

The role of schools during practicum in adapting to Vietnamese education innovation

Vu Thi Mai Huong*, Hanoi National University of Education, Education Management, 136 Xuan Thuy Street, Cau Giay District, Hanoi, Vietnam

Suggested Citation:

Huong, V. T. M. (2021). The role of schools during practicum in adapting to Vietnamese education innovation. *Cypriot Journal of Educational Science*. 16(1), 01-15. <https://doi.org/10.18844/cjes.v16i1.5503>

Received from October 10, 2020; revised from December 15, 2020; accepted from February 02, 2021.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus.

©2021 Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi. All rights reserved.

Abstract

School is a crucial component in teacher training. Schools are also the places where pre – service teachers practice manipulations, career actions, capacity development and career sentiments. The innovation of Vietnamese general education from content to competency approach has led to many changes in the schools, thereby requiring teacher training to be linked to educational practices in every school. The schools have just played the role of a unit that evaluates and tests the training quality of the pedagogical universities, and at the same time provides practical educational knowledge and educational innovation to supplement the theoretical knowledge in school offenses. This research aims at determining the role of schools during training pre – service teachers in Vietnam. Data was collected through questionnaires involving 390 participants comprising student teachers, lecturers from pedagogy universities and mentors of schools in Vietnam. The results showed that, in Vietnam, schools are lacking initiative in coordinating with teacher training institutions. The role of schools is still limited; the schools need to promote the initiative and be more active in the relationship with pedagogical universities so that the effectiveness of teacher training is the highest, adapting to the innovations of current Vietnam education.

Keywords: practicum, role of schools, mentor, student teachers, pre-service teacher, teacher preparation

* ADDRESS OF CORRESPONDENCE: Vu Thi Mai Huong, Hanoi National University of Education, Education Management Faculty, 136 Xuan Thuy Street, Cau Giay District, Hanoi, Vietnam, Email address: Huongvtm@hnue.edu.vn, Tel: (84)0977277604

1. Introduction

1. Practicum is the process that students are taken to schools to access and verify general education. It also consolidates knowledge of learning theory in pedagogical universities. Practicum plays significant role in supporting knowledge, skills and educating pre - service teachers, contributing to improving the quality of pedagogical students. Therefore, practicum is a mandatory stage, a necessary condition in the teacher training process (Velzen, V. C; Volman, M., 2008; Jones, M. M., 2008; Bezzina, C. et al).

2. Through practice at schools, student teachers have the opportunity to turn theories into practice. Practicum helps student teachers understand theories and supplement theories more deeply in real class. Based on the experience at schools, lectures will adjust training programs at pedagogical university. Smith, I. (2006) expressed that developing models to push the partnership between schools and pedagogical universities is truly collaborative. Walkington, J. (2005) pointed out that educators in each setting in the development of effective beginning teachers are not discrete. Rather, they complement and support one another. The philosophy of this program encompasses authentic partnerships between universities, schools and other industry employers (Allen, J. M et al, 2010).

3. Magudu, S. (2018) clarified that the school provides a professional learning environment to improve the quality of pre – service teacher training. In each stage, the management of practicum is renewed, adjusted in order to meet the renewal requirements of the educational career and the training renovation of the schools. Partnership approach takes advantage of underutilised experience and knowledge to provide mutually beneficial learning outcomes for all participants (Walkington, J., 2007).

4. Hereinafter are the research questions for the study:

5. What is the importance of schools in practicum to train pre – service teachers adapting Vietnamese general education innovation.

6. How is the role of schools expressed in practicum to train pre – service teachers adapting Vietnamese general education innovation?

7. What is the role of schools in practicum to train pre – service teachers adapting Vietnamese general education innovation?

2. Conceptual framework

1.1. *The importance of schools in practicum to train pre – service teachers*

In high quality and effective practicum, schools help pre – service teacher educators integrate theoretical and practical knowledge. Teacher students gain knowledge through the partnership between the schools and the pedagogical universities. Practicum in schools is a stage to develop the knowledge and skills of teacher students (Cochran-Smith., et all, 2015; Cochran-Smith., et all, 2016). Schools provide a real experience for them. (Tuli, F., et al, 2009).

Palmer, D. (2015) did research on traditional relationships between schools and teacher education university. It should be emphasized that traditional mentoring of pre-service teachers does have some advantages for school partners. When teachers act as mentors for pre-service teachers and receive appropriate support from faculties of a university, they can experience renewal and this reignites their commitments to best practices and professional advancement. For pre-service teachers, participation in these types of partnerships provided real world experiences and contact with professionals. Mentoring pre-service teachers can and should be counted as a vital component of teacher professional evaluation.

In Vietnam, the content of pedagogical practicum consists of two basic activities for a teacher: 1/ Teaching practicum includes: lectures, practice lessons, guiding self-study, summarizing teaching experience. 2/ Practicum of education includes: activities of class chairman planning; focusing on educational activities of political ideology, ethics, building academic discipline, building collective

classes, special education, educating workers' consciousness; Union work, teams, arts, sports and so on. All these two content students have been equipped with theories at the pedagogical university (MOET, 2003).

In Vietnam, there are two methods of practicum in parallel: Concentrated mode: pedagogical practice takes place in batches and at a certain time of the training course. Some pedagogical teachers divided pedagogical practice into two courses for 3rd-year and 4th-year students. However, at present, in order to be suitable for training under credit system, some pedagogical institutions have combined two practicum progresses in the fourth year. Students will be divided into groups being called concentrated practicum. The pedagogical institution is proactive in planning the pedagogical practicum, finding schools to bring students to practice, stable practicum plans, and convenient practicum. However, there is little promotion of the role of schools. The school receives practicum, organizes and instructs students at the request of the teacher training institution; assessing the results of learners.

