

APPROACH OF MODERN SCHOOL MODEL INTO MANAGEMENT OF HAPPY SCHOOLS IN VIETNAM IN THE CONTEMPORARY PERIOD

Trinh Minh Toan

Faculty of Educational Management, Hanoi National University of Education

Abstract. A happy school is a modern standpoint and model which has been recently formed and developed by the Ministry of Education and Training. In this article, the theoretical research method (through synthesis and analysis of viewpoints in the bibliography) is employed to approach the school models with the reputation for pedagogical organization in the modern history of education until now and the indispensable requirements in formation and development of happy schools in order to propose several solutions for improving the school management effectiveness in orientations towards the development of happy schools in Vietnam at present.

Based on the overview in the article, scientific foundations are initially created to research the measurements of school management in orientation towards the effective development of happy schools in Vietnam at present.

Keywords: Happy school, modern school model, school management, development of happy school.

1. Introduction

The emergence of schools in the ancient time is regarded as a great achievement in the history of human civilization. In the current context, schools are not only a purely pedagogical institution. Activities taking place in schools aim to achieve the highest objective of forming “personality and capacity” for community development. “School is a bridge between micro education and macro one in order to take the children from the emotional world of their family to the employment world of the society with the profitability of many advantages and the avoidance of many tensions and disappointments” [1]. According to Pam Robbins and Harvey B. Alvy, “School is a learning community” [2]; Furthermore, schools are understood “as a pedagogical unit which organizes the process of teaching, educating and training human beings in accordance with the requirements of the society [3].

Throughout many historical periods, science and technology have experienced the increasingly-robust developments and human beings are living in an area of international integration, globalization and internalization, the happy school has become an indispensable trend in many countries around the world including Vietnam. In such context, the happy school model and school management effectiveness targeting to the development of this model, however, present themselves as a challenge and also an inevitable existence for each school.

Received April 16, 2020. Revised April 2, 2020. Accepted May 5, 2020.

Contact Trinh Minh Toan, e-mail address: toanm@hnue.edu.vn

2. Content

2.1. Development of modern society and indispensable trend of happy schools

2.1.1. Development of intellectual economy, science and technology and requirements for the formation and development of the happy schools

Since the 1980s of the twentieth century until now, the robust development of the world modern scientific and technological revolutions has led to profound changes, particularly bringing the world economy into a new phase of material changes, which is called as the intellectual economy. In such an economy, schools are regarded as a place or a short period in each person's life. Facing with such rapid and profound changes, the schools are incompletely able to update all knowledge quickly and learners themselves not only study at schools but also learn throughout their life as well as accumulate knowledge, skills and experiences via their practical activities, daily life and working processes. For this reason, regular and long-life learning is a feature in education in the 20th century and the truth of the new era.

The intellectual economy and the development of technological and scientific have fundamentally changed education from the viewpoints to educational system, schools, contents, curriculums, instructors/teachers and learners, especially the school model(s). Until now, education is no longer purely one-way impartment of knowledge or provision of information but provide orientations to learners so that they will be able to seek, explore and process information to achieve high efficiency and effectiveness in their practical activities. Schools are not only a place to study and train human resources for the society. At this time, each school should aim to develop their own appropriate objectives and mission including the objective “*of making the individuals and collectives love their schools and classes and work together to make progresses based on the good values*” [4], with a special focus on three core values, namely safety, love and respect. Safety is understood both physically and spiritually. Its sufficient-condition is that the schools should be provided with infrastructure and human resources to ensure the basis of safety. However, the sufficient condition is spiritual safety which can be achieved when the team of administrators, teachers, employees and students are fully aware of their own roles and responsibilities as well as legal regulations/provisions with which they are protected and they must comply and particularly they should be adequately qualified to perform their tasks well.

