



RESEARCH ARTICLE

Research on The Development of Preschool Teacher Teams in An Giang Province

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ARTICLE INFO	ABSTRACT
Received: May 21, 2024 Accepted: Jul 16, 2024	Teachers are one of the crucial factors constituting the human resources of a preschool. Developing the teaching staff entails cultivating a specialized human resource for preschool educational institutions. This includes activities such as planning the teaching staff, selecting and deploying teachers, training the teaching team, and assessing the effectiveness of teachers' instructional activities. Based on theoretical and practical research, this study proposes several key measures to address challenges in developing preschool teachers in An Giang province. Implementing these measures cohesively will yield positive outcomes, ensuring an adequate quantity, uniform structure, and robust quality to meet the demands for enhancing current preschool education quality and contribute to local socio-economic development.
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INTRODUCTION

Problem Statement

An Giang province is known for its mountainous districts, especially those with densely populated ethnic minority communities, including a significant number of Khmer people. Minority ethnic students constitute a considerable portion of the population, prompting the provincial Department of Education to implement various measures aimed at enhancing educational quality, with a particular focus on developing the teacher workforce as a crucial task.

Given the attention from local leadership and authorities, early childhood education has been prioritized and has shown positive developments. However, there remains a significant shortage of teachers in preschools, and the quality of the teaching staff does not fully meet current regulatory requirements. Many deficiencies persist, and the investment in this sector has not yielded the expected practical results.

The development of the preschool teacher workforce demands more essential measures. Based on these reasons, the author is researching the development of the preschool teacher workforce in An Giang province to enhance the quality of childcare, nurturing, and education for young children.

Overview of the Research Problem

Foreign Research Works

The authors examine the impact of professional development programs on early childhood education teachers in the United States. They identify key components of effective professional development, including content focus, active learning, collaboration, models of effective practice, coaching and expert support, feedback and reflection, and sustained duration. The study concludes that well-designed professional development can significantly improve teaching practices and student learning outcomes (Darling-Hammond, L., Hyler, M. E., & Gardner, M., 2017).

Report addresses the numerous challenges faced by early childhood education teachers in developing countries. The report highlights issues such as inadequate initial training, limited access to ongoing professional development, poor working conditions, and insufficient policy support. It suggests that addressing these challenges requires comprehensive policy reforms, increased investment in teacher education, and the establishment of supportive professional networks (The UNESCO, 2015).

Explore the effects of collaborative professional learning on early childhood educators in Australia. Their study reveals that participation in collaborative professional learning communities enhances teachers' reflective practices, increases their sense of professional identity, and promotes the sharing of effective teaching strategies. The study emphasizes the importance of creating supportive environments that encourage collaboration and continuous professional growth (Cherrington, S., & Thornton, K., 2013).

Investigate the relationship between professional development and the quality of early childhood education in China. Their research shows that structured training programs, ongoing support, and mentorship significantly improve the quality of teaching and learning in early childhood settings. The study highlights the need for policy frameworks that support continuous professional development and provide resources for teacher training (Hu, B. Y., Fan, X., & Yang, Y., 2014).

In their comprehensive study, analyze the role of teacher education programs in improving the quality of early childhood education across Europe. They examine various models of teacher preparation, including initial teacher education, in-service training, and continuous professional development. The authors find that high-quality teacher education programs that combine theoretical knowledge with practical experience are crucial for developing skilled early childhood educators (Oberhuemer, P., Schreyer, I., & Neuman, M. J., 2010).

These studies provide valuable insights into the different approaches and challenges associated with the development of early childhood education teachers globally.

Vietnam Research Works

In their study, examine the professional development needs of early childhood education teachers in Vietnam. They identify key areas where teachers require further training, including child-centered

teaching methods, classroom management, and the use of educational technology. The study emphasizes the importance of providing continuous professional development opportunities to improve teaching quality (Nguyen, T. M. T., & Nguyen, T. T. H., 2019).

Explores the challenges faced by early childhood education teachers in Vietnam and suggests possible solutions. The study highlights issues such as limited access to professional development programs, insufficient funding, and a lack of support from educational authorities. The author proposes solutions including increased investment in teacher training, the development of supportive policies, and the establishment of professional learning communities (Le, T. T. P., & Nguyen, V. A., 2021).

Investigate the impact of various training programs on the competency of early childhood education teachers in Vietnam. Their research shows that teachers who participated in comprehensive training programs demonstrated significant improvements in their teaching skills, particularly in the areas of curriculum design, classroom interaction, and assessment methods (Le, T. T. P., & Nguyen, V. A., 2021).

In this study, propose a framework for the professional development of early childhood education teachers in Vietnam. The framework includes components such as initial teacher education, in-service training, and continuous professional development. The authors argue that a structured and comprehensive framework is essential for improving teacher quality and student outcomes in early childhood education (Tran, Q. H., & Hoang, M. H., 2018).

Evaluates the effectiveness of professional development programs for early childhood education teachers in Vietnam. The study assesses various programs and their impact on teacher performance and student learning. The findings suggest that well-designed professional development programs that include practical training and ongoing support are most effective in enhancing teacher competencies (Nguyen, H. T., 2017).

These studies provide valuable insights into the development of early childhood education teachers in Vietnam, highlighting the challenges, needs, and effective strategies for improving teacher quality.

Overview of the Survey Process

Survey Objectives

The survey aims to assess the current status and development of kindergarten teaching staff (ĐNGV) in An Giang Province, with the goal of identifying measures to enhance ĐNGV in these institutions.

Survey Content

- Assessing the current status of kindergarten teaching staff (ĐNGV).
- Surveying the awareness of administrators and teachers in kindergartens regarding the importance of ĐNGV development.
- Evaluating the current practices of ĐNGV development in kindergartens.
- Examining factors influencing the development of ĐNGV in kindergartens.

Survey Participants

Survey participants include:

- Department of Education and Training: 8 individuals, including 6 leaders and 2 specialists responsible for preschool education.
- Principals and vice principals of 24 schools: totaling 48 individuals (2-3 individuals per school, including 1 principal and 2 vice principals).
- Teachers from 24 schools: totaling 196 individuals, including department heads and classroom teachers.

The survey was conducted in April 2023 at 24 kindergartens in An Giang Province.

Research Scope: Tinh Bien town and Thoai Son An Giang Province.

Survey Tools

The study uses a set of tools to assess the current situation, including statistical charts for collecting relevant data for the research content and opinion surveys to understand perceptions and contributions regarding the research topic.

Opinion Survey Form: Assessing and evaluating the current status of teacher development in kindergartens across An Giang Province in the current period.

