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**TEACHER EDUCATION PROGRAMS AND TEACHER ADMINISTRATION: A  
COMPARISON BETWEEN VIETNAM AND NEW ZEALAND IN THE  
CURRENT PERIOD - ISSUES AND SOLUTIONS**

Nguyen Thi Thanh Tung<sup>a\*</sup>, Nguyen Hong Quy<sup>b</sup>

<sup>a</sup>Hanoi National University of Education

136 Xuan Thuy; Ward Dich Vong Hau; Cau Giay District; Ha Noi; Viet Nam

<sup>b</sup>FPT University of Viet Nam

Address: 391A Nam Ky Khoi Nghia; Ward 7; District 3; Ho Chi Minh City; Vietnam

\*Corresponding Author: thanhtungspn@gmail.com

**Abstract**

Teacher education programs play a crucial role in the educational system of a country. This paper describes the teacher education programs offered by a university in New Zealand (NZ) and a university in Vietnam (VN) from the comparative perspective. The description focuses on such issues as learning outcomes, admission criteria, course selection, practicum periods, management, and teacher qualifications. A comparison between the teacher administration system of Vietnam and that of New Zealand is also presented.

*Keywords:* Ministry of Education and Training (MoE), training programs, University Vietnam (VN), New Zealand (NZ)

**Overview**

There are two school levels in NZ: Primary schools for children from 5 to 12 and Secondary schools for teenagers from 13 to 17/18. According to the NZ law, all children must go to school from 6 to 16 years of age. Most of them begin at 5 and many also go to early childhood education centers such as kindergartens before the age of 5. After leaving school students may go on to a university, polytechnic or college of education. Most NZ schools are state schools and some are private schools.

There are three school levels in VN: Primary schools for children from 6 to 11, Secondary schools for teenager from 11 to 15 and High schools for teenagers from 15 to 18. According to the VN education law, children must go to school from 5 to 15 years of age. Most children in VN begin Primary school at 6 and many go to kindergartens from the age of 3. Like students in NZ, after leaving school, students in VN may go on to a university, polytechnic or college. There are organizations responsible for different duties in both countries' educational systems. As it can be seen from Table 1, NZ does not have the so-called DOET (Department of Education and Training) as Vietnam does. The NZ Qualifications Authority, which administers national exams and testing, do not belong to the MoE. This equivalent organization in VN is one part of the MOET.

While NZ has the Board of Trustees, which is in charge of setting up policy for the school, recruiting and paying teachers (using money from the MoE), the VN MOET and DOETs take care of these duties. Teachers in NZ may have more chances to voice their opinion as they can resort to the Teacher Union, which negotiates with the MoE the pay and conditions of work. In VN, the pay, if ever negotiable, can only be done with the Ministry of Finance and The National Assembly. In addition, the Education Council in NZ

plays an independent role from the MoE. This organization issues and renews teachers' certificate, gives advice to schools based on their evaluation of the school and promotes the teaching profession all over the country. It can therefore be suggested that the VN MOET and DOETs scatter their power over a wider range of angles whereas the NZ educational organizations are more independent from each other.

*Table 1*

Important organizations in NZ educational system

Name of organizations	Duties
The Ministry of Education	<ul style="list-style-type: none"> <li>- Gives advice to the Minister of Education</li> <li>- Owns most of the schools and their grounds</li> <li>- Provides funding to the schools</li> <li>- Develops curriculum</li> </ul>
Board of Trustees Local level	<ul style="list-style-type: none"> <li>- Sets policy for the school</li> <li>- Employs the teachers</li> <li>- Pay the teacher using the money from the MoE</li> </ul>
Teacher Unions National level	<ul style="list-style-type: none"> <li>- Negotiates with the MoE the pay and conditions of work for teachers</li> </ul>
NZ Qualifications Authority	<ul style="list-style-type: none"> <li>- Co-ordinates and monitors qualifications</li> <li>- Sets and organizes national examinations</li> <li>- Monitors the quality of qualifications</li> </ul>
Education Review Office	<ul style="list-style-type: none"> <li>- Evaluates and reports on all schools and early childhood centers</li> <li>- Visits each school 2-3 years and reports on the school</li> </ul>
NZ Teachers Council	<ul style="list-style-type: none"> <li>- Registers teachers as members</li> </ul>
Education Council	<ul style="list-style-type: none"> <li>- Evaluates and gives advice to schools</li> <li>- Certifies teachers</li> <li>- Issues and renews the teacher license</li> </ul>