2.1.2. Development of the trends of the modern school models and the effects on the development of the happy schools

The development of cultural democracy in the twenty-first century requires the countries to organize school institutions appropriately in accordance with the political, social and economic development and the real-life situations. In the history of pedagogical and educational science from the modern time to now, several school models have formed their reputation about pedagogical organization as follows:

* *Positive school*: this model is found by the Swiss and French educators represented by Adolphe Ferrière (1879 – 1960) and Célestin Freinet (1896-1986), a practical educator. It is a universal school model with thirty new school-organizing features called “Chapter of new education” [5]. The school, which converges on 20 out of 30 features as mentioned in the “Chapter”, is considered as a new school. The features mentioned in the Chapter for this type of school model go around such issues:

+ A new school is an educational experimental room, which uses the achievements of the applied psychology and follows the modern demands of the life. Countryside-linked natural environment is created for the children.

+ The groups of students who receive the educational assistances from the adults are established, the manual activities are organised and the working skills are also instructed for pupils;

+ An attention is paid to physical education, walking tourism and common cultural capitals with the integration of optional subjects.

+ Teaching pays attention to the interests of the children and the development of their innate aptitudes. The students are encouraged to provide mutual assistance when performing the social obligations. The attention is also paid to the self-learning of the students.

+ Intellectual education and moral education: Absolutely avoid the imposition of authority; use the approach of punishment which, however, does not embarrass the students. Emulation and commendation are necessary but should not let the pupils think that they are better than their friends.

+ The school must have both clean natural and social environments and a song about the school. In addition, the educators also think the school with the objective of linking the children with the surrounding environment does not separate the surrounding environment and the children.

* *Community school*: this model has been implemented in Southeast Asia in the 60s of the twentieth century and continues its life until the twenty-first century. This model takes a principle that educating all the residents in the community should base on the interests and needs of the villages, communes, and districts. The school provides education to all members in the community which then mobilizes resources to serve the school [5].

+ Life skill-orientated or topic-based educational methods for the populace and young generations to adapt to the real-life situation.

+ The highest objective of this school model is to implement an educational system that fosters the unity and solidarity of the community in order that the young generations must, first of all, adapt to the life of the community, where they are born, before entering into the broader social life.

* *Effective school*: the viewpoints about this model are presented by US researchers like Alma Harris, Nigel Bennett, Margaret Preedy and others in the work “Effective school leadership and management methods” [5]. They place a strong emphasis on applying the modern school management theories. Examples are presented as follows:

- + School culture;
- + Managing the changes in school;
- + Vision, mission and strategy of school development;
- + Education quality management;
- + Development of school values;

At the same time, the effective school model also appreciates both the internal and external effectiveness of the educational process and the delta-pricing method. From the viewpoints and the effective school model, the methods for calculating the mean school-years (MSY) for the resident communities and inequality of educational enjoyment via Ghana coefficient are formed.

* *Child-friendly schools*: The concepts of friendly-education system and child-friendly schools have appeared on the UNICEF forums since 1999’s. Since then, there have been many research and workshops on such topic like “Convention on the rights of the child”, “World declaration on education for all” and “Millennium development goals” [5],[6]. We all come into agreement in the methodological framework as follows:

+ Friendly school has an approach of respecting the rights of the children and makes sure that the pupils are healthy and pleased with their study and receive the dedicated training from the teachers with the support of the community and families so that they are able to promote their potentials in a safe and sufficiently-nutrient environment. The friendly school model conducts education in accordance with the generality of quality.

+ A factor of friendliness in the school is presented by encouraging and promoting the students, teachers and stakeholders to participate in the development of the education environment with the love and responsibilities to achieve the educational objectives of the school.

+ The child-friendly school must persistently implement 5 aspects and 10 ideas, some of which stand out as follows:

- All children within the prescribed age of universalized education are accepted. The teaching process is organized with the curriculums and teaching methods organized as much as appropriately and effectively in accordance with the circumstances of the children.

- A healthy and safe school environment is developed. Gender-equality should be shown when children are accepted for study and the participation of the forces during the process of school development and construction should be enhanced.

- Happiness mean the learners feel happy and they are important figures of the school, blood vessel of the school and also a decisive factor for the survival of the school;

- The instructors and learners are interdependent. There is no pedagogical power. Learners are not the subjects which are disregarded by the school when it conducts training for the learners.

