

**THE MINISTRY OF
EDUCATION AND
TRAINING**

**THE SOCIALIST REPUBLIC OF VIETNAM
Independence - Freedom - Happiness**

No. 14/2018/TT-BGDDT

Hanoi, July 20, 2018

CIRCULAR

**ISSUING REGULATIONS ON STANDARDS FOR GENERAL EDUCATION SCHOOL
PRINCIPALS**

Pursuant to the Government's Decree No. 69/2017/ND-CP dated May 25, 2017, defining the functions, tasks, powers and organizational structure of the Ministry of Education and Training;

Pursuant to the Government's Decree No. 75/2006/ND-CP dated August 2, 2006, elaborating and providing guidance on the implementation of a number of articles of the Law on Education; the Government's Decree No. 31/2011/ND-CP dated May 11, 2011 on revision and supplementation of the Government's Decree No. 75/2006/ND-CP dated August 2, 2006, elaborating and providing guidance on the implementation of a number of articles of the Law on Education; the Government's Decree No. 07/2013/ND-CP dated January 9, 2013 amending subparagraph b paragraph 13 Article 1 of the Decree No. 31/2011/ND-CP dated May 11, 2011 amending and supplementing certain Articles of the Government's Decree No. 75/2006/ND-CP dated August 2, 2006 elaborating and providing guidance on implementation of certain articles of the Law on Education;

Upon the request of the Director of the Department of Teachers and Educational Administrators;

The Minister of Education and Training hereby issues the Circular issuing regulations on standards for general education school Principals.

Article 1. Regulations on standards for general education school Principals shall be enclosed herewith.

Article 2. This Circular shall enter in force on September 4, 2018.

This Circular shall replace the Circular No. 14/2011/TT-BGDDT dated April 8, 2011 of the Minister of Education and Training issuing regulations on Standards for primary school Principals and the Circular No. 29/2009/TT-BGDDT dated October 22, 2009 of the Minister of Education and Training issuing regulations on Standards for Principals of lower secondary schools, upper secondary schools and multi-grade general education school.

Article 3. The Chief of the Office, the Head of the Department of Teachers and Educational Administrators, the Heads of affiliates of the Ministry of Education and Training, the Directors

of the Departments of Education and Training, and the Heads of entities and individuals concerned shall be responsible for implementing this Circular.

**PP. THE MINISTER
THE DEPUTY MINISTER**

Nguyen Huu Do

REGULATIONS

STANDARDS FOR GENERAL EDUCATION SCHOOL PRINCIPALS

(Issued together with the Circular No. 14/2018/TT-BGDDT dated July 20, 2018 of the Minister of Education and Training)

Chapter I

GENERAL PROVISIONS

Article 1. Scope and subjects of application

1. Regulations on standards for general education school Principals shall cover standards for the general education school Principals (hereinafter referred to as Principal standards), and instructions for use of Principal standards.
2. These regulations shall apply to Principals of primary schools, lower secondary schools, upper secondary schools and multi-grade general education schools, gifted schools, boarding general education schools for minority students, semi-boarding general education schools for minority students (hereinafter referred to as general education school), and other related organizations or individuals.

Article 2. Purposes of these regulations

1. Serve as a basis for general education school Principals' (hereinafter referred to as Principal) self-assessment of their qualities and capabilities; design and implementation of training and education plans for maintenance and improvement of school leadership and management qualities and capabilities in order to meet education reform requirements.
2. Serve as a basis for state regulatory authorities' assessment of Principals' qualities and capabilities; formulation and implementation of regulatory policies for development of general

education school administrators; selection and utilization of general education school administrators.

3. Serve as a basis for teacher and educational administrator training establishments' design, improvement and implementation of their training programs for acquisition and development of school leadership and administration qualities and capabilities of general education school administrators.

4. Serve as the basis that Vice Principals expected to hold the Principal position or teachers expected to hold the Principal or Vice Principal position assess, design and implement, at their discretion, training and educational plans for promotion of school leadership and administration qualities and capabilities.

Article 3. Definition

For the purposes of these Regulations, terms used herein shall be construed as follows:

1. *Quality* means a Principal's thoughts, ethics and way of living regarding his/her fulfillment of work assignments and duties.

