

UDC 37

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Abstract. The article identifies and discusses six different roles of professional team leader at primary schools of Vietnam, such as combining communication and interpersonal relations; making right decisions to meet the requirements of different situations arisen in the practice of professional team management; building culture in professional team and school; directing the implementation of new educational content and programs into practical activities of professional groups; scientific role, artistic role and creative one.

Keywords: professional team leader; primary school; management; role; professional activities; Vietnam.

1. Dual role of professional team leader in primary schools of Vietnam.

The professional team leader in primary schools performs two different types of work simultaneously: student educational activities (teachers) and management activities (subjects of management). In order to fulfill this dual role, they must be teachers with good professional competence. At the same time they must manage professional team activities. In spite of existence of top management, the professional team leader also must fulfill the functions of a management entity. In other words, the professional team leader in primary schools must implement a complex task system, requiring a diversified capacity system.

2. Scientific, artistic and creative feature of work of professional team leader in primary schools.

– In order to implement effectively their roles and duties, the professional team leader in primary schools must have a system of scientific knowledge in many different fields and apply them to their specific activities. First of all, they must have a system of basic scientific knowledge as the foundation for teaching and learning activities and modern scientific and educational knowledge system. At the same time they need to have the skills

to solve the problems that arise in the process of primary teaching and education in general and in the grade that they are in charge in particular. In addition to the scientific knowledge about technique and career, the professional team leader must also have a broad understanding of society and life [3]. As managers, they must master the scientific theory of educational management and be capable of applying in practice. They must also have the scientific knowledge and corresponding skills to master the object of management, be able to gather authentic information and make appropriate and practical decisions with high feasibility. In their process of management and activities must be based on scientific management methods such as administrative organization methods, economic methods, psychological and social methods. In a word, work of professional team leader must be based on science, educational career and management knowledge and skills.

– In the management process, the professional team always faces unexpected situations stemming from the rich and diverse variety of phenomena arising in the professional team and schools and society. In fact, not every phenomenon in the management of the professional team is lawful and not all the

rules that relate to the operation of management systems have been perceived into reasoning. In order to manage effectively, the professional team leader could not stereotype and machine and must always be quick, assertive, and capable of creative thinking, flexibility, and inspiration to solve these situations well. In other words, the professional team leader's activities must be artistic and creative.

The artistry in management activities of the professional team leader also comes from the professional team in primary schools, which is essentially a social system [5]. The process of management is the process of impacting people with very diverse needs, with attempts, emotional feelings that are difficult to balance, explicitly measure, differences in personality, complex social relations. That fact requires the professional team leader to handle skillfully, flexibly, "need" or "extra", "hard" or "soft" for each situation. It's hard to find a common way and the best for different situations. The artistry of management activities of the professional team leader also depends on the experience and psychological attributes of the professional team leader individuality. Therefore, the same situation and the same way of dealing with those different subjects has different results.

Although the professional team in primary schools is usually a small group, to operate effectively the professional team leader not only uses management tools but also has an ability to attract and motivate members to perform voluntarily assigned tasks.

3. Combining communication and interpersonal relations.

During the management process, the professional team leader is a representative of the leader, negotiator, and diplomat. Products of management activities are assessed through the development of individuals, collectives, through the results and performance of the professional team activities by individuals [2]. Activities of the professional team leader are activities of organizing and controlling people, so they must rely on in-

terpersonal relations with members of the team and in the school. It is the psychological relationship between people and people there are three aspects: awareness, attitude, and behavior associated with the state of satisfaction or dissatisfaction. Interpersonal relations is a condition for successful management and leadership of the professional team. This relationship is made possible by the communication process. Based on communication, the professional team leader understands and shares the thoughts, aspirations of mobilizing members, resolving conflicts and instructing and working with them, motivating and promoting, participates in the decision-making process.

Communication skills and interpersonal relate to the professional team leader in primary schools are shown in:

- Ability to establish relationships, thereby understanding, sharing and tolerating members;

- Knowledge to motivate and encourage members of the team to perform actively the tasks that the team and each individual undertakes. In particular, the professional team leader must always be an exemplary person, leading in the most difficult tasks;

- Create consensus of the professional team in implementing education policies and guidelines of superior on the primary education;

- Respect, cherish others and be friendly with co-workers, students, and everyone, thereby gathering necessary information about the professional team and yourself. On that basis, make determined management decisions;

- As the representative of the school in the process of contacting teachers, students, and parents, there must be good communication skills to be able to influence effectively the object during the process of management [7].