## Content

### Teacher education programs

The NZ MoE focuses on 'building a world-leading education system that provides all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century' (NZ MoE). In order to fulfill this mission, they have set up regulations that nurture the teaching practice and professional development at institutions across different levels. There are certain requirements that people have to meet if they want to work as a teacher at secondary schools in NZ.

Similarly, the VN MOET has recently paid attention to the improvement of teaching quality at secondary and high schools. One of the strategies that have been implemented is to provide in-service courses to teachers and upgrade teacher education programs at universities. This section presents a summary of teacher education programs at a university in NZ and a university in VN, regarding admission criteria for teacher education programs, syllabus and requirements, teaching experience, the staff and administrators.

#### 2.1.1. Admission

It can be seen from Table 2 that NZ and VN own different systems of teacher education. While NZ requires that people obtain a Bachelor degree before applying for a teacher education program, VN integrate the teacher education program into the Bachelor

degree program. NZ does not permit people with a criminal record to pursue the teaching profession and requires references. Many schools also conduct interviews with applicants. In short, VN seems to have a looser admission system for teacher education.

*Table 2*

Admission requirements for teacher training programs in NZ and VN

Requirements	NZ	VN
Bachelor degree	Yes	N/A
Interview	Yes	No
Math test	Yes	Yes
Literacy test	Yes	Yes
Clear record	Yes	No
References	Yes	No

### Courses

A scrutiny into the teacher education programs at different universities in NZ showed that most teacher education programs last one year. Victoria University of Wellington, for example, provides one-year graduate diploma of teaching, which requires students to complete 155 points from eight courses (See Table 3). The program gives a grounding in the principles and theories of teaching and learning, human development and curriculum studies in secondary school subjects. University in VN, for instance, used to provide courses that are taught throughout the four-year undergraduate degree program.

It seems that the two universities follow similar program structures with courses focusing on general issues in teaching and courses focusing on issues related to teaching the subject in question. Both universities require two periods of teaching practice. The NZ university, however, requires candidates to follow a course on the Maori culture which shows that the NZ government is concerned with tradition preservation. Additionally, Victoria University's curriculum contains courses that deal with specific areas of teaching while university in VN curriculum contains courses that deal with broader topics. The NZ university uses point (equal to 10 hours) as the unit of learning and the VN university uses credit (equal to 15,5 hours of classroom time, or 25-27,5 hours of practice). Apparently the NZ university requires students to spend more hours on teacher education courses than the VN university (1500 hours compared to 625-880 hours).

*Table 3*

Typical teacher education programs at two universities in NZ and VN

Courses at Victoria University, NZ	Courses at University, VN
The learner in context	Theoretical pedagogy
The teacher in context	Psychology
Matauranga Maori in education	Subject teaching methodology
Teaching models and strategies	Subject related course
Selected course (related to the subject)	Subject related course
Selected course	Subject related course
Selected course	Subject related course
Selected course	Subject related course
Teaching Practice 1	Teaching Practice 1
Teaching Practice 2	Teaching Practice 2
Total: 155 points	Total: 25-32 credits

## Teaching experience

Both universities stress the importance of practice by requiring candidates to fulfill two periods of teaching experience. For NZ, there are two periods of seven weeks and for VN, the first period lasts one month and the other lasts two months. They are a compulsory component of all teacher education programs at both universities.

