



MEASURES TO MANAGE TEACHER TRAINING ACTIVITIES TEACHING DUAL-DEGREE PROGRAMS IN A PRIVATE GENERAL SCHOOL ACCORDING TO PDCA APPROACH

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Abstract:

In the context of educational innovation and international integration, training teachers to meet the requirements of teaching dual-degree programs in private general schools has become a key task, because this program combines the Vietnamese general education program and the international program, requiring teachers to have both solid expertise, foreign language proficiency, pedagogical capacity and the ability to integrate the two programs. However, in reality, teacher training in many private schools is still spontaneous, unsystematic and not closely linked to practical needs, leading to low efficiency. The article focuses on presenting the theoretical basis for managing teacher training activities for teaching dual-degree programs in private general schools according to the PDCA approach and proposing measures to manage teacher training according to PDCA to improve comprehensive capacity, ensure the quality of dual-degree teaching and contribute to improving educational effectiveness and the reputation of the school.

Keywords: management, teacher training; dual-degree program; private general school; teacher training management, PDCA approach

1. Introduction

In the context of fundamental and comprehensive innovation in education and training today, developing a team of teachers to meet the requirements of advanced educational programs and international integration is a key task of general education institutions. In particular, at private general schools implementing dual degree programs - combining Vietnamese and international educational programs - the requirements for professional competence, foreign language competence and pedagogical competence of teachers become higher, more diverse and more complex. Effective dual degree programs and implementation guidelines around the world emphasize teacher training/qualification as an important prerequisite for the success of the program (Barrios & Milla Lara, 2020;

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Henderson & Palmer, 2020). However, in reality, the training of teachers teaching dual degree programs in many private schools is still spontaneous, unsystematic, and not closely linked to practical needs and the school's development goals. The management of training activities sometimes stops at the planning or implementation stage, while the stages of testing, evaluation and quality improvement are still limited. This leads to low training effectiveness and has not created a clear change in teachers' ability to teach integrated two programs.

PDCA (Plan – Do – Check – Act) is a continuous quality management model widely applied in many fields, especially in education, which can become an effective direction to help private general schools manage teacher training activities in a scientific, systematic and sustainable manner. Applying the PDCA cycle helps managers not only plan appropriate training, organize effective implementation, but also check, evaluate and make timely adjustments to improve the quality of the team. Based on the practical requirements and theoretical significance mentioned above, the article focuses on researching and proposing measures to manage teacher training activities for teaching dual degree programs in private general schools according to the PDCA approach, contributing to improving the quality of the team and the effectiveness of implementing dual degree programs in current educational institutions.

2. Theoretical basis for managing teacher training activities according to PDCA approach

2.1 Some basic concepts

2.1.1 Dual degree program in a general school

A dual degree program in a general school is a form of training that allows students to study two programs in parallel, for example, the general program of the Ministry of Education and Training and the international program, at the same time. Upon completion, students can receive two "diplomas" or certificates corresponding to the two programs.

2.1.2 Teacher training activities

Author Nguyen Minh Duong believes that training is the process of updating knowledge and skills that are lacking or outdated at a level or grade, and is often confirmed by a certificate [2].

Author Dang Thi Khanh (2021) also affirmed: Training is the process of supplementing knowledge and skills (content related to the profession) to improve qualifications in a certain field of professional activity, helping the training subject have the opportunity to consolidate, expand, and improve the quality and efficiency of the work being done [4]. In the education and training career, according to author Tran Ba Hoanh (2002), teacher training is the improvement and completion of political, professional and pedagogical qualifications for teachers who are teaching. Teacher training is the continuation of promoting the self-study and self-training capacity that has

been created in the initial training process in the form of distance training, following the orientation of "*self-training to teach students to self-study*" [3].

In the framework of this article, it can be understood that teacher training activities are a purposeful and planned process to help teachers update, supplement and complete their knowledge, skills and professional capacity that are lacking or outdated; at the same time, develop political qualities, professional qualifications and pedagogical skills to improve the effectiveness of teaching work and meet the requirements of educational innovation. This is a continuous process, associated with teachers' self-study and self-training, contributing to promoting professional capacity and adapting to the development of programs.

2.1.3 Management of teacher training activities for dual degree programs

Authors Nguyen Quoc Chi and Nguyen Thi My Loc proposed the concept: "*Management is the process of achieving the organization's goals by maximizing the functions of planning, organizing, directing, and controlling*" [1].