2. *Capability* means a Principal's competence in performing his/her assignments and duties.

3. *Principal standard* means a system of professional quality and capability requirements that a Principal needs to attain to lead and administer a school.

4. *Standard* means a sector-specific quality and capability requirement belonging to Principal standards.

5. *Criterion* means a component quality and capability requirement of a standard.

6. *Level of criterion* means a level achieved in the process of development of qualities and capabilities in each criterion. There are three levels in each criterion arranged in ascending order: SATISFACTORY level, GOOD level and VERY GOOD level; the higher level must encompass requirements set out at the immediately lower level.

a) SATISFACTORY level: a Principal must have the satisfactory qualities and capabilities to organize implementation of the assigned tasks of leading and administering general education schools according to regulations in force;

b) GOOD level: a Principal must have the innovative and creative qualities and capabilities to organize implementation of the assigned tasks of leading and administering general education schools in a highly efficient manner;

c) VERY GOOD level: a Principal must have positive influences on the innovation in leadership and administration of general education schools and the local education growth.

7. *Evidence* means proofs (e.g. materials, documents, objects, phenomena and witnesses) displayed as an impartial confirmation of attainment of the level in each criterion.

8. *School administration* means the process of developing strategies, regulations and plans of school activities; organizing teaching and educational activities through mobilization and utilization of resources, carrying out supervision and assessment according to the autonomy mechanism, and holding accountable for development of the school according to the school's defined missions, visions and objectives.

9. *Assessment based on Principal standards* means the determination of the level of school leadership and administration quality and capability that a Principal attains according to the Principal standards.

10. *Key general education school administrator* means a Principal and Vice Principal(s) of a general education school who have good moral qualities and earn good reputation in school leadership and administration activities; have good command of educational situations arising in the new context; have capabilities of advising and supporting their colleagues at work and through training programs for development of school leadership and administration skills.

Chapter II

STANDARDS FOR GENERAL EDUCATION SCHOOL PRINCIPALS

Article 4. Standard 1. Professional qualities

A Principal must demonstrate exemplary professional ethics and innovative ideas in the leadership and administration of the school; have the capacities to develop his/her professional and administrative skills.

1. Criterion 1. Professional ethics

a) **SATISFACTORY level:** a Principal must strictly comply with the regulations on teacher's ethics; direct the strict compliance with regulations on ethical conducts of his/her school's teachers;

b) **GOOD level:** a Principal must direct detection and prompt rectification of any manifestation of violations against ethical standards committed by teachers, staff members and students; proactively and creatively formulate rules and regulations on the ethical conducts of school teachers;

c) **VERY GOOD level:** a Principal must have positive influences upon general education school administrators through organizing moral education activities taking place within his/her school.

2. Criterion 2. Innovative thoughts in school leadership and administration

- a) SATISFACTORY level: a Principal must have innovative thoughts in school leadership and administration in order to develop all students' qualities and capabilities;
- b) GOOD level: a Principal must spread his/her innovative thoughts to every member in the school;
- c) VERY GOOD level: a Principal must have positive influences upon general education school administrators in terms of his/her innovative thoughts in school leadership and administration.

3. Criterion 3. Capabilities of developing professional and administrative skills

- a) SATISFACTORY level: a Principal must achieve training standards and complete professional training and refresher courses according to applicable regulations; have plans to regular take part in training and educational courses to boost his/her professional and administrative skills; promptly update himself/herself on the professional and administrative skill requirements in the pedagogic sector;
- b) GOOD level: The principal must be innovative and creative in applying training and educational forms, methods and selecting training and educational contents as well as in promoting his/her professional and administrative skills;
- c) VERY GOOD level: a Principal must be capable of guiding and supporting general education school administrators to develop their personal professional and administrative skills in order to meet education reform requirements.

Article 5. Standard 2. School administration

A Principal must be capable of leading and administering school activities in order to serve the needs for development of students' qualities and capabilities and ensure that his/her school is in line with the diverse learning styles, demands, preference and readiness of specific students.