According to Son, M.S (2014), there are three methods of practicum in pedagogical universities of Vietnam. All models are essentially promoting the roles of schools in assisting student teachers transform theory into real education environment.

Table 1. Methods of organizing pedagogical practice

Methods of organizing practicum		Applying in the teacher training model	Time practicum
1	Concentrated practicum	Leaders are pedagogy lecturers	Parallel model
		Leaders are not pedagogy lecturers (send students directly to schools)	Parallel model
2	Semi - concentrated practicum	Serial model	2 Semesters
3	Unconcentrated practicum	Parallel model	1 or more than 1 semester

Magudu, S. (2018) confirmed the role of schools that, “the benefits cited for the trainees were that they would be granted an opportunity to apply the theory learned at college, rather than having a lot of theory which at times is obsolete, and that they would have the real picture and feeling of the profession”. Schools focus on teacher training with such benefits as:

“having the chance to participate in making the products that will finally serve us ...”

“revitalisation in terms of new educational ideas and knowledge ...”

“a reduction in workload in the classroom and in co-curricular activities”.

When teacher students go to schools, they must develop the ability to plan, increase brainstorming and share with experts to improve their knowledge. (Holen, M. C., et al, 2014). The schools cooperate with pedagogical universities through the connection department to share, provide students with important orientation for their practicum. Schools lead to meaningfully change and enhance student professionalism.

The models and responsibilities of school in practicum to train pre – service teachers

Under Smith, Karl (2016) approach, schools receive the student teachers for practicum. He studied three models of partnership between schools and teacher education university and showed the role of school in the process. In practice schools model, the university is responsible for teaching the theory, and the schools deal with the practical skills of teaching. In fact, the communication between the university and the school is mainly written, and there are few face-to-face meeting points other than, perhaps, a pre-practicum information meeting. A university-based teacher educator visits the

student teachers to observe what students often call ‘an examination lesson’, not always a perception shared by the visiting teacher educator. However, the assessment of the practicum is likely to lie with the university teacher educator. The schools supply the written report. In partner schools model, schools that demonstrate their competence will be gathered into a partner system of the pedagogical school. The main goal is to be a good place for students to practice. Schools must ensure that pedagogical students are engaged in the school's teaching and educational activities. In university model, learning takes place in both settings.

While teacher education is located primarily in higher education institutions, school-based teacher education exists. It exists in many forms, ranging from student teaching and other field experiences in which students apply concepts and skills learned on campus to comprehensive partnerships among higher education institutions and local school districts for comprehensive initial and continuing teacher development (Ducharme, M. K et al, 1993). Schools are considered a means of learning. Teachers at elementary schools are considered a type of consultant. They give the tasks for teacher students. (Foerste, E. et al, 2017).

Magudu, S. (2018) mentioned the role of schools in teacher training with placement and delineation of roles and responsibilities. The author expressed that schools supply instruction and assessment for student teachers. Schools were required to supervise and assess student teachers using a supervision instrument. The school provides qualified and experienced teachers to guide students. The school also provides evidence of the internship process.

In schools, mentoring means that mentors described their role as follows:

“to be the chief trainers of the student teachers since we know what is required by the school and by the ministry”

“to supervise student teachers’ work”

“to assess them using the instrument provided by the college”.

District schools provide pre-service teachers a range of early placement opportunities not previously available. “This access allows students to become gradually immersed in school culture and incorporate their experiences as they interpret the content of their university coursework. These graduated experiences provide far richer induction experiences than being available to them previously. Early field experiences and collaborative feedback from both district and university professionals allow pre-service teachers to self-identify the possibilities that teaching might not be an appropriate career choice, giving them a chance to change majors much earlier in their college experience. Student teachers become well-known to principals and teachers, markedly enhancing the possibility of their employment in the district upon graduation” (Holen, M. C., et al, 2014).

Kristín Sigurdardóttir, A. K. (2010) expressed the idea that, “the schools are taking an active part in teacher education as the school community fosters a group of teacher students at the same time as they participate in a learning community of school-based teachers and university faculty. By linking school development and the student as a learner in a community of practice, sustained reform or development related to major policy issues such as inclusive education can be enabled”.

Son, M. S (2014) supports the concept that schools must be responsible for performing the obligation to organize and guide students. Relations and coordination between pedagogical schools and schools in pedagogical practicum play a very important role, which is an essential link to ensure the quality of pedagogical practice of students.

“Since student teachers begin their semester with extended and progressively demanding experience working in school settings, teachers receive real assistance in teaching and managing their classroom when they accept responsibilities as a cooperating teacher” (Holen, M. C., et al, 2014).

