



Prospective Image of Leaders of Learning in Primary Education: A Case Study of 15 Principals in Hanoi

**NGUYEN THI NGOC Bich, TON QUANG Cuong,
NGUYEN VU BICH Hien & NGUYEN CHI Thanh**

For the last decade, primary education reform has been high on the policy agenda and practice of Viet Nam with the aim of firm improvement the quality of teaching and learning in elementary schools as a good foundation for students to study at the higher levels. While Viet Nam's education system is developing rapidly in quantity, the quality, however, is still not up or far away to international standards, according to the World Economic Forum's Global Competitiveness Report for 2011-2012 and other researches. As it pointed out in the 2011-2012 Report of MOET, one major reason that make Viet Nam's education system is failing to keep pace with socio-economic changes is leadership and management. Today, improving school leadership ranks high on the list of priorities for school reform in Vietnam.

For more than a year, the Hanoi Team of researchers (from VNU-UED and HNUE) has studied instructional leadership in primary schools. Through all the work, including interviews, literature review and consulting with experts and educational administrators, the researcher team has learned a great deal about the nature of the primary school principal's role, what makes for an effective principal and how to tie principal effectiveness to improve student achievement, as well as to create professional learning community and social affairs. With school visits and face-to face interviews, the research team also has earned a benefit and explored a lot of issues that relate to the professional standards for primary teachers, professional standards and evaluation for principals developed by MOET (2007, 2011).

At the first stage result of collaboration research about instructional leadership in Viet Nam, the presentation focuses on three parts: 1/ The context of education in Vietnam: structure and challenges; 2/ An overview of current policy and strategy toward to 2020, focusing on primary education; and 3/ Defining some major issues of school principal's daily practice: the moving from policy to action. Sharing what have been done, the authors also hope to provoke discussions and receive appropriate suggestions, especially the experiences from other countries with social and cultural similarities in the region to lead successful changes.

