



The Paradox for School Development in Viet Nam

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Continuing the Resolution 14, 2005, after 8 years of reformed efforts, the Central Committee of the Vietnamese Communist Party issued the Resolution 29 (Nghị quyết 29-NQ/TW) in 2013 that has reconfirmed the Fundamental and Comprehensive Reform of Education of Viet Nam to meet the needs of industrialization, modernization and international integration. Based on 7 major instructions as the objectives and 9 tasks as the guiding solutions of Resolution 29, several policies have made that required a lot of hard works for principals, including development of management competence toward standardization. The big and ambitious goals of reform with too much requirements for school changing to enhance the effectiveness of teaching and learning also have created critical challenges for principals, especially the terms “leadership” and “instructional leadership” do not present on the educational reform documents. “Management” is still dominated in term of bureaucratic/administrative tasks, even though “autonomy” and “responsibility” are given as the call.

By analyzing some recent instructions/policies and sharing the reality of implementation in school contexts, this paper will present the paradox for school development from leadership position and leadership development in Viet Nam as well. The results of interviewing primary principals in Hanoi also used to show the difficulties to sketch out the true image of the instructional leader in Vietnamese schools if we put the policies and school leaders in contrast.