MOET (2003) determined clearly the role of schools in practicum to train pre – service teachers in Vietnam. The role of schools indicate the responsibilities of school leaders, professional teams / group

and instructors/ mentors. The leader schools focus on planning, managing and directing the implementation and administration of all activities of student educators during practicum. For instance: Manage students, proposing reward and discipline; Report on the situation and the organization of teaching - learning of the practice school, the organization of the school, the organizations in the school, the duties of a teacher, and so forth for students on the first day of birth students go to school to practice pedagogical practice; Direct professional leaders and chairmen in assigning teachers to guide pedagogical practice; monitor, direct, anticipate and evaluate lessons learned; Organize for all instructors to carefully study the criteria and assessment scale for the contents of the pedagogical practice; Help students in the practicum to stabilize accommodation; Facilitating students to use the classroom outside the hours to prepare lesson plans, practice teaching, writing, and so on; Organize preliminary review and review of pedagogical practice; Complete the students' pedagogical practicum record, perform the final report of the practicum group; The steering committee together with the professional leader, the chairman and the instructor guide to organize a number of students' hours to make a general assessment model during the pedagogical practice; Mark and give points for students' lessons to find out the reality of education and practice; Review, evaluate and decide on the results of the pedagogical practice of students after reaching agreement with the professional teams, the homeroom team and the instructors; Sending results and records of pedagogical practice to the Pedagogical School.

For the teacher leader, they play the vital role in directing and administering the practicum of students in their own group/team according to regulations and plans of the school leader. Teachers in schools are directive Instructors/ Mentors during pre – service teachers being at schools. They have responsibilities for Regularly commenting, helping students to grasp the situation of implementing programs, experiences in lesson planning, experience in implementing class hours, experiences in organizing related activities and activities to improve quality of students' learning; Classes in teaching and education with sufficient number of classes as required for students to practice; organize students' comments to draw experiences and evaluate students after students attend lecturing hours; Guiding, commenting, approving, evaluating lesson plans, teaching hours, class hours, educational plans for recording students' practice books and other related activities; Only allow students to go to class when the lesson plan is instructed by students; Summarizing the evaluation - give the results of the practicum of the students under their guidance (through summarizing points on the evaluation card for practice, teaching practice), send the group leader to propose to the Board to direct the practice school to decide (MOET, 2003).

In summary, the school is a constituent unit, an important stage in the teacher training. The school where the internship will create opportunities for students to work, experience teaching, and will comment on and evaluate the results of student progress according to the assigned tasks and goals. Schools contribute to: (1) the development of professional competence in general; (2) the interplay between theory and practice; (3) the effects of student participation; (4) the differential effects of initial and later school experience; and (5) in particular, how the students develop professional competence in a number of specific arenas including partnerships as complex and resource-intensive cross-institutional infrastructures for knowledge sharing, with the ambition to enhance the practice-relevance of teacher education, bridge theory and practice and support mentoring and professional learning (Lillejord, S, 2016). The roles of schools in practicum to train pre – service teachers focus on: supervising and mentoring; accessing practicum process, training teacher student improvement; planning and managing, contacting with pedagogical universities. It is described in the figure below:

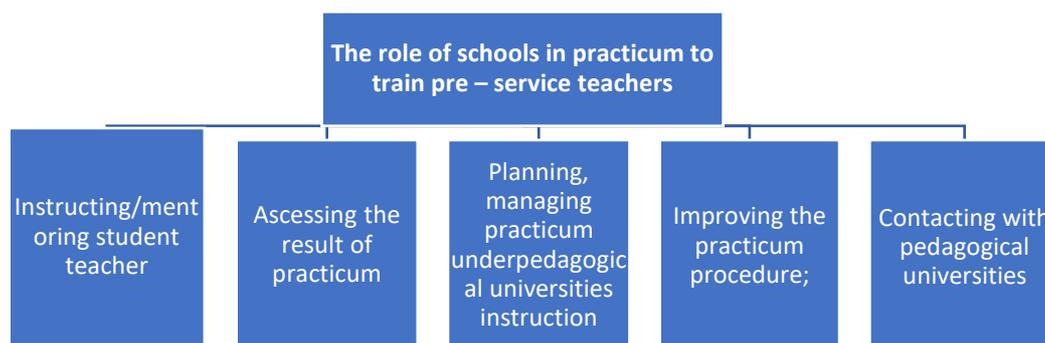


Figure 1: The role of schools in practicum to train pre – service teachers

3. Method

3.1. Data sources

To answer the research questions, questionnaires were used to collect data. The questionnaire collected information from teachers, students and lecturers. They are knowledgeable about the role of schools in teacher training of Vietnam, especially in Vietnamese education innovation. The questionnaire focused on identifying perceptions and attitudes of teachers, lecturers, and students about the roles and practices that schools demonstrate in teacher education. In this study, data came from three main sources:

- Questionnaire for teachers,
- Questionnaire for students,
- Teachers for questionnaire

The questionnaire emphasized specific, conspicuous and measurable manifestations of the role of schools in teacher training. Specifically, the questions are about:

- The importance of the role of schools in practicum to train pre -service teachers in Vietnam nowadays;
- The level of implementing contents that showed the role of schools in practicum to train educator teachers in Vietnam nowadays;
- The level of awareness about the role of schools in practicum to training teachers in Vietnam nowadays;

The questionnaires used closed-ended questions with 5 points Likert scales. By answering the questions, the extent of the role of schools in practicum to training teachers can be revealed and recognized.

3.2. Data collection

The questionnaire surveys were conducted in all three main sources: teachers at schools, student teacher and lecturers in teacher education universities. The questionnaire survey was conducted in two stages. It is pilot and official stage. In the pilot stage, the questions are designed to be tested effectively or not. The results of data analysis from the pilot phase showed that, some questions were not properly expressed, causing teachers, lecturers and students to provide inaccurate and untruthful information. The questionnaire was revised and redone to encourage teachers, lecturers and students providing accurate, objective and completing information about the research topic.