- The learners will receive the highest level of assistances in order that learning accompanies with practice, education combines with the process of working and production and theories are applied in to the real life.

Comment: it can be seen that the modern school models all orient to the basic rights and demands of the learners and there are more changes with every passing day in terms of education philosophy, educational objectives and educational methods etc. in these models, inevitably resulting in the formation and creation of a new school model in which there is a guarantee of all factors of safety, happiness, fun and effectiveness.

* *Happy school*: this model is inspired from the UNESCO's Happy School Model. This model was piloted in April 2018 at several schools in Hue City and then scaled up national wide and many schools are making attempts to build up themselves as "Happy school". What is a happy school and what are criteria to build up the happy school?

The United Nations (UN) recognizes "happiness as one of the fundamental rights of every human being" [7] and proclaims 20 March each year as the International Day of Happiness. In the Vietnamese dictionary, such synonyms "Học đường/ nhà trường/ trường học" are used to show a place where comprehensive or domain-specific training and education for the groups of pupils and students. Happiness is a noun to express "the status of gladness for complete fulfillment of willing" [7] and when it is an adjective, it means "obtainment of happiness and enjoyment of happiness". E.g.: happy family or happy living. The "happy school" refers to a place without school violence, actions of violating the teachers' morality and actions of insulting the teachers' and students' honor, dignity and body. "Happy school" is a place where teachers and students feel pleasant to stay in with the sharing, sympathy and mutual compassion. At the same time, it provides a common house for teachers and students to feel school-going as happiness. To build up the happy school following its criteria, the school administrators, teachers and school children must make constant efforts with many specific practical solutions [8].

In discussion about the viewpoints of this school model, the Minister of Education and Training emphasizes that there are three key criteria for forming a happy school which include love, safety and respect as well as the activities for improving the pedagogical and ethical behaviors of the teachers-laborers are identified as a decisive factor to develop the happy school [9]. Accordingly, this model is generalized with the key values as follows:

+ Love is manifested via care, sharing, reliance, mutual support and tolerance among the individuals. The "happy school" is a place where teachers, pupils and parents feel happy in the

learning and teaching process. It is a place for compassion/love among the teachers, between the teachers and pupils and among the pupils to be respected and fostered daily.

+ The happy school should be a safe place for the teachers to teach and students to learn and there are no violent behaviors and violations of teachers' morality as well as offenses against the teachers' and students' life, dignity and honor.

+ The happy schools are places which are interested in imparting the knowledge, skills and attitudes to the students and also pay special attentions to the education of sentiments or emotions for them. The individual sentiments and personality creation of both instructors and students are respected without being mechanically imposed with the stereotypes in the obsolete educational approaches.

+ The objectives of the school activities do not only make teachers and pupils feel happy in their learning and teaching process but also form the school as a starting point of happiness which will spread to the students' parents and then the society as a whole.

+ The students are central subjects of the educational process and also owners of the "happy schools".

+ The happy schools are formed with the standard behaviors of the teachers who should have a bright modality, a love for their teaching occupation and show the dedication for their job [9].

With the above analysis, we realize that the strong development of the modern society leads to positive changes in the modern school models. They are both opportunities and challenges for each school, particularly school management to orient towards the development of the happy school model. Therefore, several issues are raised in his work as follows:

Firstly, the role played by the schools is very important and the principal acts as "a leader", who always orients his or her school activities into the objective "All for the lovely students". For this reason, the school management board needs to make a strong change among the teachers in terms of their awareness, professional capacity, sentiments and friendliness with the pupils. A team of standardized teachers as well as a healthy and safe educational environment should be built up.

Secondly, direct the teachers to improve their self-learning and self-training capacity and supplement their professional competence for enhancing their pedagogical behavior skills and then moving to completely overcome the problem of ethical violations and anti-pedagogical behaviors among the teachers and transform difficulties and challenges in the occupation of teaching into opportunities to affirm their own competence and quality in the eyes of students' parents, students, and colleagues.