Table 4

Cooperation between university, school and students during teaching practice in NZ and VN

Tasks	VN	NZ
Students write Teaching Experience Log	Yes	Yes
Students write Teaching Experience Summary	Yes	Yes
Students fill in the Teaching Experience Cover Sheet	No	Yes
Students fill in the Summary of Associate Teacher and Visiting Lecturers Assessment	No	Yes
Students fills in the Information Sheet for Visiting Lecturers	No	Yes
Students write the Interim Report	No	Yes
Students write Observation of Associate Teacher	No	Yes
Students design lesson plans	Yes	Yes
Associate teacher and visiting lecturer write reports	Yes	Yes
Associate teacher assesses students' teaching	Yes	Yes
Associate teacher/School gives students grades	Yes	No

During the teaching experience time, student teachers observe classes and get help from qualified teachers at the school. 'Learning alongside qualified teachers allows students to see how theory and practice interlink'. Most students begin with planning parts of a lesson, one entire lesson, then proceed with one week plan, one month plan and so forth. The NZ student teachers receive assessment from both the university and the school for both periods while the VN student teachers received assessment from the university for the first period and from the school for the second period. During and at the end of each period, student teachers in NZ have to write more reports and it seems that the university and school in NZ are in a tighter cooperation. Table 4 illustrates what the NZ and VN universities, schools and students do in the teaching experience time.

## 2.1.4. Management and lecturer qualifications

It is mandatory that all lecturers who give courses in the teacher education programs in NZ have previously taught at secondary schools and own a doctorate degree. On the contrary, most lecturers at university in VN, including the ones who teach teacher education programs, have not taught at secondary school. This is probably the biggest difference between the two systems in terms of teaching faculty qualifications.

A typical education school in NZ has a head of school, a program director, who takes care of all the courses, a teaching experience office, which organizes placements for student teachers in suitable schools, and lecturers.

### **Teacher administration**

In order to become a teacher, after graduating from the diploma course in education, graduates have to apply for a practicing certificate, which allows them to be a provisional teacher. After two years of practicing, they can apply for the full practicing certificate if they meet the following criteria:

- Be employed in a teaching position of at least 0.5 Full Time Teacher Equivalent;
- Teach in a continuous position (teaching of less than six weeks is not considered);
- Be employed as a teacher - not a teacher aide or a volunteer worker - in the general education system;
- Participate in an induction program being mentored and supported by a fully certificated mentor teacher for at least two years;
- Hold a current practicing certificate;
- Have completed satisfactory recent teaching experience.
- Once a teacher is fully certificated teacher, s/he needs to renew the certificate once in every three years. Teachers are eligible to maintain full certificate if they:
  - Are of good character and fit to be a teacher;
  - Have completed satisfactory professional development within the last three years;
  - Have completed satisfactory recent teaching service;
  - Have been meaningfully assessed against and have met the Standards for the Teaching Profession;
  - Have a clear background check.
- The Education Council in NZ managing concerns about teachers' conduct and competence and in the most serious cases the Education Council can cancel the teacher's practicing certificate.

In VN, once a teacher has been recruited in a state school, it is almost impossible that s/he is fired or requested to stop teaching. There is no practice of issuing teaching certificate and renewing it. However, teachers at secondary schools have to be under various types of pressure such as conforming to the rules of the MOET, DOET, school, doing research every year, obtaining a certificate in a foreign language, and so forth. It can therefore be concluded that both systems apply strict administration but in different ways.

### **Reality In Vietnam**

Current situation of teacher training and mentoring

Pedagogy plays an important role in human resources training for the national education system. Over 74 years, pedagogical sector and pedagogical departments/institutions have strived and overcome difficulties and accomplished emulation of good teaching and learning, as well as fulfill important tasks assigned by the Party and State. Outstandingly, pedagogical institutions have provided a large amount of teachers and educational managerial staff for the nation. Basically, the staff meets requirements of raising public intellection, human resource training, talent mentoring and contributes into the victory of national construction and defense.

