

the other hand, the school's operation plan is mainly based on a certain pattern and obeys the principles and provisions of legal documents, the manager individually only concretizes appropriately so as to be suitable with the situation's features and the conditions of the school. The requirements of the change management method must start from the way of planning and defining human as an object of change management. To develop a change management plan, the manager has to make everyone understand why change must happen by organizing everyone to participate in experiencing the new, which is 'the final target' of a change so that each person can experience it and observe the effect of the new. From there, the manager asks each person to contribute their ideas for how the change should be led for the development of the school. Based on these ideas, the manager makes statistics, categorizes and sets up information for the plan. The plan is a product built close to artificial intelligence because it is connected to the ideas and wills of many people. This is the creating motivation phase with the goal: the motive power to change must be created before change happens. The plan is a relationship among individuals, and between individuals and the community so that they can participate in the process of checking and verifying the results.

3. Conclusion

Modern education always promotes individual factors, creates conditions for learners to reveal their hidden abilities and identify themselves in the community and society. Under the impact of Industry 4.0, lower secondary education today not only simply ensures students a basic general education, the minimum necessary knowledge of technology and career guidance to continue their education in high schools or vocational training programs, but also completely changes their learning goals and new skills that need to be acquired in the 4.0 industrial revolution era. In order to gain all the things which have been said above, our attention and focus on change management in secondary schools in Vietnam nowadays are meaningful both in theory and practice when Vietnam is integrating into regions and the world. This study was carried out to analyze and clarify the basic contents related to the change management process in schools and the role of principals in change management at secondary schools in Vietnam currently, as evidenced by the teaching activities at Ly Thanh Tong junior high school, District 8, Ho Chi Minh City. The limitation of this study is that it has not shown and clarified the factors affecting the process of change management in schools and the role of the principals in change management at secondary schools in Vietnam.

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