4. Making right decisions to meet the requirements of different situations that arise in the management practice of professional teams

One of the most important tasks of the professional team leader is to make and en-

force management decisions before a situation arises that needs to be addressed. Management decisions reflect the views and approaches of managers in choosing the best plan to solve the situation. Therefore, in their management activities, the professional team leader in the school must regularly make decisions and organize the implementation of its decisions. In order to have a good and timely management decision and achieve high efficiency, the professional team leader must fully realize the decision-making situation, apply scientific knowledge about management, and express dynamism, creativity and assertiveness, and the necessary skills in enforcing the decision. On the other hand, it must be repaired and adjusted in time when it is realized that it is not really reasonable.

5. Building qualitative culture in professional teams and schools

Professional activities and management are only effective when it is done on a positive cultural background. That is the scientific way discipline works, following the general rules but still ensuring the democracy in the organization. Culture is only available when all members are wholeheartedly focused on their work, self-fulfilling their assigned tasks to work with the highest quality. Culture of quality is also expressed in the friendly psychology between managers and teachers, between teachers and teachers and between teachers and students, and parents [6]. Thus, building a culture of quality is a professional team leader's mission in the process of managing the professional team. It is to build a modern, professional, friendly and efficient working environment. In order to do that, first of all, the professional team leader must promote its leadership role in the lead change, must be a proponent, guide change efforts; plan mission, vision, spread that mission and vision to create the trust for implementation. Building a quality culture at Vietnamese primary schools now is a very difficult job that requires a lot of time and effort because it goes against the tradition of teaching and learning to achieve high achievement

in exams, by all means, school management and power-based patriarchal education have been reigning in Vietnamese education.

As the leaders of the professional team, in order to participate actively in the setting culture of quality in the primary schools, the professional team leader must have a moral orientation, modern school culture for teachers and students besides preserving cultural identity, good traditional values of the nation. It is important that the professional team leader in primary schools must be an exemplary model of culture, ethics and together with the whole school have appropriate measures to repel old culture, build a new one in the school. Building culture of quality in the school is to be carried out regularly, long-term with many efforts in all activities, the most important teaching activities.

6. Directing the creation of new educational content and programs into practical activities of professional teams

The new primary school program has been implemented since the school year 2020–2021. This program has many differences in many ways compared to the current program such as teaching and educational integrating, educating and assessing students according to their ability to approach; the program requires the development of time and region, experience activities, etc. The difference will cause teachers many difficulties in the implementation process because it requires from them many new professional capabilities [8]. Helping teachers adapt to the new program is the responsibility of many different management levels. In particular, the professional team leader in primary schools plays an important role because it is a direct manager of professional skills. They are responsible for conveying the overall guidelines, strategies, and objectives of the program into specific objectives, developing a common program into a program that is appropriate to local practices, developing action plans, schedule, specific measures for the professional team's activities in order to achieve educational goals and organize train-

ing to improve teachers' capacity and draw experience by applying the program to educational practice.

The professional team leader in primary schools must promote its autonomy, self-responsibility and creativity to build and standardize education programs towards modern, lean, qualitative assurance and high integration to meet innovation requirements basic, comprehensive primary education; designing subjects, topics and educational activities of self-selection and experience to promote the activeness, initiative, creativity and application of students' knowledge and skills. The professional team leader should have incentives, encouragement, and encouragement for teachers to focus on teaching, thinking, self-studying for students, creating a basis for learners to update and innovate knowledge, skills and develop capacity. In addition, the professional team leader must organize the application of information technology in the process of teaching, education and professional activities of the group.

Directing the implementation of the new educational program is a new and difficult task for the professional team leader in the primary school. In order to implement well this task, the professional team leader must constantly learn to improve their professional and professional skills as well as the general capacity of teachers and managers of primary schools.

Conclusion: The professional team leader has a very important role and task in the

operation and process of primary educational reform. In order to fulfill their roles and duties, they must conduct specific activities - combining the role of teachers and the operation of an educational manager. This peculiarity of the job requires them to have the professional capabilities and necessary integrated skills for their operations.

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