

COMPETENCY MODEL OF UNIVERSITY TEACHER AS MANAGER IN EDUCATION

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ABSTRACT

This article presents a model of teacher's essential competencies as a manager in education. A teacher is an important link in the organization of educational communication of students as adult learners and in the education process direction. Because the duties of a modern university teacher grow, his professional competencies should include those of manager in education. Today the teacher needs a knowledge on general theory of management, on educational management fundamentals and on peculiarities of organizational, strategic and human resource management.

The following methods are used to build a teacher competency model as manager in education: SWOT, PEST, content and comparative analyses, synthesis, 6 questions method, questionnaires and modeling.

A teacher competency model should include such parameters as kinds of activities of the specialist, a context (level of the duties, degree of autonomy of action) and environment of these activities, competencies necessary to carry out such activities. The research showed 2 levels of profession's competencies (A and B group or cluster): A. 7 general competencies that are valid for all specialists in adult education sphere regardless of taken position and scope of activity (teaching, direction, consulting and management).

B. Specific competencies directly related to education process (B1 – B6) and those that serve to support the education process (B7 – B12).

On this basis (and other similar models), the educational activities for teachers may be organized within the university (summer schools and training modules during academic year, in the weekends or in their spare time). It is a good strategy for the university administration as to the teaching staff qualification that will inevitable have a positive influence on education process quality and on university's competitive ability at education market.

Keywords: adult education, manager in education, competencies of manager in education

Today, teaching for the profession in high school through informing has been exhausted. Obviously, the teacher is not the only source of knowledge, and the student is capable of extracting the information he needs on his own. The answer to the question: "Why do we need the schools today?" is simple – there remains an urgent task of mastering the optimal and efficient ways of handling and application of knowledge, an effective means of interaction in the communicative exchange of information. Teacher is an important element in the organization of educational communication and management process.

Functions of a modern university teacher are expanding as a modern teacher must also be an educational manager.

Relying on andragogical studies [1,2,3], we consider students as adult learners. Today, a college education is more expected to be focused on preparing for the process of individualization of obtained knowledge, for the organization of personal experience of the student and, therefore, is oriented towards the indirect management in the process of learning and self-development. Subject to indirect control is the process of psycho-correction mediated interaction with the aim of developing personal qualities necessary for professional development, relationship building, development of individual position in life. Consequently, the competences of the teacher should include the competence of the manager. Effective teacher as an educational manager manages: a group of students, as a mini-organization; process of development of each student within the discipline; process of development of educational material (that project embodies lessons in specific environment); research as an independent process of acquiring new forms of thought and scientific culture in general. Therefore, the teacher today needs the knowledge of general management theory, fundamentals of educational management, the specifics of organizational management, strategic management and human resource management.

In what specific competencies teacher as a manager has a need? The answer to this question can be found in some studies, funded by the European Commission: for workers (professionals) in the unprofessional education, vocational education and adult education in 2007 ; the subsequent study in 2010 ends "the development of a common network (frame) key competencies required of specialists in adult education" [4,5,6].

The undertaken study confirmed the assertion of the need to identify important competencies of the teacher conducting educational management. SWOT-analysis allowed to identify strengths and weaknesses in the management of the educational process and to identify areas of important competencies of a teacher. Using PEST-analysis allows to take into account social, technological, economic and political changes of the external environment. There was also conducted content analysis of data obtained by questionnaires from principals and teachers attending seminars on management education. Method of "6 questions" is focused on topical areas of activity and responsibility of the teacher in all types of management, both general and educational. These and other methods (theoretical analysis, synthesis, comparative analysis and modeling) were used in order to build a competency model of the teacher as an educational manager.

Subsequently, there were identified two levels (groups or clusters - A and B) of the professional competencies: A) seven common (commonly validated) competencies - apply to all professionals in the field of adult education, regardless of the specific position (positions), which they occupy, and activities that they implement (training, management, consulting, or administration); B) Specific competences - are directly related to the educational process (B1 - B6) and competences supporting the educational process (B7 - B12).

On the basis of this structure, defining a list of tasks and activities performed by academic teacher (as a teacher and manager of the learning process for adult learners) and based on the context, which provides the corresponding framework, we can outline a model of competencies, that he should have (Table number 1).