3.3. Sample of the Study

The data presented here are the primary data from 3 pedagogical universities in Hanoi, Hue and Ho Chi Minh city and 5 schools in Phu Tho Province and Hai Phong City at the North of Vietnam. A total of 150 school teachers were involved in the official survey. They are class teachers, and school leaders

with class teachers being the proportion of 60%. Relating to class teachers, 50% of them have more than ten years of experience. There are 150 students being involved in the official survey, among whom 75% were female and 25% were male. They are 21-22 years old, meaning that they are the third and the fourth students and participating practicum, amounting to a proportion of 80%. A total of 90 lecturers were involved in the official survey, among whom 65% were male and 35% were female. Most of them were aged 35- 40.

3.4. Data analysis

Students, lectures and teachers' responses provided the raw data source. Then it was assessed using SPSS software. The results from the SPSS assessment have been carefully read by the author, divided into issues and analyzed data to detect the role of schools in teacher training, particularly through practicum.

Data analysis involves several steps. Firstly, the author performed a detailed descriptive analysis of the collected data. Analysis indicates means and point ranges for variables. Then, they were discussed many times with other researchers of the same field with the author. In this way, the data was validated and reliable findings were generated.

The scale consisted of 13 items being divided into Awareness and Implementation of schools in practicum to train pre-service teachers in Vietnam. All of the 13 items focus on supervision and mentoring; accessing practicum process, training teacher student improvement; planning and managing, contacting with pedagogical universities.

Descriptive results were presented using mean scores and standard deviations. Reliability analysis was conducted to measure the consistency of the scale. The results revealed that Cronbach's alpha value for the scale was from 0,756 to 0,972, which ensure the decent reliability of the measurement instrument.

4. Results

Table 2: Awareness of the importance of schools in practicum to train pre -service teacher in Vietnam

NO	Participants	Mean	Std. Deviation
1	Students	4,5455	,52223
2	Lecturers	4,7000	,48305
3	Teachers	4,6000	,50709

Table 2 presented the surveyors highly appreciate the important role of schools in practicum to train pre – service teachers. Results showed that the number of the lecturers was of the highest awareness compared to students and teachers with a mean of 4.7. Students and teachers were also aware of the vital role of schools in practicum to train pre -service teachers in Vietnam with mean of 4.5455 and 4,6.

Table 3: Lecturers evaluate the role of schools in pedagogical training teachers

No	Items	Awareness			Implementation		
		Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank
1	Planning and creating favorable conditions in terms of spirit, materials, accommodation, and teaching for teacher students	3,8000	,60336	4	3,4000	,66704	13
2	Comment on the form of practicum, practice of complementary skills of teacher students.	4,1000	,30168	1	3,8000	,40224	6

3	Decide on the results of the practicum, practice of complementary skills of teacher students	3,6000	,66704	10	3,6000	,66704	11
4	Assign teachers with pedagogical, experienced and responsible spirit to guide practicum.	4,0000	,44972	3	4,1000	,54153	1
5	Plan to guide teacher students to practice on schedule	3,6000	,49264	13	3,8000	,75252	4
6	Study the requirements of each issue of the practicum.	3,6000	,49264	13	3,5000	,67458	12
7	Contact the teacher education institution to report the situation	3,6000	,80448	8.5	3,8000	,75252	4
8	Manage students during the practicum, only allow students to leave the practicum for a valid reason and have the team leader confirm	3,7000	,64390	7	3,6000	,80448	10
9	Evaluate and classify students at the end of the practicum	4,0000	,63600	2	3,9000	,83532	2
10	Propose rewarding and disciplining students with achievements or violations of practicum rules and regulations.	3,8000	,60336	4	3,8000	,75252	4
11	Write reports of practicum results, making practice files of each pedagogical student sent to teacher training institutions.	3,6000	,80448	8.5	3,7000	,90504	7
12	The organization draws experience after the practicum	3,8000	,60336	4	3,7000	,64390	9
13	Comment on the practicum program	3,6000	,49264	13	3,7000	,78540	8

Looking at the data in the table 3, the most appreciated criterion is: "Comment on the form of practicum, practice of complementary skills of teacher students" having the highest awareness with the average score: 4.1, following "Assign teachers with pedagogical, experienced and responsible spirit to guide practicum", "Evaluate and classify students at the end of the practicum".

The perceived criteria with the lowest grade point average include: "Comment on the practicum program", "Plan to guide teacher students to practice on schedule", "Study the requirements of each issue of the practicum".

For the implementation of the activities in the practicum process, the role of the school is also expressed mainly in the evaluation, sending the lecturers according to the programmatic process and the success of the pedagogical institution. The highest average score is: "Assign teachers with pedagogical, experienced and responsible spirit to guide practicum", "Evaluate and classify students at the end of the practicum".

The performance criteria of schools are not high, including: "Planning and creating favorable conditions in terms of spirit, material, accommodation, and teaching for teacher students", "Decide on the results of the practicum, practice of complementary skills of teacher students", "Study the requirements of each issue of the practicum".

According to the lecturers' evaluation, the criteria related to evaluating the practicum process of schools are mostly appreciated. These are the contents of schools following the procedures set by the schools in the pedagogical and assessment practice regulations of the schools, which are concretized by the available criteria and sample forms. That is, the instructors and facilities receive the students based on

the regulations to assess. Criteria with low grade point average are criteria related to practicum content and plan. This is in line with the current pedagogical practice in Vietnam, pedagogical institutions are proactive from planning to content, participation of schools only with supportive roles. The result of the practicum of the students by the pedagogical institution drafted the form from the school's point of view, so the results, despite the school's certification, are still dominated by the pedagogical institution.

