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Managing Self-Improvement Activities for Primary School Teachers: A Solution

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Abstract. The article presents a novel solution to effectively manage self-improvement activities for primary school teachers, addressing the need for personalized professional development in the education sector. Acknowledging the crucial role of teachers in shaping students' futures, the proposed solution aims to enhance their skills, knowledge, and pedagogical approaches to ensure optimal learning outcomes. To ensure the effectiveness of the solution, the authors emphasize the importance of ongoing assessment and feedback mechanisms. Regular evaluations help measure the impact of the self-improvement activities, providing valuable insights for further refinement. Additionally, teachers are encouraged to reflect on their progress and share their experiences, facilitating a collective learning process.

Keywords. Managing; solution; primary school teachers; self-improvement activities

Introduction

In today's rapidly evolving educational landscape, the role of teachers has become more crucial than ever before. Teachers are not only responsible for imparting knowledge but also play a pivotal role in shaping the minds and futures of their students. To ensure the best possible outcomes for students, it is imperative that teachers engage in continuous self-improvement activities. However, managing and tracking these activities can often be a daunting task for educational institutions and teachers themselves. This is where the need for a comprehensive solution to manage teachers' self-improvement activities arises.

One of the key reasons why building such a solution is necessary is the ever-changing nature of education. The field of education is constantly evolving, with new teaching methodologies, technological advancements, and pedagogical approaches emerging regularly. In order to stay abreast of these changes and deliver effective instruction, teachers must engage in ongoing professional development and self-improvement. However, without a systematic approach to track and manage these activities, it becomes challenging for teachers to prioritize and participate in relevant opportunities for growth.

Another significant factor is the increasing demand for accountability and evidence-based teaching practices. Educational institutions, administrators, and policymakers are placing greater emphasis on data-driven decision-making and the evaluation of instructional effectiveness. A comprehensive solution to manage teachers' self-improvement activities can

provide a centralized platform to record, document, and analyze the professional development endeavors of educators. This, in turn, allows for a more holistic evaluation of teachers' growth and helps establish a culture of continuous improvement within educational institutions.

Furthermore, managing teachers' self-improvement activities can lead to enhanced collaboration and knowledge sharing among educators. A well-designed solution can facilitate the sharing of best practices, resources, and insights among teachers, creating a vibrant learning community. By providing a platform for collaboration, the solution can encourage peer-to-peer mentoring, facilitate discussions, and foster a supportive environment where teachers can learn from one another's experiences and expertise.

Lastly, an effective solution can streamline administrative processes related to self-improvement activities. Currently, teachers often face logistical challenges when it comes to registering for workshops, tracking attendance, and managing certifications or credentials. By automating these administrative tasks, a centralized solution can alleviate the burden on teachers, allowing them to focus more on their professional growth and the needs of their students.

Literature review

Theory of Self-Development Management

Self-development, or in other words, self-learning, is the process of acquiring knowledge in a simple, cost-effective, and efficient manner to enrich one's own understanding.

Managing the self-development activities to enhance the professional growth of primary school teachers is the responsibility of the management personnel through managerial functions, including planning, organizing, directing, and monitoring, to influence the managed entities, specifically the teachers, and the contents of their self-development activities, aiming to achieve the set management objectives.

The following are specific forms through which primary school teachers can engage in self-development to enhance their professional growth: Participating in courses and training programs to enhance competencies, teaching methods, and professional knowledge and skills; Attending seminars, conferences, and specialized topics related to their profession; Going on field trips, observing, and participating in elementary education project models; Exchanging and networking professionally through online platforms and forums dedicated to primary school teachers; Providing various forms of support for self-learning and self-development activities to enhance the professional growth of primary school teachers; Establishing infrastructure and creating conducive working and learning conditions for management personnel and primary school teachers; Building and developing a team of core teachers at the school, cluster, and city levels.

To effectively manage the task of self-development for enhancing the professional growth of primary school teachers, management personnel first need to fully understand and acknowledge the importance of self-development, clearly defining it for teachers as a vital measure to develop their own capabilities.

Additionally, management personnel need to pay special attention to managing the self-development activities to enhance the professional growth of primary school teachers responsibly and specifically. Apart from enrolling teachers in training programs, the educational management's responsibility is to think and find ways to encourage the self-learning and self-development movement, assign specific tasks, supervise, assess, and evaluate teachers' self-learning and self-development activities.

Managing the self-development activities to enhance the professional growth of primary school teachers is both a necessary condition and a sufficient condition for meeting the requirements of professional standards and the competence of teachers to fulfill the demands of the 2018 General Education Program. It also helps teachers effectively apply their professional knowledge and skills in teaching and educating students, stimulating students' interest in learning, and fostering their self-reliance and autonomy in studying.