Table number 1. The basic model of teacher competence as an educational manager

Competencies			
A) Basic competencies			
	Knowledge	Skills	Awareness
A1 – Systemic reflection of their work, teaching and personal development.	Knowledge of self-management and control of personal development. Knowledge of methods and techniques of analysis, self-analysis and comparison of personal levels of knowledge, skills and competence concerning the desired high level.	Ability to plan, organize, implement and evaluate professional and personal priorities with challenges related to personal and professional development.	Awareness of personal teaching philosophy, personality traits and characteristics of an effective teacher. Awareness of personal goals and intentions. Awareness of the importance and the role of planning and implementation of activities for personal and professional development and improvement of self-management skills.
A2 – Communication competence.	Knowledge about communication, verbal and nonverbal communications, the channels (methods) of giving and receiving information (including feedback).	Ability to communicate in a heterogeneous group – to ask questions, to listen and support the dialogue, to gain the respect, to express thoughts, to use the body language, to control the emotions (personal and of the group members) within the educational process.	Awareness of purposeful development and improvement of communication of the students and of the teacher. Awareness of the need to develop emotional intelligence.
A3 – Professional competence and responsibility.	Knowledge of the area, related to the subjects taught, knowledge of the object of teaching; knowledge of modern concepts of alternative opinions, positions and strategies.	Ability to conduct professional dialogue with colleagues and partners; ability to defend professional positions; ability to influence others through participation in various forums and projects.	Teacher understands and is aware of a responsibility of students entitled to an opinion, choices and decisions on important matters related to their teaching and citizenship. Maintains a high level of competence on the issue, which he teaches, striving for development and improvement.
A4 - Competence of the expert.	Knowledge in the area of the subject taught. Knowledge of current and alternative concepts, ideas and models,	Ability to reflect on personal teaching experiences and experiences derived from other educational and	Awareness of the importance of supporting qualification for high expert level, of search and study of new information, regulatory documents,

	domestic and international strategies, research and development for important decisions in the subject area in which a teacher is an expert.	project activities. The ability to compare the knowledge and experience of various experts and to analyze the results.	research, national and international policies and decisions related to policy and practice in the field of the subject taught.
A5- Didactic competence.	Knowledge of modern approaches, strategies, methods and techniques of teaching and learning, knowledge of their advantages and disadvantages.	Ability to select and use suitable approaches and techniques for specific learning tasks in accordance with the goals and objectives of the course, a particular class, time and competencies of students.	Awareness of the need for continuous improvement of pedagogical skills through participation in various forms of qualification activities, scientific and practical conferences.
A6 - The competency of authority.	Knowledge about the distribution of rights, duties and responsibilities, the selection of priorities and delegation of appropriate people for specific tasks. Determining the level of competence of students and colleagues.	Ability to diagnose competence and authority, ability to delegate rights, decision-making ability and ability to help empower the performing of tasks.	Awareness of the significance of the preliminary preparation and of the achieving a certain level of readiness to make an independent choice in the decision-making, as well as further realization of decisions by people who will be delegated the right to solve these specific tasks.
A7- Competence in the management of a group of students.	Knowledge of management culture - basics of management functions.	Ability to plan, organize, motivate, supervise and monitor the implementation and evaluation of results.	Awareness of the need to form a management culture of the students, to facilitate training activities and to save time on the continuous instruction, explanation and demonstration.
B) Specific competencies			
Competences, directly related to the educational process			
B1 – Competence assessment of previous experience of adult learners and their needs for the teaching, motivation and in the interests.	Knowledge to diagnose the process and tools.	Ability to choose the appropriate methods, techniques and tools to diagnose personal experiences, needs, focuses, motivations, etc.	Awareness of the importance of continuous diagnostics of the needs, motivations, expectations of students and the results from the efforts made in the teaching.

B2 – Competence to design the process of adult learning.	Knowledge of course design (didactics / andragogical didactics), planning and organization of training activities; specificity of adult learners and andragogical process.	The ability to choose the correct style of teaching, teaching methods and educational content for the purposes of the educational process.	Awareness of the benefits and disadvantages of andragogical and pedagogical approaches and their skillful combination depending on the learning objectives, characteristics of the group, time (duration of the course) and the expected results.
B3 – Competence to facilitate adult learning.	Specific knowledge of adults as learners (including the essence of self-government in the teaching), as well as andragogical process and andragogical didactics and group control; types, styles, strategies for teaching adults; knowledge of approaches, methods and techniques to support the adult learning; knowledge of philosophy-based support to educators about directions / support (meaningfully, methodically; personality; administratively).	Ability to diagnose the real and possible problems in teaching the adult learners; ability to create a supportive learning environment; ability to stimulate the diagnostics and developing of useful skills related to learning from the students; ability to use group dynamics to facilitate learning; ability to motivate for the achievement and success, as well as to continuously give and receive feedback.	Awareness of the limitations in the teaching of adults, especially those who have limited teaching experience; awareness of the value to helping actions to the teacher and value of the positive atmosphere for the successful assimilation of adult educational material.
B4 – Competence of using a continuous monitoring and evaluation of adult learning process to improve it.	Knowledge of the management of the educational process, andragogic didactics and didactics - methods and techniques targeting the surveillance of groups and individual students, and assessment of knowledge, skills, interests, motivations, attitudes, competencies and competencies of students.	Ability to monitor, use a variety of assessment tools; ability to use various techniques, methods of evaluation, of a focused observation; ability to implement formation of self-esteem and skills assessment of the group of students; ability to receive continuous feedback.	The role of continuous monitoring and evaluation of the behavior and reactions of students and their motivation for effective teaching. The role of different types of evaluation as a source of information about the effectiveness of the learning process.