Table 4: Teachers evaluate the role of schools in pedagogical training teachers

No	Items	Awareness			Implementation		
		Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank
1	Planning and creating favorable conditions in terms of spirit, material, accommodation, and teaching for teacher students	3,6667	,87214	13	3,6000	,61306	13
2	Comment on the form of practicum, practice of complementary skills of teacher students.	3,9333	,93167	9	3,9333	,93167	12
3	Decide on the results of the practicum, practice of complementary skills of teacher students	4,0667	,77431	4	4,0667	,93167	7
4	Assign teachers with pedagogical, experienced and responsible spirit to guide practicum.	4,2000	,83546	2	4,2000	,83546	2.5
5	Plan to guide teacher students to practice on schedule	4,0667	,68215	5.5	4,2000	,83546	2.5
6	Study the requirements of each issue of the practicum.	4,0000	,81923	7.5	4,0000	,96933	9
7	Contact the teacher education institution to report the situation	3,7333	,77431	12	3,9333	1,00112	11
8	Manage students during the practicum, only allow students to leave the practicum for a valid reason and have the team leader confirm	3,8000	,83546	11	4,2000	,75084	4
9	Evaluate and classify students at the end of the practicum	4,0000	,81923	7.5	4,2000	,91226	1
10	Propose rewarding and disciplining students with achievements or violations of practicum rules and regulations.	3,9333	,68215	10	4,1333	,88740	6
11	Write reports of practicum results, making practice files of each pedagogical student sent to teacher training institutions.	4,2667	,44370	1	4,0667	,68215	8
12	The organization draws experience after the practicum	4,0667	,68215	5.5	4,2667	,57541	5
13	Comment on the practicum program	4,2000	,65539	3	4,0000	,81923	10

The table above shows that, in terms of awareness of the role of schools, school teachers appreciate the role of schools in the content "Write reports of practicum results, making practice files of each pedagogical student sent to teacher training institutions" with an average score of 4.2667 following by "Assign teachers with pedagogical, experienced and responsible spirit to guide practicum" and "Comment on the practicum program".

The criteria with the lowest average score are: "Planning and creating favorable conditions in terms of spirit,

material, accommodation, and teaching for teacher students”, “Contact the teacher education institution to report the situation”, “Manage students during the practicum, only allow students to leave the practicum for a valid reason and have the team leader confirm”.

For practical implementation of the role of school, teachers highly appreciate the content: “Evaluate and classify students at the end of the practicum”, “Assign teachers with pedagogical, experienced and responsible spirit to guide practicum”, “Plan to guide teacher students to practice on schedule”.

The criteria with the lowest average score are: “Planning and creating favorable conditions in terms of spirit, material, accommodation, and teaching for teacher students”, “Comment on the form of practicum, practice of complementary skills of teacher students”.

Survey results show that schools are doing their right supporting role in relation to appointing teachers, writing reports on practicum, planning practicum at the request of the pedagogical school. The role of school is the role of enforcement by order and the relationship initiated and proposed by the pedagogical school.

Activities that schools have little role in contributing to the content practicum process, schools also do not actively contact the pedagogical school during the practicum of teacher students.

Table 5: Students evaluate the role of school in practicum for teacher training

No	Items	Awareness			Implementation		
		Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank
1	Planning and creating favorable conditions in terms of spirit, material, accommodation, and teaching for teacher students	3,8871	,74582	13	3,4600	,50007	13
2	Comment on the form of practicum, practice of complementary skills of teacher students.	4,1048	1,00259	10	3,6467	,47961	11
3	Decide on the results of the practicum, practice of complementary skills of teacher students	4,2177	,79183	8	3,5533	,65062	12
4	Assign teachers with pedagogical, experienced and responsible spirit to guide practicum.	4,3226	1,06342	7	4,0000	,74185	5
5	Plan to guide teacher students to practice on schedule	4,4355	,68955	3.5	3,9200	,67077	9
6	Study the requirements of each issue of the practicum.	4,1048	,88178	11	3,6467	,63602	10
7	Contact the teacher education institution to report the situation	4,0968	,99934	12	4,0000	,73274	6
8	Manage students during the practicum, only allow students to leave the practicum for a valid reason and have the team leader confirm	4,2097	,92195	9	3,9133	,79374	8
9	Evaluate and classify students at the end of the practicum	4,5484	,69088	1.5	4,0933	,66903	3
10	Propose rewarding and disciplining students with achievements or violations of practicum rules and regulations.	4,3226	,82194	5.5	4,0000	,60201	7
11	Write reports of practicum results, making practice files of each pedagogical student sent to teacher training institutions.	4,4355	,68955	3.5	4,0933	,66903	3

12 The organization draws experience after the practicum	4,3226	,82194	5.5	4,0933	,66903	3
13 Comment on the practicum program	4,5484	,69088	1.5	4,2667	,62031	1

The table above indicates that in recognizing the role of schools, students appreciate the role of schools in the content “Evaluate and classify students at the end of the practicum”, “Comment on the practicum program” with an average score of 4.5484

The criteria with the lowest average score are “Planning and creating favorable conditions in terms of spirit, material, accommodation, and teaching for teacher students”, “Contact the teacher education institution to report the situation”, “Study the requirements of each issue of the practicum”

Students who are directly involved in pedagogical practice in schools, according to the assessment of students and schools, have played an important role and performed well the tasks related to the real organization. Practice at school such as planning, arranging student instructors and evaluating practicum results. However, according to the students' assessment, the school has not created the best conditions for facilities related to accommodation and teaching practice. Although schools, although assessing practicum results but not performing well, schools have also implemented limited training of complementary skills for pedagogical students.