1. Criterion 4. Supervision of formulation of school development plans

- a) SATISFACTORY level: a Principal must undertake formulation of plans and provide guidance on implementation, oversee and assess implementation of school development plans; direct professional groups, teachers and staff members to work out plans for implementation of their assigned duties in accordance with regulations in force;
- b) GOOD level: a Principal must be innovative and creative in formulating plans and providing guidance on implementation, overseeing and assessing implementation of school development plans and plans of professional groups, teachers and staff members;
- c) VERY GOOD level: a Principal must guide and support general education school administrators to formulate plans, and provide guidance on implementation, supervision and assessment of implementation of school development plans.

2. Criterion 5. Administration of teaching and educational activities.

- a) SATISFACTORY level: a Principal must direct formulation of teaching and educational plans of the school, and organize teaching and educational activities; reform teaching and educational methodologies; assess learning and training outcomes of students, subject to the requirements for development of qualities and capabilities of students of general education programs;
- b) GOOD level: a Principal must be capable of innovating to ensure the effective administration of teaching and educational activities; ensuring that teachers use teaching and educational methodologies corresponding to various learning styles, needs, preference and readiness of specific students, and learning and training outcomes of students are improved;
- c) VERY GOOD level: a Principal must be capable of providing general education school administrators with instructions and support for administration of the school's teaching and educational activities.

3. Criterion 6. School's personnel management

- a) SATISFACTORY level: a Principle must be capable of directing the development of the job placement scheme; take the initiative in recruiting staff according to applicable regulations; utilize teachers and staff members by taking into account their professional and administrative skills; direct the formulation and supervise the implementation of regular training and educational plans to develop professional capabilities of teachers, staff members, and administrative competencies of administrators and personnel on the track to holding a Principal or Vice Principal position in accordance with applicable regulations;
- b) GOOD level: a Principal must utilize teachers and personnel by taking into account their professional and administrative skills so as to ensure the organizational structure is streamlined and effective; assess capabilities of the school's staff, stimulate and regularly organize training and career development courses for teachers, training courses for development of administrative capabilities for school administrators and the staff on the track to holding a Principal or Vice Principal position in an efficient manner;
- c) VERY GOOD level: a Principal must provide general education school administrators with instructions and support for the school's personnel management.

4. Criterion 7. Organizational and administrative management

- a) SATISFACTORY level: a Principal must be capable of directing the formulation and supervising of the implementation of specific regulations on organizational and administrative issues of the school; directing assignment of tasks and cooperation between professional groups, office groups and other divisions in implementation of these assigned tasks in accordance with regulations in force;

b) GOOD level: a Principal must be capable of building the streamlined and efficient organizational structure and machinery; authorizing and delegating powers to the school's divisions and staff members to perform assigned tasks in an effective manner;

c) VERY GOOD level: a Principal must be capable of involving his/her staff in computerizing all organizational and administrative activities in the school; providing general education school administrators with instructions and support for the school's organizational and administrative management activities.

5. Criterion 8. School's financial management

a) SATISFACTORY level: a Principal must be capable of directing the formulation and supervising the implementation of internal spending rules, budget estimation, collection of revenues, use of expenditures, preparation of financial statements, financial inspection and financial disclosure in the school;

b) GOOD level: a Principal must effectively use financial resources so as to improve the quality of all-round education programs;

c) VERY GOOD level: a Principal must be capable of mobilizing legitimate financial resources according to applicable regulations in order to improve the quality of all-round education programs; providing general education school administrators with instructions and support for the school's financial management activities.

6. Criterion 9. Management of training and educational facilities, equipment and technologies

a) SATISFACTORY level: a Principal must be capable of directing the formulation and supervising the implementation of the school's regulations on management of training and educational facilities, equipment and technologies of the school; supervising formulation and implementation of plans for purchase, stocktaking, maintenance and repair of training and educational facilities and equipment according to regulations in force;

b) GOOD level: a Principal must be capable of exploiting and effectively use training and educational facilities, equipment and technologies available in the school;

c) VERY GOOD level: a Principal must be capable of mobilizing necessary resources to increase the number of training and educational facilities, equipment and technologies in order to improve the quality of all-round education programs; providing general education school administrators with instructions and support for administration of training and educational facilities, equipment and technologies in the school.

