

# DEVELOPING LEADERSHIP CAPACITY IN APPLYING INFORMATION TECHNOLOGY IN TEACHING FOR PRINCIPALS OF ETHNIC MINORITY BOARDING SCHOOLS IN THE CENTRAL HIGHLANDS REGION

## SITUATION AND SOLUTIONS

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Received: 17/3/2021  
Reviewed: 20/3/2021  
Revised: 23/3/2021  
Accepted: 25/3/2021  
Released: 30/3/2021

DOI:  
<https://doi.org/10.25073/0866-773X/527>

*School leaders in the 21st century demand new knowledge, skills and ethical qualities. They need leadership in IT application in teaching. The leadership competence in IT application of school leaders is one of the focus currently emphasized when talking about the leadership capacity of school leaders in the 21st century. Teaching for principals is one of the important factors to develop human resources ready to meet the requirements of educational innovation.*

*The author of the article through surveying the situation of leadership capacity development in applying information technology in teaching for the principals of ethnic minority boarding schools in the Central Highlands region, analyzing strengths and weaknesses, from there propose a system of solutions to develop leadership capacity in applying information technology in teaching for principals of ethnic minority boarding schools in the Central Highlands region in the context of the industrial revolution 4.0 and comprehensive fundamental innovation for general education in Vietnam in the current period.*

**Keywords:** Power of leadership; Leadership power development; Applied information technology in teaching; Principal of ethnic minority boarding school; Central Highlands region.

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### 1. Introduction

In the trend of globalization and extensive international integration, with the strong development of the scientific and technological revolution, especially information and communication technology and the development of the knowledge economy, creates more and more great opportunities, at the same time poses many challenges to education and training. In order to have high quality human resources, education plays a very important role.

School leaders in the 21st century demand new knowledge, skills and ethical qualities. They need leadership in IT application in teaching. The leadership competence in applying IT of school leaders is one of the focus currently emphasized when talking about leadership capacity of school leaders in the 21st century. Leadership in applying IT in teaching reflected in all of their management and

leadership activities from perspective development to planning, communication, direction and evaluation. Therefore, developing the leadership capacity of ICT in teaching for principals is one of the important factors to develop human resources ready to meet the requirements of educational innovation.

Aware of the school's requirements and mission, the Central Highlands region's high schools have actively implemented teaching methods, innovative teaching methods to meet the requirements of renovation of general education curriculum. ensuring the ethnic policy, promoting the role of IT application in teaching. However, the effectiveness of applying IT in teaching contributes to educational innovation, helping to develop students' competencies and qualities still has many limitations, shortcomings and lack of synchronization. There are many reasons leading to this situation, including the leadership capacity of IT application leadership of principals and the

leadership capacity development in applying information technology in teaching for principals. Leadership in applying information technology in teaching is still limited, unable to orient schools, teachers, and students fully aware of the role and meaning of applying IT in teaching. learn.

## 2. Research overview

In the world, there have been many researches on leadership and leadership, especially in the US, Europe and some other developed countries. Most typical are the studies and authors below:

John C. Maxwell (John, C.M 1993), in the work “Development of leadership skills” has pointed out the necessary leadership skills of a leader such as: Skills to influence; skills of choosing according to the order of priority; Problem-solving skills; skills to create positive change; HR development skills ...

John C. Maxwell (John, CM 1998), refers to the “21 golden principles of leadership” published by John C. Maxwell in 1998. There are some typical principles such as: Leadership decide the level of effectiveness; The most accurate measure of leadership is influence; leadership capacity develops day by day, ...

John C. Maxwell (John, CM 2001) in his work on “17 undisputed laws of teamwork” is a sharing of vital principles - useful in all areas of team building life. Effective as: selecting group members, defining the group’s common goals, group leaders, ...

Richard L. Hughes, Robert C. Ginnett and Gordon J. Curphy, whose works “Leadership”, McGraw - Hill Education (Richard, LH; Robert, C.G & Gordon, JC 2009) have shown that: Leadership is a process rather than a location; leadership is everyone’s job; leadership involves the interaction between leaders, subordinates and the situation; leadership is developed through experience and the educational process; power and influence; characteristics of leadership; leadership behavior; leadership skills ...