Research Methods

Surveys can be administered to primary school teachers to gather quantitative data on their current self-improvement practices, challenges they face, and their preferences for a solution. The survey can include questions about the types of self-improvement activities they engage in, the frequency of participation, the effectiveness of existing management methods, and their expectations from a new solution. The data collected can provide insights into the specific needs and preferences of teachers regarding self-improvement management.

In-depth interviews can be conducted with primary school teachers, administrators, and educational policymakers to gain a deeper understanding of their experiences, perspectives, and opinions regarding the management of self-improvement activities. Interviews can explore topics such as the barriers teachers encounter, the impact of current management practices on their professional growth, and the desired features and functionalities of a solution. Interviews can provide rich qualitative data and offer valuable insights into the complexities and nuances of managing self-improvement activities.

Conducting case studies in primary schools can provide an in-depth analysis of existing practices and solutions for managing teachers' self-improvement activities. Case studies involve observing and analyzing specific schools or educational institutions that have implemented successful approaches to self-improvement management. Researchers can examine the strategies, systems, and technologies employed, as well as the outcomes and impact on teacher development. Case studies offer detailed qualitative data and provide a context-specific understanding of effective solutions.

A comprehensive literature review can be conducted to analyze existing research, studies, and publications related to managing self-improvement activities of primary school teachers. This method involves systematically reviewing and synthesizing relevant academic articles, books, reports, and other scholarly sources. A literature review can provide a theoretical foundation, identify gaps in current knowledge, and highlight existing solutions or best practices in managing self-improvement activities. It can also inform the development of a new solution by identifying areas that require further investigation or innovation.

Research Results

Solution for Self-Development Activity Management

Solution 1: Managing the self-identification of needs and self-development planning

Managing the self-identification of needs and self-development planning for primary school teachers is considered a scientific basis for the management of self-development activities. It is the initial step in managing and directing the next contents in the training and development of teachers according to the approach of capacity development, meeting the educational requirements in the current stage.

Effective management of planning not only enhances the quality of self-development activities for primary school teachers in the immediate term but also provides a solid foundation for the long-term development and training of the primary school teaching staff.

Managers need to advise and guide primary school teachers to be proactive in their self-development tasks, accurately assess their professional competence, and evaluate their own skills.

Primary school teachers should rely on standards and requirements of the education sector and the practical conditions at their own institution to determine what areas they need further development in. From there, they can build a comprehensive plan for the program and suitable methods for self-development. The development plan should not be general but rather reflect specific tasks and the time needed to achieve each content. Managers should guide primary school teachers in developing their personal development plans to achieve self-development goals and pay attention to clearly expressing the following contents:

a. Self-development goals: The questions to be asked include:

What are the objectives to be achieved?

What level or extent should the self-development content be reached?

What knowledge and skills need to be mastered?

How will learning activities and self-development be carried out to achieve high effectiveness?

How much time is needed to achieve the self-development goals?

b. Implementation plan for self-development: This plan should be outlined in specific and clear sections: Part 1: Implement the development plan according to the school's plan. Part 2: Implement the self-development plan.

c. Implementation and completion of the self-development plan: In this section, each individual needs to clearly outline the content to be carried out on a yearly, monthly, and weekly basis, the form of implementation, the achieved results, and the subsequent plan.

d. Evaluation of self-development results: Teachers should evaluate their own self-development results through various forms such as registering for certification exams, exchanging and sharing with professional groups and teams, learning and evaluating from each other, and assessing the effectiveness of teaching through student performance.

Solution 2: Directing and Guiding Self-Development Content for Personal Professional Development of Primary School Teachers

Directing and guiding self-development content for personal professional development of primary school teachers aims to ensure that teachers effectively pursue their development based on their individual needs, acquiring knowledge and skills in accordance with the school's requirements or the educational objectives of the education sector and the city.

At the same time, when providing guidance and direction to teachers, managers will promote and establish consistent self-development content that is suitable for the primary school teachers at the institutions they directly oversee. As a result, teachers in the subject teams of the school can exchange knowledge, support each other when necessary, and actively participate in development and self-improvement activities to enhance their professional competence.

Managers need to organize well for teachers to develop their self-development plans and determine the desired self-development content. They should study appropriate and effective forms and content for development, evaluate the actual results of teachers' self-development, and provide advice and support accordingly. In addition, the school administration, subject team leaders, and experienced teachers should guide teachers in analyzing and selecting relevant materials, participating in direct or online free courses to serve

their self-development activities, adapting to each teacher's specific conditions. Units should also guide staff and teachers to enhance regular self-development through the internet, self-development activities within subject teams, and specialized workshops, as well as strengthen the evaluation of self-development results. The role of expert teams and experienced teachers in examining, guiding, and mentoring teachers on-site should be maximized.