Feedback Form for Administrators: Collecting opinions on the necessity and feasibility of teacher development measures in kindergartens in Tinh Bien town and Thoai Son district, An Giang Province.

Survey Sample

The survey sample was selected to ensure representation from schools across the district, schools with varying conditions, and schools with different levels of educational quality. Additionally, to facilitate comprehensive evaluation and commentary, the author consulted data sources, information, and reports from the Department of Education and Training in Tinh Bien town and Thoai Son district.

Survey Organization

Data Collection: For the scope of the study in kindergartens in Tinh Bien town and Thoai Son district, the author utilized statistical data sources from the Department of Education and Training in An Giang Province.

Survey Results Collection: Surveys were distributed to 266 selected participants for assessment.

Data Compilation: Collected survey forms were synthesized, and statistical analyses were conducted on the collected data. Specific data sets were selected for comparison, analysis, evaluation, and the construction of tables and charts to support the research.

EVALUATION OF SURVEY RESULTS

The author uses Excel to compile, analyze data, and calculate percentages. After collecting the survey questionnaires, the author classifies and processes the data as follows:

Calculating the average score (ĐTB) using the following formula: $X = \frac{\sum xi.ni}{n}$

In which: xi is the score achieved at level i;

ni is the number of selections at level i;

n is the total number of participants in the evaluation.

The assessment of the achievement level and the current status of teacher development in kindergartens in An Giang Province is surveyed at four levels as follows:

- The interval value for each level is: $\frac{\max - \min}{4} = \frac{4-1}{4} = 0,75$
- **1.00 to 1.75:** Poor/Not Implemented/No Impact
- **1.76 to 2.50:** Average/Occasional/Little Impact
- **2.51 to 3.25:** Good/Frequent/Impactful
- **3.26 to 4.00:** Very Good/Very Frequent/Highly Impactful

Current Status of Teacher Development in Kindergartens in An Giang Province

Current Status of Teacher Development Planning

The implementation of teacher development planning in kindergartens involves building a comprehensive and structured teaching staff that meets the required standards in terms of quantity and quality. This includes the appropriate level of education, professional expertise, and ensuring the prescribed qualities and competencies. The teaching staff must meet current demands and have the ability to be succeeded. The results of the survey are shown in Table 4.1:

Table 4.1: Current Status of Teacher Planning in Kindergartens

No.	Contences	Here's the breakdown of the number of respondents for each rating criterion:				Average score	Ranking
		Occasionally 1 point	Frequently 2 point	Frequently 3 point	Very frequently 4 point		
1	The Work of Developing Plans for Teacher Development Includes Short-term, Medium-term, and Long-term Plans	28	156	56	24	2,27	5
2	The Evaluation of the Current State of the Teaching Staff According to Professional Standards	20	120	90	34	2,5	4
3	Determining the Development Plan	0	22	168	74	3,2	1

	for a Sufficient Number of Teachers According to Regulations						
4	Determining the Method of Planning Teacher Development to Meet Quality Standards	0	48	156	90	3,0	2
5	Planning is Always Reviewed, Supplemented, and Adjusted to Ensure Scientific and Practical Accuracy	28	116	56	64	2,6	3
Average score of criteria						2,7	

Based on the data in Table 4.1, we can see that the planning for the teaching staff in kindergartens has many aspects that need more attention. The criteria are all at an average level, with an overall average score of 2.7%. This percentage is low, indicating that the work is not highly regarded and has not received much attention. For Tinh Bien town and Thoai Son district to have a good teaching staff, it is necessary to accurately determine the development goals for the kindergarten teaching staff and have specific plans for each phase of the staff development planning. Additionally, the plan must be regularly reviewed and adjusted to suit the actual situation.

Several aspects related to teacher planning were evaluated by administrators and teachers and ranked from highest to lowest as follows:

- Determining the development plan for a sufficient number of teachers according to regulations (3.2): Rank 1; Determining the method of planning teacher development to meet quality standards (3.0): Rank 2; Planning is always reviewed, supplemented, and adjusted to ensure scientific and practical accuracy (2.6): Rank 3; Evaluating the current state of the teaching staff according to professional standards (2.5): Rank 4; Developing a plan for teaching staff development, including short-term, medium-term, and long-term plans (2.27): Rank 5.

In an exchange with Ms. N.T.D.C, Vice Principal of Kindergarten B, about the teacher planning at her school, she stated: "The principal is very concerned about the quality development of the teaching staff, frequently organizing demonstration lessons, thematic sessions, and good activity hours, and creating conditions for teachers to visit and learn from other schools to exchange experiences." When asked the same question, teacher T.T.T.T responded: "The principal is concerned about ethics, spirit, and responsibility, always focusing on the quality of education, organizing activities with a child-centered approach. The principal sets an example and reminds teachers to train in proper behaviors and attitudes for children to follow."

According to the survey results on the development planning of the teaching staff, including short-term, medium-term, and long-term plans, this work is carried out but not regularly. It is rated at the "occasionally" level (with an average score of 2.27). This indicates that kindergartens do not truly focus on developing various development plans for the teaching staff. To achieve effective teaching staff development, principals need to pay more attention to building short-term, medium-term, and long-term plans and implementing a roadmap to develop the teaching staff more effectively.

This situation also shows that in the development planning of the teaching staff, schools often focus on the number of teachers first, followed by the quality of teachers. Schools currently lack many teachers, so they mainly recruit enough teachers without paying attention to whether the recruited teachers meet the requirements of the plan. Then, short-term training sessions are organized for

teachers, and teachers are sent to summer training classes or classes on holidays to improve quality. This also affects the analysis and evaluation of the current state of the teaching staff.

Teacher Recruitment and Utilization

Recruiting kindergarten teachers (GVMN) is the process of selecting and recruiting teachers according to the needs of the school and the staffing norms stipulated. The recruitment of GVMN must meet the quality requirements of education and be linked to the school's strategic plan. This is an important aspect of teacher development. After recruitment and selection, the principal arranges, assigns, and allocates teachers to specific tasks and positions to maximize their current capabilities to achieve educational goals. The utilization of teachers helps the teaching staff adapt to the working environment. The research results on the current situation of teacher recruitment and utilization were surveyed, and the results are shown in Table 4.2.