However, under the requirement of education reform, pedagogical institutions/departments have still had several shortcomings and inadequacies as follows:

**There is separation between teaching professional knowledge and practice for students** There are two knowledge areas in training contents of pedagogical

institutions/departments, namely basic science and educational science. Two knowledge areas support mutually and orient to form profession for learners. However, many pedagogical institutions, departments have not taught students how to apply basic science knowledge in teaching at schools. Meanwhile, training in educational science has not associate with contents of subjects and activities which students must teach and engage in schools. Development of knowledge foundation of teaching profession and practice in order to form and develop of practical skill of teaching has not been concerned properly for a long time.

**Role of teaching methodology teachers has not been appreciated** It is perceived inadequately in pedagogical institutions/departments about roles of teaching methodology teachers and subjects. It is thought that teaching methodology is not a science sector and only practise several professional skills; that anybody with basic science level is able to teach methodology and that students who learn well will teach well, etc. Therefore, if a lecturer is evaluated as being limited in teaching and scientific research, she/he will be transferred to teaching methodology subject. If a head of teaching methodology's qualification is doctor, his/her major is not teaching methodology. That's why the image of teaching methodology lecturers in pedagogical institutions/departments is hidden. They themselves have feeling of smugness and inferiority complex.

**Fostering ideal and morality for students has not been focused** In higher education institutions, and especially pedagogical institutions/departments, students do not study morality but they must aware properly moral values, most importantly professional morality. For teaching occupation, professional morality is more essential. Pedagogical students must be mentored with professional ideal, have a strong attachment with teaching; comply with education law, rules, regulations of education and training sector; have a sense of discipline and responsibility; keep their quality, prestige and honor; live in honest and sound manner and be a good example for students; love, respect and behave equally with students; help students to overcome challenges in their learning, etc. However, for many reasons, institutions have not paid attention to such issue. Some pedagogical students violates discipline within learning period; and some students do not realize their great honor and responsibility in their human teaching activity.

**Content of pedagogical training has not adapted requirements of school education** The sentence "Pedagogical goes after school" has existed for a long time in our national education. It reflect backward of teacher training institutions with high schools. It is obvious that while high schools have conducted many changes in terms of programs, teaching methods, evaluation methods, etc., many pedagogical institutions have been "standstill" and focused on only "methodical" works for dozens of years without any change. Lively environment in high school has not been reflected into occupational training content of pedagogical schools. Therefore, outcomes of pedagogical students lack of many professional skill required in high schools.

**It is too slow to innovate training methods, test and evaluation methods for students' learning results** Although pedagogical institutions/departments have paid attention to and invested in renewal of teaching methodology and test and evaluation methods but it has not been effective and has not gained a significant change. Application of active teaching methodologies in institutions/departments is still limited and formalism. The current teaching method in many pedagogical institutions mainly focuses on "teacher-centered" approach, one-way transmission of knowledge; accordingly, students have become passive in receiving lessons. Pedagogical institutions/departments have not played their roles in forming typical example for schools regarding to teaching methodology and evaluation methods.

**Research on educational science has been inadequate** Research on educational science in pedagogical institutions has not contributed to solving pedagogical institutions' issues, and formed rationale basis for planning strategies and policies of educational development of the Party and the State.

For lecturers, scientific research tasks has not been appreciated properly and linked between postgraduate works with scientific research. Research products has not applied or still applied limitedly in its institutions only.

**Teacher fostering has not brought about real effectiveness** Although teacher fostering has been concerned by Ministry of Education and Training and educational managerial level over the past years, it has not meet properly and soundly the actual demand of teachers at levels. Many subjects and content of teacher fostering has not derived from difficulties and challenges of teachers in teaching and educating pupils. In addition, method and form of teacher fostering and result evaluation has not proper with each subject, specific conditions of each locality, etc.

### **Solutions of improving teacher training and mentoring effectiveness**

**Reforming teacher training and mentoring goals** Teacher training and mentoring must meet requirements of learning outcomes, i.e. necessary competencies and qualifications which enables students to well-perform teaching tasks and their roles of educator, independent educational researcher and solve arising problems.

Goals of teacher training and mentoring must focus on high adaptability with requirements of educational reform and development; change of roles of teachers in the modern society. It is said that goals of teacher training must be stable with core values of teaching profession and be "dynamic" in order to develop new contextual qualifications of teachers.

