies, it is necessary to ensure synchronization, and keep up with the development of the country.

There will be an increase in funding for investment in facilities and teaching equipment - toys in the 5-year-old preschool universalization, school readiness projects for preschool children, to improve and renovate program contents, forms and methods of teacher training and retraining, to institutionalize tasks and interests in training and retraining and to pay more attention to the application of information technology in teaching and learning and make adequate investment in this field.

6.2.2. For Can Tho City Department of Education and Training

It is necessary to coordinate with local departments and agencies to develop mechanisms, policies and legal corridors for the operation of preschools, to take advantage of the support of the City People's Committee and coordinate well with Department of Planning and Investment, Department of Finance to be facilitated to enhance facilities and better equipment for small schools, and to direct professional departments and schools to review, evaluate and categorize teachers, thereby developing a plan to foster teachers' shortcomings and shortcomings.

6.2.3. For Party Committee and Department of Education and Training Ninh Kieu District, Can Tho City

There will be a need to implement well the annual political and ideological training for faculty members, to direct the People's Committees of communes and wards to pay more attention to and support the care, upbringing and education of children in the locality, to implement the project of employment positions in the period of 2022-2025, to create conditions for management staff to participate in state management capacity building courses and give some advice to Ninh Kieu District People's Committee to ensure payroll for preschool education institutions.

6.2.4. Principals of PKs in Ninh Kieu District, Can Tho City

It is necessary to research, deploy and disseminate documents related to the school's activities and individual teachers' activities properly and timely, and to develop a stable and long-term staff development plan.

Every year, it is advisable to coordinate with organizations in the school to visit and study advanced models and examples inside and outside the city to help teachers gain more practical experience, to create a favorable physical and mental environment to help teachers improve their professional qualifications and feel secure to work at the school for a long time, and to do research and apply the measures proposed in the topic to develop teachers in sufficient quantity, meet qualification standards and reasonable in structure, meet professional standard requirements and meet advanced tasks. quality of care, nurturing and education in preschools in the coming time.

6.2.5. Teachers of PKs in Ninh Kieu District, Can Tho City

Teachers need to improve their professional qualifications according to the requirements of the preschool industry, self-study and self-improve regularly, in addition to professional knowledge that needs to improve their capacity to solve pedagogical situations, soft skills, communication skills, culture of behavior, fostering in information technology and foreign languages, meeting the current requirements of preschool education innovation.

Acknowledgments

The researchers would, first and foremost, like to express their sincere thanks to lecturers at Can Tho University (CTU) Vietnam, who taught the first program of Education Administration in CTU, especially those from CTU Board, Department of Psychology-Education, School of Education (SoE), School of Social Sciences & Humanities (SSSH), School of Foreign Languages (SFL) and other centers and institutes in CTU as well. Secondly, their great thanks would come to 62 teachers and administrators from 4 kindergartens namely Rang Dong Kindergarten, Hoang Yen Kindergarten, June 1 Kindergarten, September 2 Kindergarten, Vietnam for their kind co-operations to the research through questionnaires and interviews. Thirdly, the authors would show their great thanks to Miss Thai Phan Bao Han, teacher of English at Can Tho University of Technology, Vietnam, for her proofreading and great ideas to its format. And last but not least, their respectful thanks would go to the *European Journal of Alternative Education Studies* Board for this paper to be published to the public, especially those interested in the Vietnamese educational administration at public kindergarten levels.

Conflict of Interest Statement

The author declares no conflicts of interest.

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