Table 4.2: Current Status of the Recruitment and Utilization of Kindergarten Teaching Staff

No.	Contents	Here's the breakdown of the number of respondents for each rating criterion:				Average score	Ranking
		Occasionally 1 point	Frequently 2 point	Frequently 3 point	Very Frequently 4 point		
1	Determining and Establishing Selection Criteria for Teaching Staff	12	20	142	92	3,1	1
2	Publicizing the Selection Process According to the Established Criteria	24	62	124	56	2,79	2
3	Accepting and Processing Teacher Internships and Probationary Periods after Selection	76	100	62	28	2,15	6
4	Making Official Appointments to Civil Service Ranks for Teachers after the Probationary Period	26	108	116	16	2,45	3
5	Assigning Tasks and Responsibilities to Teachers According to their Professional Competence	66	100	76	24	2,21	5
6	Creating a Working Environment that Clearly and Specifically Establishes Relationships between Departments and Individuals within the Unit	36	54	130	26	2,39	4
Average score of criteria						2,51	

The statistical results from Table 4.2 show that the evaluation criteria for the selection and utilization of the teaching staff are ranked from highest to lowest as follows: Determining and establishing criteria for teacher selection (3.1): Rank 1; Publicly implementing the selection process according to the criteria (2.79): Rank 2; Deciding on official teacher appointments after the probationary period (2.45): Rank 3; Creating a clear and specific work environment and relationships among different departments and individuals within the unit (2.39): Rank 4; Assigning tasks to teachers according to their professional competence (2.21): Rank 5; Accepting probationary and temporary teachers after selection (2.15): Rank 6.

When answering the interview question about the teacher selection process, "What is your opinion on the teacher selection process (regarding the selection process and criteria) at the preschools under the Department of Education and Training that you manage?", Mr. H.T.C, an expert from the Department of Education and Training in Thoai Son, stated, "Due to a shortage of teachers, the Department mainly selects teachers based on predefined criteria. After receiving the teacher's application, the Department follows the standard process, organizing the recruitment exam in each academic year. Sometimes, due to a severe shortage of teachers, preschools have to proactively contract with teachers from other schools or freelance teachers to teach." Ms. T.T.M.T, the principal of preschool A, shared, "The probationary period after selection helps the principal understand the teacher's professional capacity. However, the schools are currently experiencing a severe shortage of teachers, so this is not always feasible. If possible, preschools would have teachers undergo probation before officially accepting them, which would contribute to improving the quality of childcare and education at the schools."

However, in reality, due to a significant teacher shortage, schools and the Department of Education and Training often recruit teachers primarily to meet the required teacher-to-class ratio, even if those teachers do not meet the predefined selection criteria. Therefore, to effectively develop the teaching staff at preschools, schools need to base their selection criteria on the current situation and the professional standards for preschool teachers. They should provide clear, specific selection criteria for different job positions and align them with the school's development plan.

When asked, "What is your evaluation of the utilization of teaching staff (regarding task assignment, creating a work environment, and establishing clear and specific work relationships among departments) at your preschool?"

- Principal T.T.T.T responded, "The assignment of teachers should be based on their abilities, professional competence, personality, and age. Experienced teachers should mentor new teachers, and younger teachers should work with older teachers to support and assist each other. Teachers with conflicts should not be assigned to the same class."

- Another principal, N.T.L.G, commented, "Teachers who are assigned tasks according to their strengths and abilities are usually very happy, excited, and proactive."

- Teacher P.T.B.H also noted, "When teachers who work together are happy, harmonious, and united, they excel at their work. When the head of the subject department is enthusiastic and cooperative, the teachers are also enthusiastic and friendly with each other."

These findings show a discrepancy between interview results and survey results, indicating that preschools have not effectively utilized their teaching staff. In practice, everyone prefers to work in a pleasant, harmonious environment with clear and specific task assignments aligned with their abilities and professional strengths. For effective teacher selection and utilization at preschools, principals need to focus on these key aspects, emphasizing the importance of assigning tasks that match teachers' skills and professional expertise.

Current Status of Teacher Training and Development

Given the increasing demands for comprehensive educational reform and the renewal of early childhood education programs, teaching practices must continually enhance their effectiveness. Therefore, teacher training and development are particularly emphasized through various forms to

help educators update and supplement new knowledge in educational care. The research results on the current status of teacher training and development efforts are reflected in Table 4.3.

Table 4.3: Current Situation of Teacher Training and Development

No.	Contentes	Here's the breakdown of the number of respondents for each rating criterion:				Average score	Ranking
		No influence 1 point	Little influence 2 point	Moderate influence 3 point	Significant influence 4 point		
1	Defining training objectives and development in political qualities, ethics, lifestyles; knowledge; skills.	0	154	90	22	2,5	4
2	Developing short-term and long-term training and development plans for the teaching staff	40	164	52	10	2,12	6
3	Training in political qualities, ethics, lifestyles; compliance with legal regulations, sector policies, school regulations	0	120	126	20	2,62	3
4	Training in early childhood education expertise, childcare, educational methods, and general knowledge related to early childhood education	0	90	70	106	3,06	1
5	Training in pedagogical skills such as planning, organizing educational activities, classroom management, communication with children, colleagues, parents, and the community	0	94	84	88	2,97	2
6	Guiding teachers in developing self-improvement plans after being assessed and categorized according to early childhood education teacher professional standards	0	164	80	22	2,46	5
Average score of criteria						2,62	

From the summarized survey results, the average score across criteria is 2.62, indicating regular implementation. This includes training on specialized early childhood education knowledge, childcare, educational methods, and general knowledge related to early childhood education. Pedagogical skill development such as planning, organizing educational activities, classroom management, communication with children, colleagues, parents, and the community are also included.

Annually, the An Giang Department of Education organizes specialized training courses for administrative staff and teachers during summer, followed by general training organized by district education offices for all kindergarten teachers. Regarding the development of training and development plans for teachers (short-term and long-term), which average 2.12, the sporadic

implementation suggests these plans are not consistently prioritized or fully executed. Interviews reveal that school training plans lack specificity and are often superficial.

To enhance the effectiveness of kindergarten teacher development, principals should regularly assess their teachers' current status and develop annual training plans, encouraging participation in locally organized training courses. Moreover, each teacher should autonomously engage in ongoing professional development and create personal improvement plans to meet the increasing demands of educational innovation and assigned tasks.

The diverse methods of kindergarten teacher development are tailored to various groups and encompass different content areas, facilitating optimal conditions for teachers to achieve the outlined objectives. The survey results on the implementation levels of these training methods are detailed in Table 4.4.