**Advantages of teacher training model in multi-sector universities** Previously, teachers used to train in pedagogical institutions. However, due to development trend of higher education, most of specialized universities have changed into multi-sector ones, including pedagogical institutions.

In the world, 30 years ago, there was no pedagogical institution in Finland. Teachers have been trained in all universities. In case, a student who graduates with excellent grade for one major (corresponding to subject in high schools), wants to become a teacher, he/she will study pedagogical profession for 1-2 years. For grade 1-6, teachers must be master in education and for grade 7-12, teachers must be scientific master. Thanks to the model, Finland has gained a best teaching staff in the world which made a "PISA shock".

In Vietnam, in the 1990s, it is stated that "Pedagogical institutions not only train teachers but also others; Teachers are not only trained in pedagogical institutions but also in others." With the policy, many pedagogical institutions has transferred into multi-sector training; many institutions which were not pedagogical ones has joined in teacher training activity. The image of teacher training has been added with many new colors.

With regards to advantages of training mode, pedagogical training majors may make use of strengths from non-pedagogical training majors, including creativeness, diversity of culture and technology, etc. in order to equip students with a foundation of stable technology, science and culture knowledge. Pedagogical lecturers are facilitated to exchange with other non- pedagogical majors, etc. In addition, teacher training in multi-sector universities also supports for non- pedagogical lecturers with theoretical and practical teaching methodology and techniques.

Therefore, it should not be inflexible with the conception that Teachers must be trained in pedagogical institutions and pedagogical institutions only train teachers. Among current higher education teacher training institutions, only two institutions, namely Hanoi

National University of Education and Ho Chi Minh City University of Pedagogy are pedagogy-majored one. However, according to their mission and vision as well as practice, they are multi-major training ones. Other pedagogical institutions such as Thai Nguyen University of Education, Hue University of Education, University of Danang - University of Science and Education are multi-sectorial institutions in the region.

### **Reforming teacher training and mentoring content and program**

**The first, Teacher training content and program** Teacher training content and program must be restructured and redesigned in order to develop their necessary professional abilities to adapt real requirements of high school education. Thence, teacher training content must pay special attention to pedagogical operations (PO) for students in three aspects, including duration, content and program.

**Duration:** PO must account for 25- 30% of the entire content and program.

**Content:** it must focus on forming following essential abilities: Understand core concepts, search engines, structure of subjects and be able to make such factors meaningful to their pupils; understand the way pupils study and develop, and be able to create conditions to facilitate their pupils' intellectual and personal development; understand differences of learning way among pupils and form teaching methods in line with various pupils; understand and use diversified teaching methods to encourage the development of critical thinking, problem-solving and action skills for pupils; apply their knowledge about personal and group behavior and motivation in order to create a social-interactive learning environment, actively join in learning process; apply their knowledge of oral, non-oral communication techniques and other effective information media into creating active search, support and cooperation in classrooms; make teaching plans on the basis of subject, pupil, communication and program objectives; understand and use formal and informal evaluation methods in order to determine and assure continuous mental, social and physical development for pupils; know how to evaluate effectiveness of their actions and selections to pupils, parents, colleagues, experts in an education community; actively search professional development opportunity; know how to develop relations with colleagues, parents and other organization in a big community in order to support learning process and benefit for pupils, etc.

**Program should be restructured.** Following credits may be integrated: 1) Organizing psycho-physical development activity for children/pupils (Primary, junior high school and high schools); 2) Organizing teaching activities in schools (Primary, junior high school and high schools); 3) Organizing educational activities in schools ((Primary, junior high school and high schools); 4) Organizing creative experience activities in schools (Primary schools, junior high school and high schools); 5) Organizing evaluation and test activities in schools (Primary, junior high school and high schools) etc.

**The second, teacher mentoring content and program** Teacher mentoring content and program must be comprehensive, including political ideal, morality, knowledge and pedagogical skill.

- Determining groups of teacher mentoring content.