Warren Bennis (Wawen, B. 2009) presented the importance of self-confidence, foresight, ethics, intuition and belief in intuition are essential for leaders.

Doug Crandall and Jim Collins (Doug, C. & Jim, C. 2006), with the project “Leadership Lessons from West Point”. This work has 19 book chapters covering many ideas of people of all ranks in the military; from the practitioners to the generals.

Meyer (Meyer, JP; Allen, NJ & Smith, C. 1993) identifies six skills that any public administration officer needs: Acquisition, analysis, synthesis and expression of information related to the assigned job.

The OECD study (OECD, 2001) on leadership

development and management of the public administration, affirms that this is not a new topic, but is always highly current.

Author Nguyen Huu Lam, with the work “The Art of Leadership”, Education Publishing House (Lam, N.H 1997) analyzed the qualities, styles and skills required of leaders.

Studies on IT leadership, the role and functions of IT leaders are reflected in BECTA (Becta, 2003). This work clearly shows that the leader has an important role as a model of IT application in the school. To fulfill his role as a role model, school leaders in the twenty-first century require new knowledge, skills and ethical qualities.

Author Nguyen Thi My Loc, in the work “School management and leadership of the twenty-first century”, Hanoi National University Publishing House, 2009. (Loc, N.T.M 2009) emphasized:

- The 21<sup>st</sup> century school must be built on the foundation of information and communication technology and be operated in the new conditions of the development of economic, political and social movements of the country and the world. .

- Teaching processes, communication activities, and management functions to be highly effective must be based on information technology.

- In the part “the basics of school management and leadership in the twenty-first century”, the author has analyzed and clarified the direction of curriculum innovation and teaching methods towards increasing the use of technology. Information Communication.

Previous studies have studied a lot on the application of IT in teaching and management, a lot of research on leadership capacity and leadership development. However, studies focusing on leadership capacity in education, especially leadership competency in applying IT in education are mostly left empty:

- On theoretical basis

First, studies show the concept of competency in terms of staff development and planning approaches. Therefore, the leadership capacity for applying IT in schools has not been fully and appropriately researched and built.

Second, there exists only the concept of leadership capacity in enterprises, public administration areas, but there is no concept of leadership capacity in applying information technology in teaching.

Third, leadership theories in general do not clearly highlight the specific characteristics of school leadership, especially leadership competencies in applying IT in teaching.

- On practical basis

Firstly, the studies published in Vietnam do not have many authors who have deeply studied leadership competencies as well as developing leadership competencies in applying information technology in teaching.

Secondly, there is no research on leadership capacity development in teaching information technology application.

Thirdly, there are no adequate studies on solutions for developing leadership capacity in applying information technology in teaching in general and in boarding schools in the Central Highlands region in particular.

### **3. Research methodology and methods**

#### **3.1. Methodology**

- Access to history
- Access to capacity
- Human resource management approach

#### **3.2. Method**

Group of theoretical research methods

Group of practical research methods

- Supporting methods

### **4. General assessment of the situation of leadership capacity development in information technology application in teaching for principals of boarding schools in the Central Highlands region**

Through the survey of 579 managers, leaders of Education and Training; School administrators and teachers of boarding schools in the Central Highlands, the results showed:

#### **4.1. The achieved sides**

All boarding schools in the Central Highlands region that we surveyed have applied IT in teaching. The application of IT in teaching has been deployed in many aspects of educational activities, including the application of information technology in teaching by teachers, Application of IT in student learning, Application of IT in test, evaluate, and manage students' learning results; Apply IT in testing, evaluating and managing students' learning results; Conditions for ensuring the application of information technology in teaching; Policies to promote the application of information technology in teaching. In which, it is worth noting that the application of information technology in teaching by teachers is shown quite clearly in designing, composing lesson plans with the application of information technology, using the Internet in searching documents and using IT in student performance management.