7. Criterion 10. Management of the school's educational quality

a) SATISFACTORY level: a Principal must be capable of directing the formulation and supervising the implementation of plans for internal assessment of the school's educational quality in accordance with regulations in force;

b) GOOD level: a Principal must be capable of formulating and supervising the implementation of plans for advancement of the educational quality and correction of weaknesses based on the school's internal assessment results;

c) VERY GOOD level: a Principal must be capable of directing the formulation and supervising the implementation of plans for sustainable improvement of the educational quality; providing general education school administrators with instructions and support for management of the school's educational management.

Article 6. Criterion 3. Building of the educational environment

A Principal must build an educational environment which is safe, sound, friendly and democratic, and is protected from school violence.

1. Criterion 11. Building of the school culture

a) SATISFACTORY level: a Principal must be capable of directing the formulation and supervising the implementation of internal rules and principles of cultural and behavioral ethics in the school according to regulations in force;

b) GOOD level: a Principal must succeed in introducing exemplary persons who strictly comply with rules and principles of cultural and behavioral ethics; promptly detecting, preventing and imposing disciplinary actions for violations against rules and principles of cultural and behavioral ethics within the school;

c) VERY GOOD level: a Principal must be capable of creating a sound and friendly cultural environment for his/her school, and providing general education school administrators with instructions and support for building of the school's cultural environment.

2. Criterion 12. Implementation of the school's grassroots democracy

a) SATISFACTORY level: a Principal must be capable of directing the formulation and supervising the implementation of his/her school's grassroots democracy in accordance with regulations in force;

b) GOOD level: a Principal must stimulate every school member to get involved in the implementation of the school's grassroots democracy; protect individuals who give their public opinions; detect, prevent and sanction any violation against the school's grassroots democracy;

c) VERY GOOD level: a Principal must be capable of creating a democratic environment and providing general education school administrators with instructions and support for their implementation of the school's grassroots democracy.

3. Criterion 13. Building of a safe educational environment, prevention and control of school violence

- a) SATISFACTORY level: a Principal must be capable of directing the formulation and supervising the implementation of his/her school's rules and regulations on a safe school, prevention and control of school violence;
- b) GOOD level: a Principal must stimulate every school member to get involved in building a safe school, preventing and controlling school violence; detect, prevent and imposing disciplinary actions for any violation against the school's rules and regulations and law soft regarding a safe school, prevention and control of school violence;
- c) VERY GOOD level: a Principal must be capable of creating a model of a school which is safe and is protected from school violence and providing general education school administrators with instructions and support for building of a safe school, prevention and control of school violence.

Article 7. Standard 4. Development of the relationship between the school, family and society

A Principal must organize activities aimed at developing the relationship between the school, family and society in training and education of moral standards and way of living for students, mobilizing and utilizing resources for school development.

1. Criterion 14. Cooperation between the school, family and society in carrying out teaching activities

- a) SATISFACTORY level: a Principal must be capable of organizing provision of information about educational programs and plans of his/her school to students' parents or guardians and other related parties;
- b) GOOD level: a Principal must cooperate with students' parents or guardians and other related parties in implementing educational programs and plans of the school; ensuring transparency and disclosure of information about the results of implementation of these plans and programs;
- c) VERY GOOD level: a Principal must be capable of promptly responding to feedbacks of students' parents or guardians and other related parties on implementation of educational programs and plans of his/her school.

2. Criterion 15. Cooperation between the school, family and society in carrying out student's moral and lifestyle education programs

- a) SATISFACTORY level: a Principal must provide information about rules and principles of cultural and behavioral ethics in the school for students' parents or guardians and other related parties; receive information about the student's moral behaviors and way of living from the family and society;
- b) GOOD level: a Principal must cooperate with students' parents or guardians and other related parties in implementing moral and lifestyle education programs;

c) VERY GOOD level: a Principal must be capable of promptly dealing with feedbacks of students' parents or guardians and other related parties on moral and lifestyle education programs.