B5 - Competence in the field of counseling for career, life, the future development and use of professional help.	Counseling knowledge in the educational process, planning and implementation of career growth, in seeking assistance, planning of personal development.	Ability to consult, listen, engage, plan a career, choose a strategy for career development; monitoring progress.	Comprehending the importance of understanding of career as personal development and growth and encouraging students to carry out a plan for career development.
B6 – Компетентность дизайна и конструирования учебной программы Competence to design and build the curriculum.	Knowledge of andragogical education - structuring and selection of curriculum content; selection of priority areas for action, methods and tools; definition modules; development of annotation and the necessary references for the sources of information.	The ability to formulate the goal and objectives, organize and distribute educational content in educational units; ability to structure the curriculum.	Understanding the logical connection between parts of content of the curriculum, compliance of teaching content to the objectives, , needs of students, the time and conditions of the course.
Specific competences, indirectly related to the educational process:			
B7 - Компетентность управления финансовыми ресурсами и оценка гарантий социальной и экономической пользы Competence of financial management and evaluation of the guarantees of the social and economic benefits.	Knowledge of budget and time.	Ability to manage personal budget and necessary expenditures to conduct teaching.	Awareness of the role of the competent financial management and efficient spending on educational materials, equipment, etc.
B8 - Competence of human resources management	Knowledge of the essence, principles and practices of human resource management	Skill to diagnose qualities of people in the group, planning and forecasting their development, motivating and encouraging their efforts to achieve the	Understanding the applicability of the general principles and methods of human resource management in the training group as a mini-organization.

		maximum level of development.	
B9 – Competence in general management.	Understanding of the nature, principles and practices of management and their application in the management of learning group.	Ability to plan, organize, coordinate, guide the leadership; ability to monitor and evaluate the educational process.	Understanding the value of general management and management of education for the effective performance management of specific training objectives in a particular study group.
B10 – Competence in marketing and public relations.	Study and knowledge of the education market, search for partners and keeping partnerships with experts in the area that the professional teaches.	Ability to position personal place (institute, course, instructor) in the educational market.	Awareness of the importance of competition and competitiveness to maintain a high quality of educational activities and educational services.
B11 – Competence to solve the administrative problems.	Knowledge of normative documents on the issue, which the professional teaches (such as internal rules and procedures in the organization, associated with the services to the students as customers).	Skills to patiently explain the administrative requirements and procedures to facilitate communication of the administration with the students. Skills to fully and accurately inform on all the rules and procedures related to the organization and implementation of a particular course.	Comprehending the importance of clear rules and simple procedures, transparency and timely information to students on all important educational process organizational matters.
B12 - Facilitation competence (creation and use) for the educational environment based on ICT.	Availability of computer literacy. Knowing the advantages and disadvantages of the various hardware and ICT, with the possibility of application in the educational process.	Establishing and improving the use of ICT for educational purposes and helping students to develop skills based on available technology, equipment and expert help of information technology professionals.	Awareness of the need for continuous teaching for the development of the educational environment based on ICT and its actualization.

Basic model of the fields of competence of the teacher as an educational manager is constructed with consideration of certain activities and their manifestations. These activities and their manifestations are knowledge, skills and awareness of their implications for the teacher in the learning management. These implications include assessing the needs of students, training courses, curriculum development, facilitation of teaching, monitoring the learning process, counseling students and the implementation of various types of management suitable for the learning process (general management,

financial management, human resource management), marketing and public relations, etc.). In addition, in this model, it is important to consider the characteristics of the context: a learning process or program development, management of the organization, professional development management and responsibilities of the teacher.

The system of higher pedagogical education should prepare educational managers and provide the opportunity for additional training in the field of educational management for acting principals and teachers. Teachers should be ready not only for teaching specific subjects, yet to realize that they need the management competence. School principals should realize the economic dimension in prudent budgetary management and in the search for alternative forms of financing, to guarantee the without which it would not be possible to implement the educational process. School teachers should gain the ability to plan, organize and implement a full-fledged learning in resource-limited settings.

Effective management of the educational process should be viewed as a combination of activities from school administration and teachers. However, students as adult learners, become partners of the teacher in the organization and management of the learning process, which is based on varying pedagogical and andragogical supports.

In addition, in teaching the professionals of different fields, and not just teachers and principals, educational management plays the role of increasing labor efficiency through self-organization and self-government. This can only be taught by a teacher who has these competencies.

Based on this and other similar models of teacher competencies, there may be organized a training process for teachers within the university (summer schools, modular training during the school year, on weekends or in their free time). This is a good strategy of the university administration towards the qualification of teaching staff, which will inevitably have a positive impact on both the quality of the educational process as a whole and on the competitiveness of the university in the education market.

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