Teacher mentoring contents may classified into following groups:

+ ) Competency and qualification to adopt high level of professional standards;

+ ) Competency and qualification under title standards, and operational standards;

+ ) Competency and qualification to adopt requirements of school education reform and program and textbook reform as well.

- Developing teacher mentoring specific subjects.

On the basis of teacher mentoring content groups, it must identify teacher mentoring specific subjects.

There should have following teacher mentoring specific subjects:

**Specific Subject No. 1** Combining knowledge teaching, moral teaching with professional orientation in pedagogical activities of teachers.

The specific subject should focus on following issues:

- Meaning of combining knowledge teaching, moral teaching with professional orientation in pedagogical activities of teachers;
- Essence of combining knowledge teaching, moral teaching with professional orientation in pedagogical activities of teachers;
- Methods and ways to improve effectiveness of combining knowledge teaching, moral teaching with professional orientation in pedagogical activities of teachers;
- Combining knowledge teaching, moral teaching with professional orientation in pedagogical activities of teachers for levels (primary school, junior high school and high school).

**Specific Subject No. 2** Integrated teaching and individualized teaching in new programs and textbooks.

The specific subject should focus on following issues:

- Meaning and essence of integrated teaching and individualized teaching in primary school, junior high school and high school;
- Organizing process of integrated teaching and individualized teaching in primary school, junior high school and high school;
- Requirements of knowledge, skill for teachers in charge of integrated teaching and individualized teaching primary school, junior high school and high school;

**Specific Subject No. 3** Organizing creative experience (CE) activities for pupils.

The specific subject should focus on following issues:

- Meaning and features of CE activities
- Content, form, and way of organizing CE activities for primary school, junior high school and high school (instruct pupils to conduct technical and scientific research; organize clubs, voluntary activities, charity activities, social activities; search occupations, etc.)
- Evaluating result of CE activities of primary school, junior high school and high school);
- Cooperation between schools and localities in organizing CE activities for pupils.

**Specific Subject No. 4.** Organizing comprehensive development of human dignity for pupils.

The specific subject should focus on following issues:

- Meaning and essence of organizing comprehensive development of human dignity for pupils;
- Purposes, requirement, content, way of organizing comprehensive development of human dignity for pupils.
- Requirements for teachers in primary school, junior high school, high school in relation with comprehensive development of human dignity.

**Specific Subject No. 5.** Reform of teaching method, form, and facility in new school education program.

The specific subject should focus on following issues:

- Purposes and requirements of reform of teaching method, form, and means;
- Orientation of reform of teaching method, form, and means;
- Organizing implementation of reform of teaching method, form, and means in primary school, junior high school, high school;
- Evaluating result of reform of teaching method, form, and means in primary school, junior high school, high school;

**Specific Subject No. 6.** Reform of test and evaluation of education quality in new school education program.

The specific subject should focus on following issues:

- Purposes, and requirements of reform of education quality test and evaluation;
- Orientation of reform of education quality test and evaluation;
- Organizing implementation of reform of education quality test and evaluation methods in primary school, junior high school, high school;

Apart from common specific subjects, specialized subjects for each subjects and types of teachers must be developed. Teacher mentoring organization must be researched and tested based on practical summary over years. It is said that it must combine with application of IT, communication with traditional methods in continuous, regular and school-based manner for core teachers. Core teachers will mentor other teachers in schools. As a result, teacher mentoring will be implemented in wide and stable manner to adapt the fundamental and comprehensive education and training reform under the Resolution 29th of Communist Party of Viet Nam Central Committee (11th Tenure).

**Reforming teacher training and mentoring methods** *The first*, combining closely basic science training with educational science training

There are two major knowledge areas in training contents, namely basic science (BS) and educational science (ES). Two knowledge areas support mutually and orient to form profession for learners. Therefore, BS and ES should be integrated into a consistent system. Professional training must ensures operational feature and operational training must base on professional training. Hence, it should mobilize teaching staff of BS to actively participate in pedagogical operation (PO) for students.