3. Criterion 16. Cooperation between the school, family and society in mobilizing and utilizing resources for school development

a) SATISFACTORY level: a Principal must be capable of directing his/her staff to provide students' parents or guardians and other related parties with full and timely information about actual conditions of and demands for resources used for school development;

b) GOOD level: a Principal must cooperate with students' parents or guardians and other related parties in mobilizing and utilizing school development resources in accordance with regulations and soft law in force;

c) VERY GOOD level: a Principal must be capable of making right use of, and ensuring transparency, disclosure and efficiency of, school development resources; promptly responding to feedbacks of students' parents or guardians and other related parties on mobilization and utilization of school development resources.

Article 8. Standard 5. Foreign language and information technology usage

A Principal must have a good command of foreign languages (English is preferred) and apply information technology advances in school administration activities.

1. Criterion 17. Foreign language usage

a) SATISFACTORY level: a Principal must be capable of communicating in English in the daily context (English is preferred);

b) GOOD level: a Principal must be capable of directing the formulation and supervising the implementation of plans for development of foreign language communicative competence (English is preferred) for his/her school's teachers, staff members and students;

c) VERY GOOD level: a Principal must master a foreign language (English is preferred); create a favorable environment to develop foreign language proficiency (English is preferred) for his/her school's teachers, staff members and students.

2. Criterion 18. Information technology application

a) SATISFACTORY level: a Principal must be capable of using a few of common information technology tools in school administration;

b) GOOD level: a Principal must be capable of using school administration software;

c) VERY GOOD level: a Principal must be capable of creating a favorable environment to apply information technology in teaching, learning and school administration activities.

Chapter III

INSTRUCTION FOR USE OF PRINCIPAL STANDARDS

Article 9. Requirements of the assessment carried out based on the Principal standards

1. Ensure impartiality, comprehensiveness, equality and democracy.
2. Carry out the Principal assessment based on his/her qualities, capabilities and performances of the Principal under the specific conditions of the school and locality where the school is located.
3. Carry out the Principal assessment based on the level of each criterion attained according to the Chapter II hereof and authentic and appropriate evidences.

Article 10. Procedures for the assessment and ranking of assessment results based on the Principal standards

1. Assessment procedures

- a) The Principal carries out self-assessment according to the Principal standards;
- b) The school collects opinions of the school's teachers and staff members on the Principal according to the Principal standards;
- c) The Head of the direct management entity evaluates and notifies the results of the Principal's assessment according to the Principal standards on the basis of the Principal's self-assessment results, the opinions of the teachers, the staff members and the Principal's performances in the reality through authentic and appropriate evidences.

2. Ranking of assessment results

- a) In order to obtain the Principal standards at the VERY GOOD level, a Principal must satisfy all criteria at the GOOD or higher level, of which at least two-thirds are ranked at the VERY GOOD level and, in particular, must satisfy criteria 1, 2, 4, 5, 6, 8, 10, 12, 13 and 14 are ranked at the VERY GOOD level;
- b) In order to obtain the Principal standards at the GOOD level, the Principal must satisfy all criteria at the SATISFACTORY or higher level, of which at least two-thirds are ranked at the GOOD or higher level and, in particular, must satisfy criteria 1, 2, 4, 5, 6, 8, 10, 12, 13 and 14 at the GOOD and higher level;

c) In order to obtain the Principal standards at the SATISFACTORY level, the Principal must satisfy at least two-thirds of criteria at the SATISFACTORY or higher level and, in particular, must satisfy criteria 1, 2, 4, 5, 6, 8, 10, 12, 13 and 14 at the SATISFACTORY and higher level;

d) The Principal fails to achieve the Principal standards, if he/she has one-third of criteria rated unsatisfactory or has at least 01 (one) criterion out of criteria 1, 2, 4, 5, 6, 8, 10, 12, 13 and 14 rated unsatisfactory (a criterion is rated unsatisfactory only if it fails to meet requirements set out for the satisfactory level).

Article 11. Cycle of and authority over the assessment carried out according to the Principal standards

1. Assessment cycle

a) The Principal shall carry out self-assessment once a year at the end of an academic year;

b) The direct management entity shall carry out the assessment of the Principal under its management twice a year at the end of an academic year. In special cases, that entity may decide to shorten the interval between assessments.