The result of the combined evaluation of the opinions from lecturers, teachers and students are shown in Figure 2 and 3 below. When assessing the awareness of the importance and the degree of implementation of duties that belong to the role of the schools, students assessed the role of schools higher than lecturers and teachers. All the participants have the similar assessment in the issue related to awareness and implementation of the tasks relating to schools' role in teacher training in Vietnam.

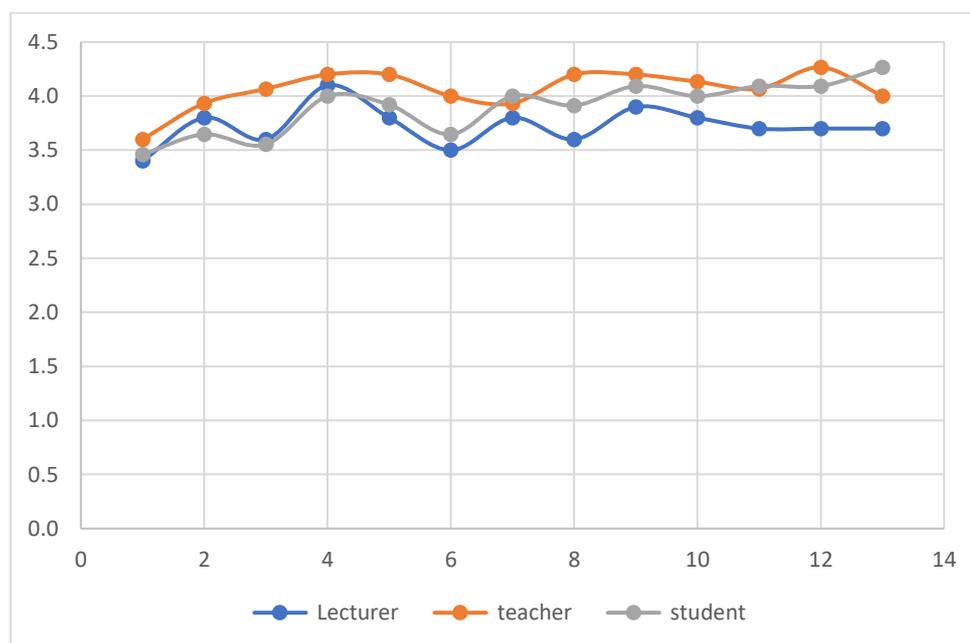


Figure 2: Awareness of the role of school in practicum for teacher training

The criteria for which the schools have the highest role in teacher training are “Assign teachers with pedagogical, experienced and responsible spirit to guide practicum” and “Evaluate and classify students at the end of the practicum”. Practicum at school is a mandatory requirement in Vietnam teacher training. If a student does not go through the practicum in a real education environment, graduation is not eligible. Therefore, the schools together with the pedagogical universities are two inseparable sides in teacher training.

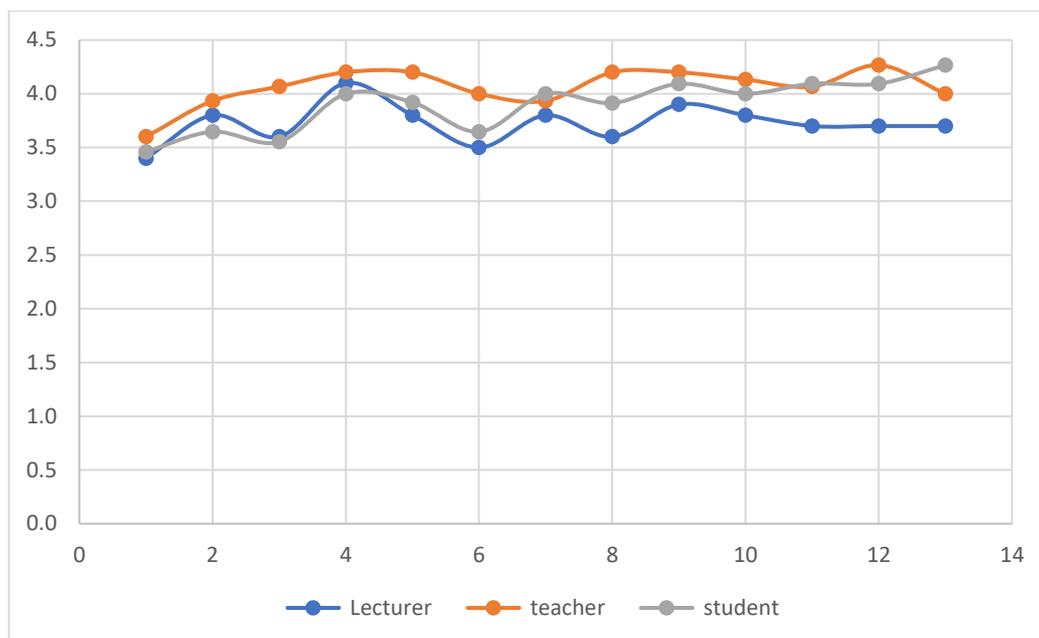


Figure 3: Schools Implement the role in practicum for teacher training

“Planning and creating favorable conditions in terms of spirit, material, accommodation, and teaching for teacher students” and “Study the requirements of each issue of the practicum” has been evaluated the lower than the remaining criteria “.