**The second, attaching PO training to reality in schools** Based on school reality (psycho- physical characters of pupils, textbooks, teaching and learning conditions, content and method of PO training for students are determined. At the same time, based on pedagogical features of teachers, requirements of qualification and competencies of teachers under professional standards are identified so that PO practice program will form such qualification and competencies for students. Specifically, it will form professional ideals, work passion, enthusiasm; basic and systematic training of pedagogical competencies for students; lecturers of PO subjects must be close to general schools. As a result, knowledge to be provided to students will be useful. Therefore, pedagogical institutions must have rigid regulation on tour trips to schools for lecturers of PO subjects and must encourage them to directly engaging in teaching some periods in schools.

**The third, developing a process of PO practice for students** PO training not only provides students with educational science knowledge but also forms necessary pedagogical skills: pupil teaching and education; cooperating with educators, family and society; research educational science; self-study to improve their qualification, etc. Such skills are only developed in continuous PO practice through practical activity and probation.

Therefore, a process of PO practice for students must be formulated; it must clearly identify specific works students must conduct from the first year to the final year. The

practical process must be consistent with training content of each academic year and entire course.

**The fourth,** creating favorable environment of PO practice for students. Effectiveness of PO practice of students depends mainly on environment factors: “Perceived environment” in pedagogical institutions and “actual environment” in schools. In a perceived environment, students practice pedagogical skills with “assumed objects”. Practice result in such environment will have big impact on practice on actual environment. Therefore, it should facilitate students to practice pedagogical skills with inter- curriculum, extra-curriculum, group activities, social activities, etc. However, it must clarify importance of PO practice in an “actual environment:” which should not be limited in probations only. Students should practise in real environment soon. It requires constructing school of pedagogy practice under institutions and it should consider that investment in school of pedagogy practice is similar to investments in modern labs of experimental departments.

### Conclusion

This paper, in the first place, has presented an overview of the school systems in NZ and VN. The most remarkable difference found is that NZ has two levels whereas VN has three levels of schools. Both countries have kindergartens and colleges/universities.

The paper has also discussed the educational organizations in both countries. NZ and VN both have the MoE/MOET, which governs the educational system at the national level. However, NZ do not have such organizations as provincial and city DOETs. Instead, NZ has independent bodies, two of which are the Education Council, which manages teacher registration, school quality and concerns about teacher conduct and competence, and the NZ Qualifications Authority, which is in charge of exams and testing. These bodies are part of the VN MOET. Teachers in NZ can join the Teacher Unions, one of which is for primary and early childhood teachers and the other is for secondary teachers. The union is responsible for negotiating with the MoE the pay and working conditions for all teachers in the country.

Another topic that has been addressed in this paper is the teacher education programs in NZ and VN. While NZ follows the 1 plus 1 approach, VN follows the 2 in 1 approach. A person in NZ has to hold a BA degree before s/he can apply for a teacher education program, but people in VN can apply for a BA degree in teaching right after they finish high school. A comparison between a program of a university in NZ and that of a university in VN showed that the NZ programs tend to focus on theories and practice of learning and teaching in general whereas the VN programs tend to specify those in subject related courses. The NZ programs also include more courses on the subject curriculum at secondary school than the VN programs.

Last but not least, the teacher administration in both countries has been described. It has been suggested that NZ and VN administration systems are strict in different ways. People in NZ have to be provisional teachers before they can apply for a full practicing certificate, which has to be renewed once in every three years. It can be concluded that the two countries follow different approaches in educating and administering teachers. While VN has a long way to go to reach the education quality rank that NZ has gained, there is light throughout this way as the VN MOET and Pedagogy universities have been initiating action plans on teacher education programs and educational administration.

Innovation in teacher training and mentoring is a necessary requirement. The reform must base on the orientations of teachers and managerial staff development stated in the Resolution 29- NQ/TW by the Communist Party of Viet Nam Central Committee (11th

tenure). At the same time, it must result from change of teachers' role in the modern society.

In order to improve effectiveness of teacher training and mentoring reform, it must apply consistently all solutions mentioned above./.

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