Managers should create conditions for primary school teachers to independently enhance their professional competence, while arranging a reasonable timetable for teachers to have time for self-study and self-development. Teachers themselves must take the initiative to improve their skills by reading various materials, participating in seminars, forums, and practicing relevant exercises suitable for their level. If teachers rely solely on training courses without the determination to independently plan their development and engage in regular practice, it will be difficult to achieve high results.

Improvements and attention should also be given to the infrastructure, equipment, and financial support for the self-development activities of primary school teachers, especially in terms of information technology infrastructure to facilitate teachers' self-learning and self-improvement.

Solution 3: Direct the monitoring department to support self-improvement activities for elementary school teachers.

Directing the monitoring department to support self-improvement activities for elementary school teachers is an indirect form of management that can still achieve the goals of the management team. In addition, the management can still be aware of the process, as well as the difficulties and advantages that teachers are facing, and provide support if necessary.

Conducting inspections, monitoring, showing care, and providing special support to elementary school teachers in their self-improvement activities will help them develop their professional skills and fulfill their assigned tasks. To implement this content, attention should be paid to: Identify the content and methods to support self-improvement for elementary school teachers; Select teachers/instructors to guide and accompany elementary school teachers; Once the instructor and the one being guided are selected, orienting the criteria, defining the content, and methods of support are carried out to achieve the goals:

Regarding the criteria:

- + Clear orientation: What support will be provided? What will be achieved?
- + Always have a spirit of sharing, support, cooperation, learning, and respecting the guided teachers.

Regarding the methods:

- + Provide guidance for self-improvement for guided teachers.
- + Encourage self-esteem, overcoming challenges, helping them overcome difficulties in the self-improvement process.
- + Guide thinking, analyze and synthesize the content of self-improvement.
- + Apply the existing experience and knowledge of the guided teachers, encourage them to combine old and new knowledge to identify areas that need further development.
- + Guide teachers to choose their own learning content, master the knowledge they desire.

Supporting teachers in applying information technology in their self-improvement activities to develop their professional skills is extremely necessary in the current stage. Weekly or monthly, the school can organize activities and exchange self-improvement content within professional groups to create opportunities for teachers to support and learn from each other. Instruct teachers to effectively and reasonably explore the Internet. The school should establish

an Internet connection, open a website, and require teachers to create personal email accounts to access and utilize information on the network, participate in distance training programs for learning, explore open educational resources for self-study and self-improvement, and participate in online forums for mutual learning to develop their capabilities and professional skills.

There is a need to innovate activities during free periods to support professional development and teaching methods for elementary school teachers. Free periods should not only be used to evaluate teachers but also as an activity to effectively support their development. Innovation in free period activities lies in determining the goals of the free period. The goal of the free period should not only be limited to evaluating the teaching hours of elementary school teachers but also focus on advising and promoting their self-improvement, professional development, and teaching methods. Teachers need to have a positive attitude when participating in free periods and be involved in them. To achieve that goal, it is necessary to establish a well-organized plan for conducting free periods, effectively implement the preparation before and after the free periods, especially activities for counseling and learning from the conclusions drawn from the free periods.

Solution 4: Regular and Surprise Inspections to Support the Professional Development of Primary School Teachers

Regular inspections of the self-improvement activities of primary school teachers aim to assess and evaluate their adherence and autonomy in implementing the development plan. These inspections help identify limitations and difficulties to overcome, strengths to maximize, and good practices to disseminate.

Both regular and surprise inspections of the self-improvement tasks of primary school teachers serve two purposes. Firstly, they monitor and supervise the training process, identifying any emerging issues. Secondly, they serve as a proactive measure, ensuring that teachers are always prepared and actively engaged when being assessed and evaluated according to specific self-improvement milestones. The regular and surprise inspections of self-improvement tasks of primary school teachers should meet the following essential requirements:

- + Encourage primary school teachers to actively engage in self-improvement according to the established curriculum, content, and self-designed plans.

- + Accurately assess the level of competence and skills acquired by primary school teachers throughout their self-improvement process, considering the specific context and circumstances to identify good practices, potential, as well as weaknesses and limitations that require guidance for skill enhancement.

- + Conduct inspections of self-improvement tasks of primary school teachers within the school's inspection plan or through surprise inspections whenever necessary.

Efforts should be made to improve the regular inspections of primary school teachers' self-improvement tasks. The quality of teachers' self-improvement can be directly understood through their attitudes, actions, and achievements in fulfilling their assigned tasks. Various channels of information can be utilized, such as feedback from students, fellow teachers, subject coordinators, senior teachers, and the school administration. The inspection findings should be compiled, analyzed, and used to motivate teachers in areas where they have excelled and provide guidance on areas requiring improvement. This way, each teacher can continuously enhance themselves and develop good habits and discipline in self-improvement.