A group of authors, Huynh Mong Tuyen and Pham Thi Hong Thai (2024), believe that managing teacher training activities is the directional impact of the management subject on teacher training activities through planning, organizing, directing, controlling, and evaluating to achieve the goal of improving the quality of the teaching staff [6].

Author Vu Thi Thanh (2017) also affirmed: Managing teacher training activities is a content in educational management, school management, is a process of organized and targeted impact of the management subject on teacher training activities by applying management functions (planning, organizing, leading/directing, checking - evaluating), in order to most effectively use the potentials and opportunities of the organization to achieve the set goals of teacher training [5].

From there, it can be understood that managing teacher training activities for teaching dual degree programs is a process of purposeful, planned, organized, directed, checked and evaluated impact of the management subject to improve professional capacity, expertise, foreign language capacity and integrated pedagogical capacity for the teaching staff. This activity aims to ensure that teachers meet the requirements of teaching two programs at the same time - the national general education program and the international program - contributing to improving the quality of teaching in a dual-degree environment.

2.2 PDCA Model

The PDCA model (Plan – Do – Check – Act) is a method of management and iterative improvement, originally developed by Dr. Walter Shewhart, so it is also known as the Shewhart Control Cycle. In essence, PDCA is a cycle consisting of four basic steps: Plan – Do – Check – Act, widely applied in business and gradually expanded to many other fields such as education, manufacturing, quality management and project management. Thanks to its continuous repetition, PDCA is also considered a continuous improvement

cycle, helping organizations detect, correct and prevent errors systematically (Tague, 2005).

The PDCA cycle brings about accurate and effective improvement thanks to its cyclical operation method. Not only does it encourage breakthrough changes, but PDCA also helps manage changes systematically, through continuous feedback. Applying this model allows for planning, data collection and analysis, prediction and overcoming of constraints to reduce the gap between the current situation and the desired goal.

PDCA consists of four basic steps:

- **Plan:** Determine the goals to be improved, make a detailed plan, assign tasks and prepare the necessary data.
- **Do:** Follow the plan, monitor progress and record arising problems.
- **Check:** Compare results with goals, analyze errors, difficulties and causes.
- **Act:** Correct errors, take preventive measures, adjust the plan and repeat the cycle until the goal is achieved.

2.3 Requirements for teachers teaching dual degree programs in a private general school

Dual degree programs in general schools are an integrated training model between the Vietnamese general education program and an accredited international program, such as A-Level, IB or High School Diploma. This program helps students meet domestic output standards while also being equipped with knowledge, skills and thinking according to international standards, thereby expanding learning opportunities and global integration. Students who complete the program receive two diplomas - a Vietnamese high school diploma and an international diploma, creating an advantage when applying to universities at home and abroad. Because they study two systems at the same time, students must meet high study intensity, have the ability to self-study, independently, and have a solid level of academic English. The bilingual learning environment with the participation of a multi-disciplinary teaching staff – including Vietnamese and international teachers – requires close coordination in planning, teaching and assessment. In addition, the program is implemented according to the regulations of the Ministry of Education and Training and is subject to accreditation by international organizations, ensuring the quality, legality and prestige of the diploma.

In private general schools implementing dual degree programs, the teaching staff usually includes Vietnamese teachers teaching the national general education program and foreign teachers or Vietnamese teachers with international teaching certificates taking on the international program. Although responsible for different contents, both groups operate in a bilingual-bicultural environment, requiring them to have specific complementary and reciprocal competencies. First of all, teachers need to be solid in their expertise, understand the content, structure and methods of both the national program and the international program that the school applies. Next, they must have high academic foreign language proficiency, enough to teach, communicate professionally and exploit international documents, usually reaching B2 or C1 level according to the

CEFR Framework, or possess an English teaching certificate such as TESOL, CELTA. In addition, teachers need modern pedagogical capacity and the ability to integrate flexibly, know how to apply active teaching methods, use technology and digital resources effectively, and ensure the connection between the two programs without duplicating content. Finally, they need to have an open mind, the ability to adapt to a multicultural environment and a spirit of international cooperation to meet the development and integration requirements of modern education.