Leadership in the application of information technology in teaching by principals of boarding schools, from the capacity to define vision and development strategy to human development capacity, facilities, examination and evaluation ... are assessed by administrators and teachers of ethnic boarding schools as necessary and very necessary competencies. This is the premise that is an important driving force for IT to develop in the school. These capacities have also been demonstrated by the principal in managing and leading the application of information technology in teaching at the boarding schools where they are working.

Activities to develop leadership capacity in information technology application for principals of boarding schools in the Central Highlands region are considered to be essential. This activity has also been interested by management levels in building leadership development plans for applying information technology in teaching; Organizing training and retraining; check, supervise; implement policies and motivate principals to develop leadership capacity in applying information technology in teaching.

#### **4.2. Limitations**

The application of IT in teaching in boarding schools in the Central Highlands has now been deployed in many aspects. However, the level of performance and the achievement level are only rarely performed and the results are average. The results of applying information technology to students' learning are very low and weak. Therefore, it is necessary to increase the application of information technology in boarding schools in the Central Highlands region today.

Leadership in the application of information technology in teaching of the leaders of boarding schools in the Central Highlands region is only at an average level. These results show the importance of further improving leadership capacity for IT application in teaching as well as IT development in boarding schools in the Central Highlands region. The mobilization of resources, propaganda and building a team of people to support the school leadership in IT development are essential. It is necessary to specify the requirements for leadership competency in applying information technology in teaching of principals and consider these as the standards as a basis for the assessment of the leadership of principals. for principals 'self-training and fostering activities in order to well meet the requirements of principals' standards and the current educational innovation context.

The activities of developing leadership

competency in IT application are very necessary, however, the level of achievement is still very modest, only at an average level. That poses an urgent task in IT development in general and leadership capacity development in information technology application for principals of boarding schools in the Central Highlands region in particular. In the context of the very rapid development of science, technology and IT in the world today, IT development is the key to success, helping disadvantaged ethnic minorities have many conditions for development. development with other regions of the country and in the world in general. Wanting to do this depends heavily on the team of school management leaders, in which the IT capacity and leadership capacity of the ICT boarding school in teaching of the principals of boarding ethnic minority schools. The Central Highlands is particularly focused. Therefore, it is necessary to have practical solutions to improve leadership capacity in applying information technology in teaching for them in the context of educational innovation today.

On the other hand, although the capacity is only at an average level, through the actual survey, it can be seen that administrators and teachers are aware of the necessity of applying information technology in their work. Obviously, these are intrinsic factors of the leadership capacity development in the application of information technology in schools.

It can be said that the success of principals in developing leadership capacity in applying information technology is a long-term process that requires the development not only of the school, society, and management levels, but also. is the principal's effort, sense of learning. The clarification of the development status, the influencing factors mentioned above, the cause of that success is the basis for us to provide timely, correct solutions, policy proposals and advice. have a more scientific basis.

Regarding the limitations and reasons, besides the successes, the research topic also pointed out the shortcomings in the development of leadership capacity in IT application in the West area's boarding schools for ethnic minorities. Originally in the present period. The biggest limitation related to the leadership ability to apply information technology of the principal has not met the requirements, mainly at the average level, present and showing weak signs as indicated. on. In addition, the level of local socio-economic development with mountainous characteristics makes it difficult for the IT development process in general and the ability to take advantage of information technology application in teaching in particular.

## **5. Some solutions for developing leadership capacity in applying information technology in teaching for principals of ethnic minority boarding schools in the Central Highlands region**

### ***5.1. Solution 1: Organize propaganda to raise awareness about the importance of developing leadership capacity in applying information technology in teaching for the principals of ethnic minority boarding schools***

The leadership capacity of ICT in teaching is an important factor for the principal's success in systematically integrating IT in the education program and in developing this capacity for the school community.

Leadership of ICT in teaching of principals can only be fully promoted when principals understand the importance, meaning and necessity of ICT in their work. From there, they can well fulfil the requirements and duties of the school principal in applying information technology in teaching activities. Therefore, the goal of this solution is to help principals realize the need for ICT in teaching, to develop the leadership capacity of ICT in teaching in the context of educational innovation today.