2. Assessment authority

a) The Head of the Subdepartment of Education and Training shall preside over the assessment of principals of primary schools, lower secondary schools, multi-grade general education schools in which the lower secondary education is the highest level, boarding general education schools for minority students and semi-boarding general education schools for minority students at the district level;

b) The Director of the Department of Education and Training shall preside over the assessment of principals of upper secondary schools, multi-grade general education schools in which the upper secondary education is the highest level, gifted schools and boarding general education schools for minority students at the provincial level;

c) Heads of universities, colleges, academies and academic institutions shall preside over the assessment of Principals of general education schools under their management;

d) The Director of the Department of Personnel Organization (the Ministry of Education and Training) shall preside over the assessment of Principals of general education schools under his/her management.

Article 12. Key general education school administrators

1. Criteria for selection of key general education school administrators

a) Have at least 2 years' experience working as the Principal or Vice Principal of a general education school;

- b) Work as the Principal or Vice Principal of a general education school that is assessed to obtain the Principal standards at the GOOD or higher level by the authorized person;
- c) Receive the appointment granted by the direct management entity to meet support and consultancy requirements concerning organization and implementation of training and educational activities for local general education school administrators;
- d) Have the aspiration to become a key general education school administrator.

2. Processes for selection of key general education school administrators

- a) The Head of the Subdepartment of Education and Training selects and approves the list of key general education school administrators under his/her jurisdiction, and reports to the Department of Education and Training;
- b) The Director of the Department of Education and Training selects and approves the list of key general education school administrators under his/her jurisdiction, and prepares a consolidated report of key general education school administrators within his/her locality for submission to the Ministry of Education and Training.

3. Duties of key general education school administrators

- a) Assist general education school administrators within the locality in developing school leadership and administration capabilities according to the Principal standards and ensuring their capabilities are in line with socio-economic development conditions of each locality and general education reform requirements;
- b) Assist and advise general education school administrators within the locality to formulate plans for self-study and development of school leadership and administration capabilities at their discretion according to the Principal standards;
- c) Cooperate with the local regulatory education authority, and training and educational establishments, in preparation of syllabuses and learning materials; organization of implementation of training and education of general education school teachers and administrators within the locality;
- d) Instruct and assist general education school teachers and administrators during the process of participating in and providing teacher training and refresher courses on the Internet.

Chapter IV

IMPLEMENTATION

Article 13. Responsibilities of the Ministry of Education and Training

1. The Department of Teachers and Educational Administrators shall direct, guide and inspect implementation of these Regulations; develop plans for training, education and development of general education school administrators to meet quality and capability requirements according to the Principal standards.

2. The Department of Personnel Organization shall implement these Regulations within its jurisdiction; develop and implement plans for training, education and development of general education school administrators under the control of the Ministry of Education and Training, based on the results of the assessment carried out according to the Principal standards.

Article 14. Responsibilities of the Department of Education and Training

1. Direct and organize implementation of these Regulations under its jurisdiction; report to the Ministry of Education and Training on the results of the assessment carried out according to the Principal standards by June 30 every year.

2. Develop and implement plans for training, education and development of general education school administrators under its jurisdiction, based on the results of the assessment carried out according to the Principal standards.

Article 15. Responsibilities of the Subdepartment of Education and Training

1. Direct and organize implementation of these Regulations under its jurisdiction; report to the Department of Education and Training on the results of the assessment carried out according to the Principal standards.

2. Develop and implement plans for training, education and development of general education school administrators within its locality, based on the results of the assessment carried out according to the Principal standards.

Article 16. Responsibilities of general education schools

1. The Principal shall carry out self-assessment, design and implement training and education plans for improvement of school leadership and administration capabilities to meet educational reform requirements.

2. The Principal shall use the Principal standards for directing and organizing the assessment of the Vice Principal according to criteria where appropriate to his/her assigned tasks.

3. General education schools must consult with direct management entities and local authorities on management, training and educational activities to boost school leadership and administration qualities and capabilities of general education school administrators, based on the results of the assessment carried out according to the Principal standards.