

Teacher training in response to COVID-19. Case of Vietnam

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Abstract

Over the past decades, the Vietnamese Government has issued multiple guidelines and policies to develop education and create more opportunities for people to gain access to education so that they can study and improve their knowledge. To this end, building a learning society that creates favorable conditions for people to learn throughout their lives is a vital and has been a major policy of the Government. Vietnam has made many encouraging achievements in the process of developing education and implementing social justice in education.

Since 2020 when Covid-19 broke out all over the world, its complicated developments have seriously affected all aspects of Vietnamese society. To adapt to the situation and overcome education disruption, Vietnam's education sector has actively changed itself to accomplish the dual goals: "Ensure education quality while prevent and control the COVID-19 pandemic". The whole sector has actively taken measures and implemented solutions to ensure the safe educational environment of students, teachers, and educational administrators. Particularly, attention at high levels is paid to the special education system, for children with special educational needs, and children with disabilities for inclusive education.

This article will present the key points in training teachers-to-be and re-training in-service teachers to meet the special education situation in Vietnam for the new period. These are:

1. General information about teaching staff, and teacher-training institutions in Vietnam.
2. General government's guidelines and policies to develop and update professional skills and knowledge of teachers and students of pedagogical institutions, and some initial outcomes.
3. Some solutions to develop teaching staff in special education schools, especially in the period affected by covid 19, and practical experience drawn out from implementation.