

Assessment of the Policy of Teacher Professional's Training in Response to the 2018 General Education Curriculum: A Vietnamese Case

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ABSTRACT Developing teacher professional training policies is an essential task for each country, for training policies should guarantee the minimum training and recruiting requirements. This study evaluates the Vietnamese teacher professional training policy, specifically Decree 116. In this study, the researchers surveyed and interviewed 10 administrators, 30 pedagogical lecturers, and 90 pedagogical students at some Vietnamese pedagogical universities. The findings draw attention to the implementation process, especially the relationship between learners, training institutions, and ordering establishment. The 6-step model was developed by the researchers and proposed to be a solid foundation for implementing this Decree from the perspective of training pedagogical students. This finding contributes to the process of implementing and developing teacher professional training policies in other Asian countries as well as developing countries in general.