Due to the specific characteristics of technology, in order to be able to carry out the leadership of the school principal, the principal must have the knowledge and ability to use IT in his work in general in teaching activities and school management. Therefore, it is necessary to raise awareness so that they can be conscious, learn to foster knowledge and skills to use IT in order to best promote the leadership capacity of ICT in the principal's teaching.

### ***5.2. Solution 2: Determining the leadership competency requirements for IT application in teaching of the principal of boarding school for ethnic minorities to be developed***

The determination of the requirements for the leadership capacity in applying information technology in the teaching of the principals of ethnic minority boarding schools should be developed in order to ensure that the evaluation standards and criteria are complete. When we want to know what a leadership ability a principal has, including the leadership ability of ICT in teaching, it must be based on clear criteria, unable to feel, not judging based on the criteria, lice are not clear. From these criteria, the leadership capacity assessment of ICT in teaching is quantified with clear and specific competencies that are transparent. This is a very important condition to ensure an objective assessment. On the other hand, in order to encourage and motivate human resource development, the person who is planned and appointed is really reputable, really meets

the requirements of school leadership in general and leadership capacity in applying information technology in teaching in particular. On the other hand, the capacities of principals and school leaders must constantly improve, learn and innovate to meet the requirements of a constantly evolving life. That is especially meaningful with the capacity related to the ICTs, a field of constant change, at the forefront of innovation and development in science and technology. These are also requirements for leadership competencies on ICTs in teaching that principals need to foster to develop their leadership competencies. Principals can base on these requirements to determine which leadership skills or knowledge about ICTs in teaching that they are lacking and weak for solutions to develop.

**5.3. Solution 3: Develop a plan for developing the leadership capacity of the ICTs in teaching for the principals of ethnic minority boarding schools on the basis of capacity requirements that need development**

In the current context, the success of schools in general and the high schools in the Central Highlands region in particular has a very important part of the ICTs activities in teaching. Whether principals and schools quickly grasp the latest educational achievements in education, technology knowledge or not depends on the ability to use and master IT as well as the ability to direct ICTs in the school in their teaching activities. Therefore, in order to develop the leadership capacity of ICTs in teaching at the ethnic minority boarding schools in the Central Highlands, there must be a plan to develop leadership capacity of ICTs in teaching for principals according to specific competencies that have been identified.

Develop a plan to develop the ICTs leadership capacity in teaching for the principals of ethnic minority boarding schools on the basis of the requirements of leadership capacity of ICTs in teaching that need to be developed for the purpose of making the implementation organization plan steps of the training process towards the comprehensive development of this capacity in the team of principals of the lower secondary schools in the Central Highlands region. It can be said that building a leadership development plan for the ICTs for principals is an important step, deciding the development content, the way and implementation steps as well as the expected results to be achieved in the future. From building a plan to develop the leadership capacity of ICTs in teaching for the principals of ethnic minority boarding schools on the basis of the requirements for leadership competencies of ICTs in teaching need to develop,

each principal of the ethnic minority boarding schools will also have a sense of responsibility to learn and improve their own capabilities to meet the requirements of the assigned work.

**5.4. Solution 4: Organize the training of leadership competencies of ICTs in teaching for the principals of the specialized lower secondary schools**

Organizing the training of ICTs leadership competencies in teaching for the principals of ethnic minority boarding general schools in teaching by topics to meet the requirements of leadership capacity of ICTs in teaching with the aim of further developing the leadership competencies of the ICTs for principals The schools, ensure that the leaders of the schools have the necessary competencies, knowledge and skills in the leadership of the ICTs in teaching at the ethnic minority boarding general schools they are working in.

Organize the training of ICTs leadership competencies in teaching for the principals of the ethnic minority boarding schools by topics to meet the leadership competency requirements of applying ICTs in teaching, from the stage of: surveying the need to foster leadership competency. Applying information technology direction in teaching; develop training and retraining plans; building training programs; organize training courses with appropriate forms; evaluate the effectiveness of fostering leadership capacity of the ICTs in teaching for the principals of the ethnic minority boarding schools.