To meet the above comprehensive capacity requirements, the training of teachers teaching dual degree programs has become a key task in school management. The development of training content needs to be oriented towards the essential capacities that teachers must have when participating in teaching in a bilingual-bicultural environment, and at the same time, be suitable for the characteristics of each international joint program. On that basis, the training content for teachers teaching dual degree programs can be determined according to the following main groups:

- Training of professional capacity and understanding of integrated programs
- Training of foreign language capacity and teaching capacity in English
- Training of pedagogical capacity and active teaching methods
- Training in the capacity to apply information technology and digital transformation in teaching
- Training of cultural capacity, communication and international cooperation

2.4 Content of training management for teachers teaching dual degree programs in private general schools according to the PDCA approach

2.4.1 Phase 1: Plan (Training planning)

At this stage, the school clearly defines the objectives, content, objects and resources for teacher training activities based on the results of the actual capacity survey and the requirements of the dual degree program. The training plan needs to ensure specificity, feasibility and be linked to the school's staff development strategy. The selection of training content and form must be suitable for the characteristics of the two program systems, while effectively mobilizing domestic and foreign resources.

2.4.2 Phase 2: Do (Training implementation organization)

The school implements training activities according to the established plan, ensuring consistency and effectiveness. The clear assignment of tasks between management departments, professional groups and training lecturers helps the implementation process take place in a unified manner. Training activities need to be diverse in form, such as seminars, professional activities, online learning or cooperation with international experts, thereby promoting teachers' positivity, self-study and sharing of professional experiences.

2.4.3 Phase 3: Check (Check, monitor and evaluate)

The inspection and monitoring work aims to ensure that the training activities meet the set goals and accurately reflect the development capacity of teachers. The school needs to develop a set of criteria to evaluate the training results based on the competency standards of teachers teaching the dual degree program, combining process and output assessment. Feedback data from learners, lecturers, professional groups and students helps determine the level of effectiveness and promptly detect limitations that need to be adjusted.

2.4.4 Phase 4: Act (Improve and maintain quality)

Based on the evaluation results, the school adjusts the content, methods and training processes to improve the quality for the next cycles. Analyzing the causes of limitations, drawing lessons and updating new trends in international education help the training program become more and more suitable and effective. At the same time, it is necessary to build a mechanism for continuous professional development for teachers, encourage lifelong learning and continuous improvement in teaching activities.

In fact, since 2017, many private general schools across the country have implemented dual degree programs (Ha Linh, 2025); accordingly, training activities for teachers teaching dual degree programs have been implemented to meet the needs of teaching dual degree programs. However, the current management of training for teachers teaching dual degree programs in private general schools still has many limitations, such as training plans that are often formal, lacking the basis for surveying specific needs from the teaching staff. The system of criteria for assessing teacher capacity has not been clearly standardized, lacking a mechanism for monitoring and evaluating training effectiveness, making the quality of training not guaranteed. In addition, resources for training activities are limited, affecting the continuity and effectiveness of the teacher training process. These problems lead to the PDCA management cycle not being fully and continuously operated in these schools.

2.5 Measures to manage the training of teachers teaching dual degree programs in private general schools according to the PDCA approach

2.5.1 Develop a periodic teacher training plan based on the actual needs of teachers

A periodic training plan helps ensure that teachers teaching dual degree programs improve their professional capacity, teaching methods, and ability to use teaching languages in accordance with international standards, thereby improving the quality of teaching and learning effectiveness of students.

The training plan needs to clearly identify specific objectives, time, training content (subject expertise, pedagogical skills, English/French or dual degree program language), training forms (direct, online, workshop), and criteria for evaluating training results.

To implement the measure, first of all, school leaders need to organize an assessment of the teaching capacity of the dual-degree program of their teaching staff,

and at the same time, organize a survey of the training needs of teachers. This is the basis for the school to make a plan with training content suitable to the reality and needs of teachers. From there, school leaders coordinate with domestic and international experts to develop a training schedule for each semester and assign specific responsibilities to the training department and management staff. Proceed to notify the plan to each teacher, at the same time, monitor the implementation progress and collect feedback for timely adjustments.

2.5.2 Standardize the system of criteria for assessing teacher capacity.

This measure aims to overcome the lack of clear assessment criteria, create an objective basis for assessing the effectiveness of training, and encourage teachers to improve their professional capacity and teaching methods.

The content of the measure is to develop a set of criteria for assessing teacher capacity, including: professional knowledge, pedagogical methods, dual-degree classroom management skills, use of teaching language and the ability to apply technology in teaching. The set of criteria needs to have a specific scale, instructions and be transparently published.

To implement the measure, school leaders need to coordinate with the professional council to develop a set of criteria, organize training for teachers and assessment staff. Conduct periodic assessments (periodically or annually), and collect feedback to adjust and complete the set of criteria.