Table 4.4: Forms of Professional Development for Kindergarten Teachers

No.	Contentes	Here's the breakdown of the number of respondents for each rating criterion:				Average score	Ranking
		Not implemented 1 point	Occasionally 2 points	Regularly: 3 points	Very regularly 4 points		
1	Centralized training at educational institutions	34	124	78	36	2,48	3
2	Local-based training	0	40	152	74	3,12	2
3	Training via information communication technologies	96	104	66	0	1,89	4
4	Self-directed professional development	0	34	84	148	3,42	1
Average score of criteria						2,72	

From the survey results, we observe that self-development activities are evaluated frequently at a very high level, and local training activities are also rated as frequent. Training activities at educational institutions achieve a score of 3.12 for frequency, while training through media scores an average of 1.89, indicating occasional implementation. In practice, the Department of Education encourages kindergarten teachers to engage in self-development through various forms, recognized as the most effective method in terms of quality and cost-effectiveness, with widespread teacher participation and approval. Additionally, in response to actual needs, the An Giang Department of Education collaborates with training institutions to organize summer workshops and training sessions locally, focusing on professional development and current educational innovations. These training formats allow teachers to balance teaching and learning without disrupting childcare activities. Some training modules conducted online, such as priority and advanced modules, are less utilized due to teachers' limited proficiency in information technology. According to Principal T.T.M.T, besides these methods, kindergarten teachers also benefit from competitions, study tours, and professional activities to enhance knowledge and practical teaching skills effectively.

Current Status of Evaluation and Assessment of Kindergarten Teachers

The evaluation of the teaching staff is an essential component within the management cycle. On October 8, 2018, the Minister of Education issued Regulation on Professional Standards for Kindergarten Teachers under Circular No. 26/2018/TT-BGDĐT. Since then, the kindergarten teaching staff have made strides in quality, demonstrating solid professional competence, political integrity, ethical standards, and good lifestyles, meeting the requirements of educational innovation in the current period. This is the decisive factor determining the educational quality of the school.

Evaluating and ranking teachers according to the Professional Standards for Kindergarten Teachers requires the teaching staff to have a clear understanding of the purpose, understand the process steps, build personal evidence, and self-assess against specific criteria in each area, ensuring objectivity based on their capabilities and qualifications. Consequently, the teaching staff develop their own professional development content in accordance with the prescribed standards. The results of the study on the evaluation and assessment of the teaching staff are presented in Table 4.5:

Table 4.5: Current Situation of Evaluation and Assessment of Kindergarten Teachers

No.	Contences	Here's the breakdown of the number of respondents for each rating criterion:				Average score	Ranking
		No implementation 1 point	Occasionally 2 point	Regularly 3 point	Very frequently 4 point		
1	Managing the process where teachers conduct self-assessment according to the professional standards for kindergarten teachers	84	128	44	10	1,92	6
2	Managing the process where subject departments organize peer feedback according to the professional standards	54	98	70	44	2,39	4
3	Principal's execution of evaluating and ranking teachers according to the professional standards	0	30	180	56	3,1	1
4	Announcing evaluation results and listening to feedback from teachers	52	140	26	48	2,26	5
5	Implementing transparent evaluation and ranking of teachers	0	42	168	56	3,05	2
6	Reporting evaluation results and ranking of teachers to higher levels according to the professional standards	0	122	56	78	2,79	3
Average score of criteria						2,58	

Current Status of Evaluation of Preschool Teachers

Evaluation of preschool teachers is ranked from highest to lowest as follows:

- Principal's implementation of evaluation and ranking of teachers according to educational criteria (3.1): Ranked 1st; Transparency in announcing evaluation and ranking results of teachers (3.05): Ranked 2nd; Reporting evaluation and ranking results to higher authorities (2.79): Ranked 3rd; Management of the process where teachers' professional opinions are gathered (2.39): Ranked 4th; Feedback and listening to teachers' opinions on evaluation results (2.26): Ranked 5th; Management of the process where teachers conduct self-assessment based on educational standards (1.92): Ranked 6th.

- Ms. H.T.M, principal of Preschool C, stated, "The evaluation of teachers is conducted according to regulations and assesses their competencies and qualities based on educational criteria periodically. However, most teachers have not adequately self-assessed themselves, often providing superficial evaluations without addressing their own shortcomings."

From these survey results, it is evident that the evaluation and assessment of preschool teachers in these schools are generally carried out fairly and in compliance with regulations. However, areas needing improvement include the management of the process where teachers conduct self-assessment based on professional standards, which ranks the lowest. Also noted is the communication of evaluation results and listening to feedback from teachers, which also ranks low. Therefore, principals of preschools should strengthen evaluation and assessment processes to provide timely professional development for teachers, commend exemplary models within the team, and contribute to enhancing the school's educational quality, promoting initiatives for effective teaching and learning. Principals need to raise awareness among teachers about self-assessment according to educational standards. Organizing the process where professional opinions are gathered from colleagues should also be conducted objectively, fairly, and democratically to build trust within the teaching staff, avoiding biases, isolation, likes, and dislikes. Additionally, principals should announce evaluation results and listen to teachers' feedback promptly to better understand assessment outcomes and provide timely support to teachers.

Current Implementation Status of Policies and Systems for the Teacher Team

Effective implementation of policies and systems for preschool teachers creates a conducive work environment, promotes holistic development from school management to teachers and staff, builds unity within the school community, and provides conditions for teachers to maximize their responsibilities and capabilities. Teachers with high professional competence, solid expertise, and good political qualities excel in environments lacking in facilities and equipment. When school management fails to create favorable conditions for teachers to utilize their skills, preschool teachers encounter difficulties in performing their duties effectively. A cohesive and supportive school environment fosters the development of preschool teachers.

Therefore, implementing policies and systems for preschool teachers through creating a work environment and providing support is crucial in motivating teachers to strive for better development. The research findings on the current implementation status of policies, systems, work environment building, and support conditions for preschool teachers in 24 preschools are reflected in survey Table 4.6:

Table 4.6: Current Status of Policies, Systems, Work Environment Building, and Support Conditions for Preschool Teachers

No.	Contences	Here's the breakdown of the number of respondents for each rating criterion:		
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		No influence 1 point	Little influence 2 point	Moderate influence 3 point	Significant influence 4 point	Average score	Ranking
1	Implementation of policies and benefits for teachers	0	118	20	128	3,04	1
2	Creating favorable conditions for teachers to maximize democratic rights	12	158	26	70	2,57	4
3	Care for the material and spiritual life of preschool teachers	6	92	62	106	3,0	2
4	Provision of facilities, equipment for teaching for teachers	100	42	66	58	2,3	5
5	Implementation of competitive rewards, recognition, and disciplinary measures within the school	24	110	46	86	2,72	3
6	Providing financial support for teachers' professional development.	134	24	44	64	2,14	6
	Average score of criteria					2,62	

Based on the statistical results from Table 3.6, the rankings are as follows:

Implementation of policies and benefits for teachers (3.04): Ranked 1st; Care for the material and spiritual life of preschool teachers (3.0): Ranked 2nd; Implementation of competitive rewards, recognition, and disciplinary measures within the school (2.72): Ranked 3rd; Creating favorable conditions for teachers to maximize democratic rights (2.57): Ranked 4th; Provision of facilities, equipment for teaching (2.3): Ranked 5th; Providing financial support for teachers' professional development (2.14): Ranked 6th.