The organization of leadership training for applying information technology is shown in each specific aspect such as the macro level, the strategic vision with the development of IT, team building and motivating the workers and teachers. I can say that ICTs bravely in teaching, support and perfect the conditions of infrastructure, facilities, regularly check and evaluate the ICTs activities... It can be said that the organization of the training of ICTs leadership competencies for Principals are the central activity in this capacity development in principals because it is the stage of carrying out and bringing practical results, deployed to those who are trained, not just in the plan.

**5.5. Solution 5: Regularly inspect and supervise the implementation of the development of leadership capacity of the private sector in teaching for the principals in the high schools**

Regularly inspect and supervise the implementation of the leadership development of the ICTs in teaching for principals in the high schools for the purpose of urging, monitoring and discovering the limitations to correct and overcome

the shortcomings in the development of leadership capacity of applying information technology in teaching for the principals of ethnic minority boarding schools.

On the other hand, the inspection and supervision process also detects the examples, the schools perform well the work of developing the leadership capacity of the ICTs in teaching to encourage, reward and support individuals. , collectively like that.

It can be said that supervision is indispensable in the process of developing the leadership capacity of the ICTs in teaching for school principals. Also from this inspection and supervision content, the management levels can detect the incomplete aspects of the development of leadership capacity of the ICTs in teaching for the principals of ethnic minority boarding general schools to further improve, adjusting policy mechanisms to suit the requirements of real life.

Check, supervise and adjust the implementation of developing leadership capacity of applying information technology in teaching for the principals in the high schools of ICTs from building inspection and supervision plan; implementation of the plan; organize training and retraining activities; inspect and supervise the conditions and resources to ensure the implementation of leadership capacity development for ICTs in teaching; organize the adjustment and overcoming of shortcomings in the implementation of developing the leadership capacity of the ICTs in teaching after testing and supervision.

#### ***5.6. Solution 6: Proposing policies and motivating the principal of the ethnic minority boarding general schools to develop their leadership competencies in teaching***

Proposing policies and creating motivations for principals in high schools in the Central Highlands region to develop leadership capacities of ICTs in teaching in general and self-development of leadership capacity of ICTs in teaching in particular is an important task. in developing management staff. The motivation for self-development of applying information technology leadership competencies in teaching stems from the desire and voluntariness, so the principal actively fosters and develops his/her abilities. This will help them work hard to fulfill their duties as the head of the ICTs. At the same time, they are motivated to self-develop the ICTs leadership competencies in teaching, helping them to improve their capacity as required on the capacities of the principals need to develop on ICTs leadership in teaching, to meet the requirements of educational innovation in the current context.

Proposing policies and motivating principals to

develop their own leadership capacity of applying information technology in teaching in high schools will create favorable conditions for principals to have a favorable environment that encourages activeness, self-awareness and efforts. their capacity in capacity development according to innovation requirements towards developing themselves in particular and completing the educational goals of the high schools high schools.

### **5. Discussion**

- Compile a set of documents for common use in schools in the Central Highlands region on ICTs in teaching, develop the capacity of principals in leading and implementing the work of AI in teaching. On the basis of a set of documents used in common for ICTs in teaching, to develop capacity for the Principal in leading and implementing the work of ICTs in teaching that the Division of Education and Training promulgates and directs. The functional agencies regularly inspect and supervise the implementation of ICTs in teaching, develop the capacity of the Principal in leading and implementing the work of ICTs in teaching.

- There is a more appropriate priority policy to attract qualified ethnic minority teachers about the ICTs in teaching about work in the high schools. Encourage the teachers of ethnic minorities to go to school to improve their qualifications in the ICTs in teaching and working in the High School of Rural Development.

Conduct tests according to professional regulations on a regular basis, especially the work of ICTs in teaching and development of leadership capacity of ICTs in teaching by Principal. The leaders and teachers of high schools, in addition to having to be aware of their roles and responsibilities in the education of ethnic minority children, pay more attention to the activities of teachers and students in schools, constantly. Study and practice in order to have full professional qualifications and skills to meet the criteria of general teachers' standards. It is necessary to have an understanding of the cultures of the ethnic groups of the children studying at their school. and good implementation of ICT in teaching is an important factor to innovate and improve teaching quality. The school leaders need to understand and well implement the ICTs in teaching in order to continuously improve the leadership capacity of the ICTs in teaching.