2.5.3 Establish a mechanism to monitor and evaluate the effectiveness of continuous training

The measure of establishing a mechanism to monitor and evaluate the effectiveness of continuous training is to ensure the quality and effectiveness of teacher training activities. This mechanism helps to monitor progress, evaluate teachers' capacity, and provide timely feedback to adjust training methods and content. Thereby, the school has a transparent basis to make decisions to manage and operate the PDCA cycle continuously, improving the capacity of the teaching staff of the dual degree program.

The content of this measure includes monitoring the progress of implementing the training plan, evaluating the results of professional capacity, teaching methods and language ability of teachers through observing lessons, feedback from students and colleagues, and measuring the impact of training on students' learning outcomes. On that basis, the school synthesizes, analyzes and provides timely feedback, adjusts the content, methods and training schedules for the next cycles to continuously improve the effectiveness of the training process.

To implement this measure, school leaders need to establish a monitoring board or assign staff responsible for monitoring the training progress, observing teachers' lessons, collecting feedback from students and colleagues, and synthesizing data on students' learning outcomes. The monitoring and evaluation results are analyzed and discussed in professional meetings to provide specific feedback, thereby adjusting the

content, methods and training schedules for the next cycles, ensuring the training process is operated continuously and effectively.

2.5.4 Increasing resources for training activities

The measure to increase resources for training activities aims to overcome limitations in funding, facilities, materials and time for teachers, ensuring the continuity and quality of the training process. Thanks to that, teachers have the conditions to fully participate in courses, workshops and activities to improve professional capacity, pedagogical methods and teaching skills of the dual degree program.

The measure focuses on ensuring adequate essential resources for training, including funding for courses and professional materials, training facilities, online support tools, and adjusting teaching schedules so that teachers have time to participate in training without affecting students. In addition, the measure also includes coordination with educational organizations and experts at home and abroad to supplement resources, knowledge and practical experience for teachers.

To implement the measure, school leaders need to develop a reasonable budget and facilities allocation plan, identify external support sources such as online courses, workshops, seminars or consultants. At the same time, adjust teaching schedules and create flexible conditions for teachers to participate in training. The implementation is continuously monitored to ensure that resources are used effectively, serving the goal of improving the capacity of the teaching staff and the quality of teaching in the dual degree program.

2.5.5 Continuous and effective operation of the PDCA cycle in managing the training of teachers for dual degree programs at private general schools

Measures to ensure that the teacher training process is managed systematically, continuously and effectively, from planning, implementation, evaluation, to improvement. Thereby, improving the professional capacity, pedagogical methods and teaching skills of dual degree programs of teachers, while helping schools promptly detect and overcome limitations in training.

Measures focus on organizing and managing the entire training process according to the PDCA cycle, including: surveying the actual training needs of teachers to make specific plans; clearly assigning responsibilities for implementing each training activity; establishing a system to monitor progress and collect feedback from teachers, students and colleagues; evaluating the effectiveness of each training course based on the actual capacity of teachers and the learning outcomes of students. Finally, synthesize the results to adjust the plan, content, methods and resources for the next cycles.

To implement this measure, school leaders organize PDCA implementation for each training cycle, collect data and feedback from teachers, students and colleagues after each stage. The evaluation results are analyzed in professional meetings to identify strengths, limitations and make timely adjustments. Repeating all four PDCA steps

ensures that training activities are operated continuously, effectively and regularly improved.

3. Conclusion

The dual degree program is a form of education that combines the national program and the international program, helping students to master knowledge according to domestic standards, while developing foreign language skills, international thinking and active learning skills. This program requires teachers to have not only solid professional knowledge but also proficiency in the appropriate teaching language and pedagogical methods, in order to create a positive learning environment and improve students' comprehensive capacity. Given the high demand for the quality of teaching the dual degree program, teacher training has become an essential need. Training activities not only help teachers improve their professional knowledge and pedagogical skills, but also improve their ability to use teaching language, apply active teaching methods and technology in the classroom. However, if these activities are not strictly managed, the training effectiveness will be difficult to achieve as expected, leading to uneven capacity among teachers and directly affecting the learning quality of students. In that context, the management of training activities for teachers teaching dual degree programs in private general schools according to the PDCA approach plays a key role, helping the process of developing teachers' capacity to take place systematically, continuously and effectively. Through planning based on actual needs, implementing training activities, monitoring and evaluating results, and continuously improving, the school not only improves the quality of teaching but also promotes the comprehensive progress of students. Applying PDCA creates a transparent and scientific management mechanism and at the same time helps teachers proactively develop professional capacity, pedagogical skills and the ability to teach dual degrees, contributing to improving the quality of education and the reputation of the school.

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Conflict of Interest Statement

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