Schools’ implementing the role in practicum for teacher training focuses on: supervision and mentoring; accessing practicum process, training teacher student improvement; planning and managing, contacting with pedagogical universities. This is understandable because in Vietnam context the schools follow the existing pedagogical practice plan developed by the pedagogical universities. Pedagogical universities choose an internship school by themselves. The schools themselves do not actively participate in teacher training, having no rights to change the time, teacher training plan as well as the content, method of implementation and evaluation. The schools followed the instructions that were included in the pedagogical practice regulations of the pedagogical schools. Therefore, there are very few organizations for teachers to research, comment or change requirements related to apprenticeship to improve this process in order to train teachers more effectively.

5. Discussion

The Ministry of Education and Training of Vietnam pays special attention to improving the quality of teacher training. The role of schools is expressed in the concept of teacher education under pedagogical practicum. Pedagogical practice is a form of organizing to send students of pedagogical universities to schools so that students can apply professional and scientific knowledge about pedagogical science which has been learned at pedagogical institutions, initially getting acquainted and embark on the actual work of a teacher, thereby strengthening and cultivating more professional, professional emotional and professional ethical qualities. Son (2014) stated that, the relationship between pedagogical universities and schools is traditional and help to solve many important issues of general education development and teacher training universities. Vietnamese general education innovation has led to many changes in schools from teaching to educating, the situation of each school has to meet up with the innovation. Students want to practice and bring their knowledge of specialized science subjects and knowledge of educational science that have been studied at universities. students need to be trained in the schools. They have the ability to apply knowledge flexibly into reality, creative capacity, organizational capacity, and student management.

In the process of practicum, schools contribute to helping student teachers implement educational

principles, combine theory with practice, reasoning with practice in the process of education and training. Moreover, schools help students apply professional knowledge and skills in pedagogical science that they have learned at vocational schools, practice doing the jobs of a teacher, thereby strengthening and cultivating more professional knowledge; Foster moral qualities, raising awareness and love for students and give the suggestion for teacher training institutions self-test and evaluate the quality of training.

Schools play a key role in teacher training. Act as a focal point and take main responsibility in organizing knowledge and teaching practice: Organizing for students to register architecture and teaching practice; advising and proposing the issuance of decisions, plans, documents for implementation, process of organization, management of digital architectures and pedagogical practice; notify training units and students to perform. Contact, coordinate with departments, Education and Training Department, schools, relevant units of university of education to perform related tasks; coordinating with the Planning and Investment Department to propose the fostering norms for the performance of tasks related to architecture and teaching practice. Organizing inspection and forecasting - assessing, summarizing and collecting achieved results and records. Organize training, guidance, and assistance for students' representative boards to well perform the prescribed tasks. Finance for pedagogical practicum.

The survey results showed that the schools are the places where pedagogical universities take students to experience the career of a teacher through pedagogical activities. In order to carry out the role of guiding student teachers closely to the real educational environment, the schools have planned the timetable practicum in details. They also assign experienced teachers to guide students, create conditions for students to practice the teacher's work relating to teaching and educational activities for students after contacting with the pedagogical universities. The schools are also the side that facilitates students to stay focused during the practicum; completing the evaluation forms of pedagogical practice. The jobs that the schools perform in accordance with the regulations of the pedagogical universities, follow their requirements. Schools concentrate on planning and managing student teachers during practicum; mentoring/instructing and accessing the result of the student teachers. They are also responsible for connecting with the pedagogical universities to inform about the practicum process of pre – service teachers. However, schools establish practicum under the plan of pedagogical university with tight instruction. The linking between mentors/instructors with lecturers about student teacher is limited. They have fewer chances to draw experience after the practicum with universities.

6. Conclusion and recommendations

Practicum is a compulsory stage in all teacher training programs of Vietnam. The problem has been specifically adopted by MOET through mandatory regulations for teacher training iuniversities. There are many different components involved in teacher training and practicum, but the pedagogical universities - which provide fundamental knowledge, reasoning about teaching, education and schools - where the knowledge that formula is applied in practice are two core components. The paper points out the role of schools in teacher training to meet with Vietnamese education innovation. The results of practical research showed that the role of schools is highly appreciated, the coordination of schools is important. In the individually evaluated role, each leader, mentor/instructor in schools has their own functions and tasks. Schools where students practicum are also contacted by teacher training institutions and decide to choose. Funding and practicum contents are also determined by teacher training institutions. Schools mainly play a role of the place in sending and arranging students in accordance with the timetable practicum. Schools also decide all the practicum results of students but on the form due to teacher training universities issued. Schools have not participated in training at pedagogical schools as well as direct comments with teacher training institutions, mainly proposed through the summary report at the end of practicum. In the future, to adapt Vietnamese general education innovation, the schools need to become a partner with balance of two-side relationships with pedagogical universities in teacher training