Thirdly, direct the planning and implementation of the educational and training plans at schools by applying the innovative methodologies without fear as well as not losing the central role of the teachers who should take proactive measures to orient and suggest school children to actively make an access to the lesson-related information.

Fourthly, manage and check the evaluation of the learners' study results to enable them to make progress and not cause any score-related pressures; provide the opportunities for school children to express their thoughts and aspirations without fear. The school should look for solutions to handle with the obstacles and meet the legitimate requirements of the students; organize the meetings with the students and their parents to help the later to timely grasp an understanding about the circumstances and thoughts of the students and set up an email and hotline for the students to timely exchange or share information with the teachers when necessary.

In fact with the above practical situation, it is necessary to have appropriate solutions and orientations for school-management at present in orientation towards the happy school model.

2.2. Proposing several solutions for improving the school management effectiveness in orientation toward the development of the happy schools in Vietnam at present

2.2.1. Development of the happy school development strategy

Happy schools are those which build up their own objectives and missions, which are suitable to the teachers, learners and educational contexts in which the schools are located. They include “making the individuals and groups in such schools love their schools and classes and work together to make progress based on the good values”. The mission of the happy school is stated to attract the hearts and minds of every member of the school and community and to closely associate the school with the students’ parents. The happy schools may present an underlying reason for the existence through the mission and this model is also expectations from the schools to realize based on the demand of the customer groups (learners) and the sector of services. The vision of the happy school is a future status which it expects to achieve. It may be that all school children study in a healthy and absolutely-safe physical and spiritual environment where they are loved by their teachers and receive supports from the collective as well feel free to manifest their aspirations for and strengths in their process of study and work.

At the present schools, three values selected by the Ministry of Education and Training including safety, love, and respects can be focused to build up the vision, mission, and values.

2.2.2. Organization of the development of the love, safety and respect-oriented happy pedagogic team

A school environment can be happy if the relations are shaped and executed based on the love which begins from understanding and sharing with others rather than selfishness and unilateral implementation. As love is also a traditional value of our nation, it is not difficult to promote it.

The principals of the happy schools should pay attention to develop the culture of happy schools as culture is a factor which affects all the activities as well as the members of the school. Culture plays a direct role impacting the quality of education and creating an impetus to encourage the teachers to make more efforts for their jobs, adjusting the behaviors of the teachers and students and provide supports for minimizing and resolving the conflicts.

Creating a positive atmosphere of love is an overall responsibility of the school administrators and the community of the students’ parents. It is screened out from the top to bottom when the entire team of teachers shares the same educational philosophy and the same objectives and ways to achieve it. Concurrently, everybody clearly understands and fully believes it when they feel that the contribution of each person’s contribution is essential.

For example, if the classroom disciplines and classroom management techniques are joint efforts of the teachers and school administrators, the school-wide harmony is created. When both teachers and the school administrators stand in the same position and support each other’s roles, the students will know what they are expected and what are the consequences of non-compliance. This creates a sense of safety and promotes personal responsibilities inside each student. It also creates a pleasant and comfortable atmosphere. Such an environment should be well-understood from the bottom-up. When the teachers are not comfortable with the responsibilities and binding requirements, they will make a plan with the same notion about that environment. When the teachers feel overwhelmed and uncertain about their ability of satisfying the unrealistic hopes, they inadvertently control a tense and insecure atmosphere in the classroom.

We all agree that the schools are required to assume the growing responsibility for educating the children. Expectations made by a teacher a half of century ago exclude responsibilities of social development and formation of sentiments/emotions which we are now expecting. No schools are responsible for “a child left behind”. The teachers have never been made better

competence-related preparation as well as have never been as much as dedicated before to create the happiness of “all the children”. The parents may make contributions to create a positive school atmosphere by appreciating the efforts made by the teachers when they undertake the job which demands the wholehearted commitment. In addition, the youth union should establish clubs, groups and teams such as art-performance clubs, music clubs, broadcasting clubs, newspaper-making clubs, photography clubs, self-governing clubs, etc. as well as diversify their activities to set up useful and interesting playgrounds for the students to show their personal abilities as well as form the important and useful soft skills.