The current situation shows that in the surveyed preschools, the implementation of financial support and time for teachers to participate in learning activities serves mainly as encouragement and has not created strong motivation for teachers to strive further. The provision of facilities, teaching materials for teachers is incomplete and lacks many resources, partly due to schools providing resources on a yearly basis and teachers using existing toys and waste materials to supplement teaching tools, supported by contributions from students' parents.

To effectively develop the preschool teacher workforce, principals need to focus on building a conducive work environment and providing support conditions for teachers, ensuring they can work with peace of mind and contribute to improving educational quality. Moreover, creating a good working environment acts as motivation and stimulation, contributing to the development of preschool teachers and serving as a lever to strengthen educational development in the current period.

Current Status of Factors Influencing the Development of Preschool Teachers in Preschools

The development of preschool teacher teams is influenced by objective factors. To assess the impact of these factors, the author conducted surveys and interviews with school leaders and preschool teachers. The results are presented in Table 4.7:

Table 4.7: Current State of Objective Factors Influencing the Development of Kindergarten Teaching Staff

No.	Contences	Here's the breakdown of the number of respondents for each rating criterion:				Average score
		No influence 1 point	Little influence 2 point	Moderate influence 3 point	Significant influence 4 point	
1	Directives from the Ministry, Departments, and Educational Offices regarding the development of preschool teacher teams	14	36	164	52	2,95
2	Guidance and attention from various administrative levels regarding the development of preschool teacher teams	10	24	130	102	3,21
3	Policies and benefits for preschool teachers (salary, allowances, professional development opportunities, etc.)	0	0	156	110	3,41
4	School infrastructure, financial conditions	0	16	120	130	3,43
5	Work pressure from childcare and education responsibilities for teachers	0	0	96	170	3,63
6	Individual circumstances and conditions of each teacher's family	0	0	64	202	3,75
Average score of criteria						3,39

Based on the statistical results from Table 4.7, the objective factors influencing the development of teaching staff in kindergartens, as assessed by managers and teachers, are rated as "Very Influential" with an average score of 3.39. However, a detailed analysis of specific criteria reveals the following rankings: Family circumstances and conditions of teachers (3.75): Ranked 1st; Work pressure from childcare and educational duties (3.63): Ranked 2nd; School infrastructure and financial conditions (3.43): Ranked 3rd; Policies for kindergarten teachers (salary, allowances, professional development...) (3.41): Ranked 4th; Guidance and attention from higher management levels on the development of kindergarten teaching staff (3.21): Ranked 5th; Directives from the Ministry of Education and Training, Department of Education and Training, Education and Training Office... regarding the development of kindergarten teaching staff (2.95): Ranked 6th.

Discussions with managers and teachers indicate that several objective factors significantly influence the development of the teaching staff. The most prominent factors highlighted include "Work pressure from childcare and educational duties" and "large student numbers, overload." Principal T.T.T.T responded to the question, "In your opinion, which objective factors impact the principal when implementing the development of teaching staff in the kindergarten you work at?" by stating, "The workload of kindergarten teachers is too heavy, which affects the development of teaching staff."

The development of kindergarten teaching staff is influenced not only by objective factors but also by subjective ones. The current survey results are illustrated in table 4.8.

Table 4.8. which depicts the actual conditions of subjective factors impacting the development of teaching staff

No.	Contentes	Here's the breakdown of the number of respondents for each rating criterion:				Average score
		No influence 1 point	Little influence 2 point	Moderate influence 3 point	Significant influence 4 point	
1	Awareness of school leaders on the importance of developing preschool teacher workforce	0	16	78	172	3,58
2	Awareness of teachers on the importance of developing preschool teacher workforce	0	4	44	218	3,8
3	Skills and knowledge of school leaders regarding the development of preschool teacher workforce	0	4	64	198	3,72
The average score of criteria						3,39

The survey results from Table 4.8 indicate that subjective factors impacting the development of the teaching staff are all rated as "Very Influential," ranked in the following order: Teachers' awareness of the importance of developing the teaching staff in kindergartens (3.8): Ranked 1st; Managers' skills and knowledge regarding the development of the teaching staff in kindergartens (3.72): Ranked 2nd; Managers' awareness of the importance of developing the teaching staff in kindergartens (3.58): Ranked 3rd.

When asked in an interview, "What subjective factors influence the development of the teaching staff by the principal at your school?" Ms. N.T.L.G, the principal of Kindergarten D, commented: "The principal must deeply understand the importance and necessity of developing the teaching staff, assess the current situation of the teaching staff, and understand the realities of the unit."

Therefore, managers need to have fundamental knowledge about the development of the teaching staff, undergo training to enhance their own awareness. Additionally, managers must continually self-study to improve their professional and management skills, aiming to elevate their management capacity and the educational quality of the school. Furthermore, managers should actively propagate and raise awareness among the teaching staff to ensure the effective implementation of staff development in kindergartens.

The survey results demonstrate that various subjective factors have different levels of impact on the development of teaching staff in kindergartens. Hence, to effectively develop the teaching staff in kindergartens, it is crucial to consider both objective and subjective factors to contribute to improving the overall quality of the school.

Measures for Developing the Teaching Staff of Kindergartens in An Giang Province

Raising Awareness on the Development of the Teaching Staff for Managers and Teachers in Accordance with the Characteristics of An Giang Province

Based on the assessment of the current awareness levels of managers and teachers in kindergartens and the actual development needs of An Giang Province, each school unit, and each locality, a plan to raise awareness for managers and teachers about developing the teaching staff is constructed with six key contents as follows:

- Enhancing awareness of teachers' ethical qualities, professional competence, and expertise to meet the current demands for reforming early childhood education.
- Understanding the position and importance of kindergarten teachers in the educational development of the locality and the school, as this is fundamental to raising proper awareness among the teaching staff.
- Recognizing the necessity of implementing the evaluation of kindergarten teachers' professional standards as per regulations.
- Raising awareness about the responsibility of teachers in ensuring child safety during educational activities.
- Adapting to and changing in response to current developmental demands.
- Understanding the impact of information technology advancements, how to receive, exploit, use, and process information through various media to facilitate teaching activities, thus enabling teachers to filter, grasp, and effectively apply information.

After determining the goals, contents, local suitability, school conditions, and individual teachers' requirements, a plan is developed to raise awareness for managers and teaching staff. Depending on actual situations and needs, appropriate forms of organization are selected to ensure the proposed contents and objectives are met. These can include organizing thematic sessions, training, and workshops, through competitions, professional activities, or self-study by managers and teachers using media resources.