At the end of a semester or academic year, it is necessary to evaluate the progress made through the self-improvement process of primary school teachers. The evaluation can be

conducted at different levels: self-evaluation by teachers, evaluation by subject groups, and evaluation by the school. The following levels can be used to assess the effectiveness of the self-improvement activities of primary school teachers:

- + Excellent: Demonstrates autonomy and successfully implements the self-improvement plan and program, serves as a role model in self-learning, self-improvement in professional competence, actively seeks to learn from colleagues, and readily assists them. Effectively applies the acquired knowledge to practical work.

- + Good: Completes the self-improvement plan and program consistently and demonstrates a willingness to learn from colleagues. Applies the acquired knowledge to practical work.

- + Meets requirements: Completes the self-improvement plan and program but not on a regular basis, occasionally applies the acquired knowledge to practical work.

- + Not meeting requirements: Fails to complete the self-improvement plan and program or completes it but with poor results.

Solution 5: Organizing for Teachers to Report Results of Self-Development, Evaluation, and Timely Rewards

Organizing for teachers to report the results of self-development aims to allow teachers to publicly and self-assess their achieved level of competence and skills after a self-improvement process. Furthermore, school administrators and primary school teachers can collaborate to review and evaluate self-development activities, highlighting good experiences, strengths, positive aspects, as well as identifying limitations and areas for improvement to share with teachers in general through the school council.

Organizing for teachers to report the results of self-development, especially for those who have achieved excellent outcomes, is also a way to motivate, reward, and set a good example for self-learning, capacity-building, and professional competence, thus fostering a positive educational environment. This approach encourages teachers to have more motivation and a desire to effectively apply the acquired knowledge from self-development into their practical work.

School administrators should organize presentations by teachers on the implementation of their self-development plans. This serves as a public reporting mechanism and provides an opportunity for members of the school to evaluate, provide feedback, and learn. The process can be conducted as follows:

Individuals report their self-development plans, and subject teams or subject groups engage in discussions, feedback, learning, and drawing lessons based on the assessment of the current level of competence and skills, personal improvements, and the effective application of self-development plans in teaching activities.

Subject teams and the school acknowledge, adjust, encourage, and timely reward both materially and spiritually. The activities organized for teachers to present their self-development efforts need to be regularly adjusted and updated in a positive direction. Attention should be paid to the following points:

- + Requiring teachers to express their opinions and evaluations after reporting on the implementation of self-development plans;

- + Requiring teachers to write summaries, dissertations, action plans, or propose innovative experiences based on the knowledge acquired through the self-development process;

- + Applying the knowledge and skills gained during the self-development process in carrying out tasks.

Efforts to encourage the training and development of primary school teachers will not yield high efficiency without combining them with measures to care for their material and spiritual well-being and create a favorable working environment for them. In practice, it has been shown that when managing an organization, focusing only on establishing principles, legal regulations, and documents that teachers must adhere to, without considering their thoughts, desires, conditions, and the necessary environment and benefits that the organization can provide for each individual, it will lead to the activities of each person being merely formal, coping-oriented, lacking a sense of responsibility, and not dedicated to the work and goals of the organization. Therefore, school administrators need to pay attention to the material and spiritual well-being of the workers, as it is the foundation for achieving shared effectiveness and benefits. Creating a healthy educational environment and providing favorable conditions for primary school teachers to actively engage in their work, conduct scientific research, and self-develop to enhance professional competence is an important issue for management at all levels and aims to achieve the following basic objectives:

- + Improving the income and living standards of primary school teachers;
- + Providing a healthy and favorable educational environment, an atmosphere of unity, compassion, and culture;
- + Excellent primary school teachers who have made significant contributions receive timely and adequate rewards and benefits;
- + School leaders show concern and create opportunities for teachers to develop their abilities and strengths;
- + Ensuring democratic and fair rights;

School administrators need to focus on the material and spiritual well-being, prioritize salary and benefit systems, labor allocation, and rewards for self-developing primary school teachers who achieve good results and effectively apply them in their practical work. They should show timely encouragement and consider promoting teachers with achievements in their work, training, and upgrading if they express the desire and have suitable capabilities. Authorities with decision-making

Conclusion

Proposed solution presents a comprehensive framework for managing the professional development activities of elementary school teachers. By leveraging technology, the proposal offers personalization and promotes collaboration, making this innovative approach capable of empowering teachers and enhancing their professional growth, ultimately benefiting the overall education ecosystem. The need for a comprehensive solution to manage teachers' professional development activities stems from the dynamic nature of education, the demand for accountability, the potential for collaboration, and the desire to streamline administrative processes. Such a solution can provide a structured framework for teacher development, foster a culture of continuous improvement, and ultimately improve the quality of education provided to students. By investing in the development and implementation of this solution, educational institutions can empower their teachers and lay the foundation for an effective and impactful education system.

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