

Supervising Teaching Activities Through Professional Learning Communities in Primary Schools: Principles' and Teachers' Perspectives

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Teachers always need professional and teaching skills support. Improving supervision of teaching activities through professional learning communities in school is of great concern to educational authorities worldwide in general and particularly in Vietnam. This study investigates the understanding of teaching activities through professional learning communities in 25 Primary Schools, Ha Nam province from the perspectives of principles and teachers. Using mixed methods, data were collected by means of a questionnaire, semi-structured interview and group discussion. The research revealed that the majority of principles and teachers shared their interests in using professional learning communities to supervise teaching activities. Evidence from the study showed that the majority of primary schools runs a good model of professional learning communities such as directing the development and implementation of school education plans and professional training activities. The study also showed that teachers wanted to develop teaching profession through professional learning communities. Implementation of professional development policies towards successful professional learning communities will be positioned, which might in time contribute to the improvement of policy, planning of a comprehensive reform of the basic education system in Vietnam.

Online Profile

Biography

Primary author: NGUYEN THI THU, Huong (MA)

Presenter: NGUYEN THI THU, Huong (MA)

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