Efforts should be intensified to propagate and raise awareness among all levels and sectors about the objectives and significance of developing the teaching staff in kindergartens. This includes clarifying the roles of managers and teachers in managing and developing the teaching staff, effectively implementing innovative movements in teaching and learning, and integrating the campaign of every teacher being a moral example for self-learning and creativity. Additionally, promoting the model of a friendly school with child-centered education and active student participation should be regular and voluntary activities in kindergartens.

The Department of Education and Training should further enhance the awareness of educational leaders, managers, and related government officials about the importance of developing kindergarten teachers. This helps build confidence, motivation, and a love for the profession among the teaching staff, making them more aware of the significance of their development and encouraging personal growth.

Managers should disseminate legal documents, directives, and resolutions related to education, including the tasks and directives of early childhood education. They should strive to create healthy cultural environments in kindergartens where mutual respect and responsibility prevail, ensuring that everyone understands their functions, duties, and rights, and fosters a voluntary, conscientious approach to work to meet current educational development needs.

Training courses on competence assessment for teachers should be organized to ensure educational managers can evaluate teachers accurately and reliably. Kindergarten principals should engage in regular communication with teachers to understand their successes and challenges, thereby

fostering a spirit of learning and self-motivation among teachers, motivating them to continue implementing early childhood education programs.

Managers should educate teachers and staff on political awareness, national traditions, and the strategic educational vision. Educational managers must be well-versed in relevant legal documents and possess practical knowledge to fully inform teachers about the directives and guidelines from the Ministry and the Department of Education and Training regarding the development of kindergarten teaching staff to meet the educational reform demands in the district. Through regular meetings, the Department of Education and Training can monitor the implementation of teacher development in schools under its jurisdiction, providing timely directives to enhance the awareness of managers and teachers about the importance of teacher development.

The Department of Education and Training should develop a plan for raising awareness at the start of the academic year and disseminate it to kindergartens in An Giang Province. When organizing activities to enhance awareness for managers and teachers, principals should create opportunities and allow participation in training courses on professional skills and related content provided by the Department of Education and Training, the Department of Education, and kindergartens. Regular and periodic training sessions on teachers' ethical qualities, professional standards, and the role of teachers in the development of early childhood education should be conducted. Proactive proposals for funding to support training courses should be made.

Schools must thoroughly guide and ensure that managers and teachers seriously engage in all professional activities, training sessions, competitions, and contests organized by the sector and the school. The Department of Education and Training should deeply instruct kindergartens to emphasize self-study and self-improvement to raise awareness of teaching staff development. After training sessions, teachers should write reflection papers on the covered topics.

The results of training and study should be assessed through reflection papers and teachers' engagement levels in learning activities. The awareness levels of managers and teachers should also be evaluated through teaching activities and professional meetings.

The teaching staff plays the most crucial role in determining educational quality. To develop education, the first step is to build a teaching team with a proper understanding of staff development. Principals need to understand the current status of their teaching staff, have a long-term strategic vision, and construct a development roadmap suitable for each implementation stage of the school's growth. This helps managers have a comprehensive view of the current staff and foresee their future development direction.

Strengthening the Implementation of Teacher Planning in Preschools in An Giang Province

Planning the teaching staff in preschools involves developing long-term plans, arranging, and positioning the teaching staff under the management of the schools and the education sector, based on the following principles:

- **Teacher Planning Must Adhere to Guidelines:** The planning of teaching staff must follow the guidelines issued by higher authorities, align with the school's actual conditions, and meet the requirements for educational innovation and quality improvement in preschool education. It must also fulfill all necessary content and development requirements for the preschool teaching staff.

- Based on Development Projections: The planning should be based on development projections for the sector, local conditions, and the specific schools' characteristics.
- Annual Training and Development: There must be clear plans for the number and content of teachers undergoing training, learning, and professional development annually. The planning should ensure the growth of teaching staff to meet the educational development needs of the schools and the local area, in line with the school's scale, classes, student enrollment, educational activities, and teacher-student ratios as per regulations.
- Balanced Structure of Teaching Staff: The planning should create a balanced structure within the teaching staff. Teachers should be organized by age groups (e.g., under 30, 30-40, 40-50, and over 50) to promote organizational development, enhance care and education quality, and ensure high standards in preschools. The plan should consider teachers' maternity leave, retirements, and the need to integrate new graduates with experienced and senior teachers to boost overall teaching quality.
- Mixed Professional Qualifications: Teachers with varying professional qualifications should be grouped within the same teaching team and class groups, promoting mutual support and positive interactions in teaching activities. Special attention should be given to placing competent and experienced teachers in classes with five-year-olds.

Based on the projected number of teachers, the Department of Education and Training (DoET) will formulate and direct the implementation of plans for developing the preschool teaching staff.

Planning for Preschool Teaching Staff Development Must Meet Preschool Education Requirements:

- Number Forecasting: Based on population surveys to predict the number of children aged 0-5 years, with particular attention to five-year-olds attending preschools and the rate of children enrolled. From this, the number of schools, classes, and group sizes can be determined to comply with preschool regulations and standards, such as teacher-child ratios per age group.
- Structure Forecasting: The DoET and preschools must adhere to government regulations on managing and using public employees in education (e.g., Government Decree No. 115/2010/ND-CP). The development plan should be approved by the district People's Committee, forming part of the broader educational planning in the area.
- Assessment of Current Conditions: Evaluate the state of preschool education and the teaching staff at the local level.
- Student Enrollment Projections: Forecast the number of preschool students in the district.
- School and Class Planning: Plan for necessary conditions to develop the teaching staff and management team for preschool education.

Annually, based on preschool needs, the DoET will develop a roadmap to increase the number of teaching staff. This plan should align with local educational development plans, with targets set for each period (short, medium, and long term), ensuring the teaching staff number reaches an average of 2.2 teachers per class for full-day programs over five years.

Directing the Implementation of Teacher Development Plans:

- Schools' Responsibilities: Principals must survey, report, and reassess the current state of teaching staff, especially in remote, difficult areas. They must reorganize and position teachers to ensure balance and efficiency, focusing on experienced, well-trained teachers for full-day classes, and integrate young and experienced teachers to enhance educational quality.
- Local Authorities' Role: Local authorities should support stable conditions for teaching staff to prevent attrition and ensure teachers can focus on their roles.
- Detailed Planning: Schools must outline specific targets for short, medium, and long-term plans, reallocating teachers from surplus areas to deficient ones, especially in remote areas, and submit these plans for approval.
- Community Engagement: Plans should be widely disseminated among school members and the community, ensuring unified execution with leadership support.
- Monitoring and Evaluation: Regular checks and evaluations should be conducted according to the planned timeline, making necessary adjustments to improve the implementation of teacher development plans in preschools.