Many ways are available for one teacher to make his or her teaching program more interesting and enjoyable. Innovative practice activities empower school children who are struggling with the requirements of the curriculum. Changing the text-based learning with the orientation-based learning, in which the school children can explore through self-motivating learning activities, loses similarities of daily life in the classroom. Differentiated instruction/teaching is a creative way to provide support to the teachers to meet the individual demand of the school children. All of us realize a fact that the students, once they feel competent, will implement what their teacher expects and once they feel successful, they can succeed and make a success.

2.2.3. Enhancement of the relations among the schools, families, and society in orientation toward the happy school

Although most of the responsibility for creative teaching is taken by the teachers and the school administrators, the parents may play an important role. Raising the awareness of the stakeholders for impacting the families and communities makes these forces more willing to participate and effectively cooperate in the education activities. The parents may provide supports and create convenient conditions for the entire program and extracurricular activities. The associations of parents may cooperate with the teachers to make both human and material resources available. This provides the teachers with the opportunities and it also encourages them to be more creative and make plans for those which we only dream of. Each year, one field trip or a performance show may be developed into daily creative activities, thus making a classroom as a truly memorable place.

Schools should regularly organize meetings with the students and their parents to timely grasp an understanding of their circumstances and aspirations in order to cooperate with the families in the educational activities. Particularly, the activity of psychological counseling room should focus on in-depth aspects and teachers who are responsible for counseling should be not only enthusiastic and warm-hearted people and show a love for their school children but also show a deep understanding about many aspects of knowledge and are provided with training on counseling skills in order to assist their school children to handle with their obstacles, orient their attitudes and behaviors in addressing the real-life situations. In fact, not every student when encountering the obstacles and difficulties in their life are courageous enough to seek the counselor for sharing and exchanging their problems. The schools also join in several activities at the locality as well as culture, art, and sport activities as well as socio-political ones. On the other hand, the community should participate into the process of managing, supervising and monitoring several school activities.

3. Conclusions

Happy schools are considered as an indispensable and human model of modern education. In the era of robust scientific and technical developments and intellectual economy, this model presents itself as an opportunity and a challenge as well as a fundamental reason for existence at each school. For the formation and development of happy schools, it is necessary to pay special

attention to school management with the application of comprehensive and fundamental solutions. Solutions to improve the management effectiveness towards the development of happy schools should focus on core values including love, safety and respect.

REFERENCES

- [1] Dang Quoc Bao & Nguyen Thanh Vinh, 2010. “*School management*”, Vietnam Education Publishing House.
- [2] Nguyen Vu Bich Hien (Chief Editor), 2018. “*Manual on high school management and leadership in the background of innovated education*”, Publishing House of Pedagogy University.
- [3] Bui Minh Hien & Nguyen Vu Bich Hien, 2019. “*School management and leadership*”. *Publishing House of Pedagogy University* 2019.
- [4] UNESCO (2016), A framework for learner well- being in the Asia- Pacific, Published by the United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France and UNESCO Bangkok Office.
- [5] Dang Quoc Bao & Nguyen Thanh Vinh, 2010. “*School management*”, Vietnam Education Publishing House.
- [6] Conger, J., and Kanungo, R., 1998. *Charismatic Leadership*. San Francisco, CA: Jossey-Bass.
- [7] Peterson, C. and Seligman, M. E., 2004. *Character Strengths and Virtues: A Handbook and Classification*. American Psychological Association and Oxford University Press.
- [8] UNESCO, 2016. A framework for learner well- being in the Asia- Pacific, Published by the United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France and UNESCO Bangkok Office.
- [9] UNESCO, 2007, *Education for Sustainable Development: linking learning and happiness*.
- [10] UNESCO, 2017. *Promoting Learner Happiness and Well-being*, France and UNESCO Bangkok Office.
- [11] Martin E. P. Seligman, Randal M. Ernstb, Jane Gillhamc, Karen Reivicha and Mark Linkins, 2009. *Positive education: positive psychology and classroom interventions*, Oxford Review of Education, Vol. 35, No. 3, June 2009, pp. 293–311.