### **6. Conclusion**

In the era of rapidly developing and changing science, the ICTs in teaching is an inevitable trend and schools must implement. On the other hand, stemming from the Party's and State's policies to prioritize the development of ethnic minority areas.

Therefore, the leadership of the ICTs in teaching in high schools is a very urgent issue. On the basis of the synthesis and theoretical analysis of the development of leadership capacity of the ICTs in teaching in high schools for high schools, the following basic theoretical issues have been identified:

Developing ICTs leadership capacity in teaching is to make the principal's leadership capacity of the ICTs of the principals approaching the necessary competency standards, making the Principal team really the pioneer model in the applying information technology in teaching.

Development of leadership capacity of ICTs in teaching is to develop human resources for leadership in the field of education and training, creating a team of leaders that ensure quality, ensure good implementation of the goals and tasks of educating students. children of ethnic minorities,

ensuring fairness and equality in education.

The content of developing the leadership capacity of applying information technology in teaching for the rector of the ethnic minority boarding schools includes: Building a plan to develop the leadership capacity of applying information technology in teaching; Organizing training and retraining; Examining and supervising the implementation of leadership capacity development; Implementation of leadership development policy; To motivate the principal to develop the leadership capacity of the ICTs in teaching in the high schools.

The factors affecting the leadership capacity of the ICTs in teaching in the ethnic minority boarding general schools, include the following factors: factors belonging to the Division of Education and Training; Principal of ethnic minority boarding general schools and management conditions and environment.

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## PHÁT TRIỂN NĂNG LỰC LÃNH ĐẠO ỨNG DỤNG CÔNG NGHỆ THÔNG TIN TRONG DẠY HỌC CHO HIỆU TRƯỞNG TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ KHU VỰC TÂY NGUYÊN THỰC TRẠNG VÀ GIẢI PHÁP

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Ngày nhận bài: 17/3/2021  
Ngày phản biện: 20/3/2021  
Ngày tác giả sửa: 23/3/2021  
Ngày duyệt đăng: 25/3/2021  
Ngày phát hành: 30/3/2021

DOI:  
<https://doi.org/10.25073/0866-773X/527>

### Tóm tắt

Người lãnh đạo nhà trường trong thế kỉ 21 đòi hỏi phải có những kiến thức, kĩ năng và phẩm chất đạo đức mới. Họ cần có năng lực lãnh đạo về ứng dụng công nghệ thông tin trong dạy học. Năng lực lãnh đạo ứng dụng công nghệ thông tin của người lãnh đạo trường học là một trong những trọng tâm được nhấn mạnh hiện nay khi nói về năng lực lãnh đạo của các lãnh đạo trường học trong thế kỷ 21. Phát triển năng lực lãnh đạo ứng dụng công nghệ thông tin trong dạy học cho hiệu trưởng là một trong những yêu tố quan trọng nhằm phát triển nguồn nhân lực sẵn sàng đáp ứng các yêu cầu đổi mới giáo dục.

Tác giả bài báo thông qua khảo sát thực trạng phát triển năng lực lãnh đạo ứng dụng công nghệ thông tin trong dạy học cho hiệu trưởng trường phổ thông dân tộc nội trú khu vực Tây Nguyên, phân tích điểm mạnh, điểm yếu, từ đó đề xuất hệ thống giải pháp phát triển năng lực lãnh đạo ứng dụng công nghệ thông tin trong dạy học cho hiệu trưởng trường phổ thông dân tộc nội trú khu vực Tây Nguyên trong bối cảnh cách mạng công nghiệp 4.0 và đổi mới căn bản toàn diện giáo dục phổ thông Việt Nam trong giai đoạn hiện nay.

### Từ khóa

Năng lực lãnh đạo; Phát triển năng lực lãnh đạo; Ứng dụng công nghệ thông tin trong dạy học; Hiệu trưởng trường phổ thông dân tộc nội trú; Khu vực Tây Nguyên.