Effective Recruitment and Utilization of Preschool Teachers in An Giang Province

Based on the needs and staffing quotas of each school for each academic year as approved by higher authorities, the selection of preschool teachers will be conducted. The recruitment and utilization of preschool teachers must align with the province's overall plan and the school's strategic plan, with a focus on the quality of the teaching staff, particularly ensuring that the basic initial professional training meets the standard or higher, prioritizing teachers with experience and strong skills.

Recruitment of teachers for the education sector must be uniformly and systematically implemented throughout An Giang province, ensuring compliance with legal regulations. Selected teachers must meet the professional title standards, training levels, and job-specific requirements. Recruitment efforts must be organized regularly to select the right number of teachers in line with the staffing quotas. The teacher recruitment process needs improvement in terms of content and form to ensure the selection of capable individuals into the teaching profession.

Effective management and utilization of the preschool teaching staff should aim to maximize the potential and capabilities of experienced and skilled teachers, encouraging them to share their knowledge with the younger generation and fully dedicate themselves to the "nurturing people" mission. Simultaneously, young teachers should be given opportunities to demonstrate their talents and contribute to the school's development.

When assigning and utilizing teachers, efforts should be made to leverage each teacher's strengths and abilities. Special attention should be given to capable preschool teachers to handle tasks according to the preschool education program's requirements. Utilization should be coupled with appropriate policy adjustments, such as incentives for teachers in remote areas and timely rewards, to motivate continuous self-improvement in professional competence and ethical qualities to meet the highest professional standards for preschool teachers.

The utilization of the teaching staff must originate from the objective of ensuring educational quality, aligning with the teachers' training specialties. Principals should consider each teacher's circumstances, abilities, aspirations, conditions, and age to assign tasks reasonably and effectively.

School administrators should base their plans on educational goals, tasks, development scale, and the number of teachers needed to build a reasonable and stable staffing plan. Based on the school's goals and projected task assignments, school leaders should collaborate with the trade union executive committee to study, adjust, and finalize the annual teacher assignments, ensuring balance and harmony with the school's actual conditions.

Additionally, education colleges should maintain early childhood education departments to continue training and supplementing the required number of teachers according to the actual needs of preschools. This group of student teachers, trained to fit the job positions, will be crucial to improving the quality of preschool teachers in the area. When they graduate, local authorities in Tĩnh Biên town and Thọ Sơn district should have appropriate recruitment policies to ensure these teachers feel secure and devoted to their work. These individuals will be the core group for enhancing the quality of preschool teachers in the district.

Based on the staffing needs of preschools, the recruitment targets for teachers should be compiled and balanced. The district and town education departments should advise local authorities on preschool teacher recruitment policies tailored to local characteristics, including incentives to attract teachers to difficult areas to address staffing shortages and ensure the effective implementation of preschool education tasks.

The district education departments should direct preschools to develop teacher recruitment plans as follows:

- Based on the schools' locally appropriate recruitment plans, the district education department will develop and submit a plan for approval by the local authorities.
- The district education department should direct preschools to implement recruitment, assignment, and utilization of preschool teachers according to regulations. Annually review and adjust teacher transfers based on rationality, objectivity, and democracy, considering professional quality and individual circumstances.
- In utilizing the preschool teaching staff, principals should assign teachers according to job positions, ensuring that teachers not meeting the required standards are sent for further training. Organize coordination between professional teams, focusing on the capabilities and reputations of team leaders to establish a source pool for future managerial staff.

Annually, the principal must report to the school council on the development plans for the preschool teaching staff, particularly the recruitment and utilization plans, to meet the school's development needs. Additionally, the principal must have a plan to monitor and supervise the annual implementation of these plans and report on the status of the preschool teaching staff to the district education department for reasonable adjustments.

The district education departments should inspect the principals' implementation plans and the teachers' participation in the recruitment process. Additionally, they should assess the

understanding of management and utilization regulations among the preschool managerial staff through their management activities.

Proactively Developing the Capacity of Preschool Teaching Staff in An Giang Province

Develop a training plan that ensures management decentralization, meeting objectives, and implementing specific training measures. The development of the teaching staff is based on the following four steps:

- Transforming Schools into Learning Organizations: Develop system thinking skills within the school; Foster interpersonal relationships; Facilitate information sharing and communication to help everyone select the necessary information for their work; Establish a school culture with specific value orientations; The principal should exemplify self-learning; Create a learning environment within the school.

- Leadership in Regular Training Activities: Provide continuous learning opportunities; Effectively manage periodic learning formats such as regular training, specialized training, and program implementation training.

- Leadership in Self-Learning and Self-Improvement: Promote self-learning and self-improvement activities; Encourage and motivate teachers to plan their self-learning and self-improvement, setting learning goals, identifying necessary knowledge and skills, planning learning activities, evaluating results, and supporting self-learning and self-improvement activities.

- Support for Professional and Personal Development of Teachers: The professional quality and personality of each teacher affect the performance of the professional team, the school, and the students' character development. Therefore, support in professional and personal development will enhance the quality of the preschool teaching staff.

Training Contents for the Teaching Staff Include Four Aspects:

- Political and Ideological Education: Foster love for the profession and affection for children, counteracting complacency and commercialization of teaching; Combine professional ideals training with cultivating the qualities of a teacher; Ensure teachers understand educational goals, comply with state laws and policies, continuously strive to improve their qualifications, maintain discipline, and uphold solidarity in performing their duties.

- Professional and Operational Training: Train through practice to perfect pedagogical skills, such as organizing observations, thematic workshops, seminars, school-level teaching competitions, summarizing and applying innovations, and holding professional meetings on challenging curriculum topics; Facilitate professional and operational exchanges with schools that have excellent teaching staff; Provide opportunities for teachers to attend higher education courses to improve their professional qualifications; Train on child care and education topics, integrating practical activities aligned with the current preschool education program; Train based on the teaching staff's needs to meet professional standards and target training preschool teachers with standard or above-standard qualifications; Train on methods and skills for special education, such as inclusive education for children with disabilities and enhancing Vietnamese for ethnic minority children.

- Cultural and Foreign Language Training: Teachers with a certain level of foreign language proficiency will find it easier to improve their qualifications and communicate effectively.

- Information Technology Training: Innovate teaching methods to enhance quality by integrating IT into daily teaching activities.

Training for preschool teachers must be linked with staff planning, selection, and alignment with tasks. Additionally, policies should encourage self-learning to improve professional qualifications and teaching skills.