References

- Allen, J. M.; Mader, C. B. & Richard, A. S. (2010). A fundamental partnership: the experiences of practising teachers as lecturers in a pre-service teacher education programme. *Teachers and Teaching*, 16:5, P 615-632, doi: [10.1080/13540602.2010.507969](https://doi.org/10.1080/13540602.2010.507969).
- Bezzina, C.; Lorist, P.; Velzen, C. V. Partnerships between Schools and Teacher Education Institutes. *Association of Teacher Education in Europe 31st annual ate conference*. (pp. 747 – 758). <http://www.pef.uni-lj.si/atee/978-961-6637-06-0/001-017.pdf>.
- Cochran-Smith, M., Villegas, A. M. (2015). Framing Teacher Preparation Research: An Overview of the Field, Part 1. *Journal of Teacher Education*, 2015, Vol. 66(1) 7–20. P 7-20 . DOI: 10.1177/0022487114549072
- Cochran-Smith, M., Ell, F., Grudnoff, L., Haigh, M., Hill, M., Ludlow, L. (2016). Initial teacher education: What does it take to put equity at the center?. *Teaching and Teacher Education* 57 (2016) P 67 - 78. <http://dx.doi.org/10.1016/j.tate.2016.03.006>.
- Ducharme, M. K., & Ducharme, E. R. (1993). School-Based Teacher Education in the United States : An Uneven Evolution. *Australian Journal of Teacher Education*, 18(2), 14-22. <http://dx.doi.org/10.14221/ajte.1993v18n2.3>.
- Foerste, E. , Merler, A. and Vargiu, A. (2017). Partnership in Teacher Education: A Theoretical and Practical Analysis. *Creative Education*, 8, 1275-1291. doi: [10.4236/ce.2017.88090](https://doi.org/10.4236/ce.2017.88090).
- Holen, Michael C. and Yunk, Dan C. (2014) "Benefits of 25 Years of School District-University Partnerships to Improve Teacher Preparation and Advance School Renewal," *Educational Considerations: Vol. 42: No. 1*. 49 -54. <https://doi.org/10.4148/0146-9282.1045>.
- Jones, M. M. (2008). Collaborative Partnerships : A Model for Science Teacher Education and Professional Development. *Australian Journal of Teacher Education*, 33(3). 61 – 76. <http://dx.doi.org/10.14221/ajte.2008v33n3.5>.
- Kristín Sigurdardóttir, A. K. (2010). School–university partnership in teacher education for inclusive education. *Journal of Research in Special Educational Needs · Volume 10 · Number s1 · 2010*. 149–156 doi: 10.1111/j.1471-3802.2010.01160.x.
- Lillejord, S. & Borte, K. (2016) Partnership in teacher education – a research mapping, *European Journal of Teacher Education*, 39:5, 550-563, DOI: [10.1080/02619768.2016.1252911](https://doi.org/10.1080/02619768.2016.1252911).
- Magudu, S.; Gumbo, M. T. (2018). Efficacy of the partnership between teacher education institutions and primary schools. *South African Journal of Higher Education*. 104–123. eISSN 1753-5913. <http://dx.doi.org/10.20853/32-5-2595>. Volume 32 | Number 5 | 2018 |
- MOET (2003), Regulation practicum applying to formal pedagogy universities , colleges. DECISION No. 36/2003 / QĐ-MOET, August 1, 2003. <https://thuvienphapluat.vn/van-ban/Giao-duc/Quy-ty-dinh-36-2003-QĐ-BGDDT-Quy-che-thuc-hanh-thuc-tap-su-pham-ap-dung-cho-truong-dai-hoc-cao-dang-dao-tao-giao-vien-pho-thong-mam-non-chinh-quy-51641.aspx>
- Sơn, M.S. (2014), Managing pedagogical practicum in training high school teachers under the orientation of high school teachers' professional standards. Doctoral thesis in education management. Hanoi National University of Education. <https://luanvan.moet.gov.vn/?page=1.24&view=12697>
- Palmer, D. (2015) Maintaining the Balance: Creative Practices in University-School Partnerships for Teacher Education. *Creative Education*, 6, 1530-1535. doi: [10.4236/ce.2015.614153](https://doi.org/10.4236/ce.2015.614153). P1530 – 1535.
- Smith, I.; Brisard, E. & Menter, I. (2006) Models of partnership developments in initial teacher education in the four components of the United Kingdom: recent trends and current challenges, *Journal of Education for Teaching*, 32:2, 147-164, DOI: [10.1080/02607470600655136](https://doi.org/10.1080/02607470600655136).
- Smith, Karl (2016). Partnerships in teacher education - going beyond the rhetoric, with reference to the Norwegian context - In: *CEPS Journal* 6 (2016) 3, S. 17-36 - URN: urn:nbn:de:0111-pedocs-125103.

- Tuli, F.; File, G. (2009). Review article practicum experience in teacher education. *Ethiop. J. Educ. & Sc. Vol. 5 No 1 September 2009*. 107 – 116. <http://dx.doi.org/10.4314/ejesc.v5i1.56316>
- Velzen, V. C; Volman, M. (2008). School-based teacher educators in the Netherlands and the opportunities of the school as a learning place. *ISCAR, San Diego, September 2008*. 1 -20. <https://www.semanticscholar.org/paper/School-based-teacher-educators-in-the-Netherlands-a-Velzen-Volman/9624d44d51be7d9591f20ea24212993338d1930c>
- Walkington, J. (2005) Becoming a teacher: encouraging development of teacher identity through reflective practice, *Asia-Pacific Journal of Teacher Education*, 33:1, 5364, doi: [10.1080/1359866052000341124](https://doi.org/10.1080/1359866052000341124).
- Walkington, J. (2007). Improving partnerships between schools and universities: professional learning with benefits beyond preservice teacher education, *Teacher Development*, 11:3, 277 - 294, doi: [10.1080/13664530701644581](https://doi.org/10.1080/13664530701644581).