Based on sufficient numbers, schools should plan to improve the training level of their teaching staff, enhance training on innovative teaching methods, assessments, and educational activities focused on developing students' qualities and abilities. Additionally, train to enhance the pedagogical skills of teachers. Organize specialized seminars to discuss effective solutions for improving educational quality, teaching, and training excellent students. Continue training teachers on innovative assessment methods for students.

The Department of Education and Training (DoET) collaborates with relevant units to develop training plans for preschool teachers across the district:

- Based on the annual professional training plan stipulated by the DoET, and the actual needs of the preschool teaching staff, proactively build training plans on professional topics, pedagogical skills for all teachers.

- Establish a core team to carry out the training of the teaching staff, including excellent preschool teachers, DoET specialists, and core staff from the DoET. This team should have the credibility and competence to effectively implement the training.

- Focus on planning the application of IT in training, improving the educational information system, and training IT application skills for preschool teachers in teaching activities. Promote educational innovation by leveraging the development of the internet and modern teaching tools, depending on the ability and level of each preschool teacher.

- Guide and direct preschools to survey their teaching staff regarding age, training process, professional capacity, teaching effectiveness, and individual development potential to build appropriate training plans, meeting the needs of preschool education reform and professional standards.

- Organize flexible training formats such as centralized learning, group learning, school clusters, or interleaving schools in favorable and particularly difficult areas. Build flexible teams of trainers, leveraging provincial trainers for local training programs, or establishing core teacher teams within each school for localized group training.

Preschool principals should take the initiative in organizing in-school training activities:

- Innovate training formats and methods, promoting self-learning and self-improvement among the teaching staff. Create all conditions for teachers to participate in group learning, professional teams, allowing them to exchange experiences, support each other, and complete tasks efficiently. Preschools should plan thematic teaching activities, observations, and specialized reports within the school or local school clusters.

- Arrange suitable times, support funding for training, and provide substitute teachers to allow preschool teachers to attend training courses based on individual and institutional development needs.

- Evaluate training effectiveness by combining assessments from professional teams, core teachers, and excellent teachers to gauge learning outcomes and emphasize teacher self-evaluation post-training. Innovate evaluation methods to focus on quality, incorporating evaluation content into school competition criteria. Reward and commend progressive teachers, encourage and support those who are slow to progress or have limited capabilities.

- After organizing and evaluating training results, issue certificates of completion to the teaching staff, forming a basis for proposing motivational policies, such as commendations, early salary increments for outstanding achievements in learning and training. Additionally, the DoET directs preschool principals to develop annual training plans, submit them to the DoET, and encourage the teaching staff to engage in self-training and self-improvement. The preschool teaching staff is required to participate and perform training duties seriously and effectively.

Training plans are periodically checked according to decentralization and proposed training contents, assessing the learning attitudes and participation of the preschool teaching staff.

Innovating the Evaluation of the Preschool Teaching Staff in An Giang Province

The evaluation of the teaching staff cannot be separated from the assessment of the teaching process. The evaluation of the teaching staff is both an investigation and assessment of a pedagogical process and a self-assessment of the decisions made by the management. The evaluation function not only aims at classification but also defines objectives and adjusts plans for new decisions.

Some forms of evaluation for the teaching staff include:

- Self-Evaluation: Based on the guidance documents from the sector and the school, teachers develop their own evaluation plans for their activities in teaching and education. This is important as it provides valuable information for the organization, as no one understands a teacher better than themselves. Through self-evaluation, teachers can grasp their strengths and weaknesses and thus take measures to overcome limitations and improve themselves.

- Evaluation by Students: Based on student feedback about the teacher and the academic results of the students taught by the teacher. However, this method must be implemented carefully and subtly to gather valuable feedback about each teacher. If not done well, it can lead to negative outcomes for the evaluated teacher.

- Peer Evaluation within the Subject Group: In a subject group or professional team, the head and teachers are closely connected and understand each other comprehensively, from professional capacity, methodological skills, to relationships with colleagues and students, ethical qualities, and lifestyle. Therefore, the feedback from colleagues within the same subject is an important source of information to identify the strengths, weaknesses, and development potential of each teacher.

- Evaluation According to Professional Standards: Teachers need to understand the criteria and requirements of the standards to compare themselves against each criterion. This allows teachers to

self-evaluate their level according to the required standards, plan self-improvement, and enhance their skills and knowledge.

- Evaluation by School Leadership: This is a crucial result that has immediate and long-term impacts on the teacher. Poor management and lack of objectivity and fairness can lead to internal conflicts. Therefore, the school leadership's evaluation of a teacher's professional capacity, teaching quality, and ethical conduct must be accurate and objective so that teachers can receive feedback positively and work on their shortcomings.

The Department of Education and Training (DoET) implements regulations on professional standards for preschool teachers to all staff and teachers in schools:

- To raise awareness about evaluating preschool teachers according to professional standards, defining and instilling in the teaching staff that the evaluation assesses the teachers' ability to organize childcare and educational activities aligned with the objectives and effectiveness of preschool education. It also serves as a measure of the teacher's professional competence and a basis for them to build self-study and self-improvement plans.

- Directing principals to organize and implement self-evaluation and peer evaluation processes according to the established procedures.

- Based on the self-evaluation results of each teacher, peer evaluations, and principal evaluations, the school promotes practical competitions, self-study registration tied to knowledge enhancement, and skill improvement for the teaching staff. The principal, based on teachers' suggestions, develops training plans and proposes content and programs for continuous professional development to the DoET to continuously improve the quality of the preschool teaching staff, meeting the needs of enhancing childcare and education quality.

At the beginning of the school year, the DoET directs school management to develop and implement self-evaluation plans for the teaching staff and report back to the DoET. They also conduct inspections of the self-evaluation work of preschool teachers, organizing evaluations and reviewing the evaluation process by professional teams and school management. This helps adjust and set development directions for the preschool teaching staff accordingly.

CONCLUSION

Based on theory and practical experience, the author has proposed five measures for developing kindergarten teacher teams. These measures are applied and oriented in practical kindergarten teacher team development through the establishment of plans, organization of implementation, directive execution, monitoring, and conditions for implementation in each measure.

The author has received responsive and supportive feedback from management officials regarding the urgency and feasibility of each measure as indicated by survey results. This understanding has provided clearer insights into the practical conditions of each locality, enabling the application of appropriate measures. It is hoped that this document can serve as a valuable resource successfully applied to the current development of kindergarten teacher teams in An Giang Province.

The researched measures are preliminary and require support and cooperation from various levels and sectors, as well as active participation from kindergarten teachers themselves, to achieve effective implementation.

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