DE GRUYTER OPEN
Порівняльна професійна педагогіка 7(1)/2017
Comparative Professional Pedagogy 7(1)/2017

DOI: 10.1515/rpp-2017-0011

PhD in Pedagogical Sciences, Associate Professor, **OKSANA TOVKANETS**
Eastern European Slavic University, Ukraine
Address: 42-1 Haharina St., Yzhhorod, 88011, Ukraine
E-mail: tovkanecoksana@rambler.ru

FORMING PROFESSIONAL COMPETENCY OF EDUCATION MANAGERS IN CENTRAL EUROPEAN COUNTRIES

ABSTRACT

The article deals with the problem of forming education managers' professional competency in the context of European integration educational processes. The peculiarities of education managers' competences as well as directions of their professional training in motivational, cognitive and metacognitive spheres have been theoretically justified. The performed analysis of curricula in higher education institutions of Central European countries has proved their use of the complex approach to forming professional competences of education managers. The author has revealed the peculiarities of education managers' professional training while mastering accredited specialized courses in School Management in the Centre for Lifelong Education at Faculty of Education at Palacký University in Olomouc, the Czech Republic; a Bachelor's degree in Education Specialization (School Management) at Charles University in Prague, the Czech Republic; in the context of the project launched by the European Social Fund (EFS) called "The Development of Education Managers' Competences in Schools and Educational Institutions in the Hradec Králové Region – the Model of Professional Education", the Czech Republic. It has been concluded that higher education institutions of Central European countries focus on the development of pedagogical and managerial competencies. It has been highlighted that the complication of training content and the modernization of disciplines will allow to form thinking and actions of education managers as comprehensively educated specialists able to successfully deal with professional tasks using their educational and intellectual potential.

Key words*: *professional training, manager, educational management, European higher education area.

INTRODUCTION

The art of managing people as well as managerial culture are becoming critical factors that may ensure successful social and economic changes. Today, there is an urgent need for managers, executives and generators of creative ideas, leaders-professionals able to bear responsibility for the state of affairs in companies, organizations or establishments as well progressively develop them. The activity of education managers in the context of educational services market is acquiring a range of new functions, in particular, forming staff, setting work objectives and targets, creating a positive learning environment. According to the National Doctrine on Education Development in Ukraine in the 21st Century, the top-priority tasks are to improve education management system and establish high professional, scientific, analytical, democratic and open managerial decision-making. Modern society needs a competent leader who is ready for managerial and research activities as well as professional development. The training of education managers plays the important role in this aspect.

Unauthenticated
Download Date | 4/11/17 3:04 PM

Thus, it is essential to take into account foreign experience in forming relevant specialists and, in particular, in Central European countries, that has specified the subject of our research.

THE AIM OF THE STUDY

The aim of the study is to analyze the curricula designed for training education managers in Central European countries and define their role in forming these specialists' professional competency.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical and methodological aspects of education managers' professional training in Ukraine have been studied by such native scholars as V. Alfimov, V. Bondar, O. Fil, L. Karamushka, O. Kasianova, V. Khomenko, Ye. Khrykov, V. Kryzhko, V. Lugovyi, T. Sorochan, V. Vakulenko, V. Voichuk and others. Foreign scholars, namely, T. Aman, E. Bondarevska, E. Beckman, H. Halacz, V. Khomenko, Ya. Proukha, L. Slavikova, B. Trafford, A. Triapitsyna and others have paid considerable attention to education managers' training and their culture. In the context of analyzing education managers' professional training, it is necessary to take into account the researches on the problem of higher education and comparative pedagogy development (N. Avshenyuk, V. Andrushchenko, N. Bidyuk, L. Hrynevych, V. Kremen, V. Lugovyi, O. Matviienko, N. Nychkalo, O. Ohiienko, L. Pukhovska I. Ziaziun and others).

While researching we have used such methods as analysis, synthesis, comparison and generalization in order to study curricula as well as native and foreign scholars' works, statistical information.

RESULTS

Researchers indicate that professional training of education managers should take into account the shift from the philosophy of action to the philosophy of "interaction", "collaboration", managing "reflection". The theory of school management is considerably completed with the theory of management that attracts attention to personal orientation when manager's activity is based on respect and trust in one's own colleagues, creating such situations for them to be successful (Карамушка, Філь, 2007). E. Beckman and B. Trafford state that key spheres of management in a modern school are leadership, responsibility for community, value-oriented education, collaboration, competitiveness, pupil discipline (Бекман, Траффорд, 2009). L. Karamushka believes that there are numerous approaches to constructing competency-based models in the theory of education management. In general, competency is an ability and readiness to perform tasks, a component of professional culture that mainly complies with professional values (Карамушка, Філь, 2007).

T. Aźman, a Slovenian scholar who studies education processes within European higher education area, published her work under the title "The Ability to Form Competences" where she defined such components in forming professional training of education managers (Ažman, 2012):

1. Motivational sphere that comprises internal and external factors of learning promotion and is aimed at defining oneself as pupil (orientation toward goals, values, motivation); defining one's own ability to manage and attitude to education, knowledge and information; identifying one's own areas of interest (hopes and strivings); creating and supporting motivation in learning (self-respect, positive attitude to learning, risk, learning from mistakes); controlling emotions (identifying and restraining negative emotions, relaxation techniques); developing social skills (teamwork, leadership skills, responsibility for general aim, respect for rules, personal needs of oneself and other people); developing communication skills; understanding environmental influences on learning (family, society).

Unauthenticated
Download Date | 4/11/17 3:04 PM

2. Cognitive sphere consists of cognitive and learning strategies. They include the complex of skills, thinking, information processing techniques, introducing successful learning strategies. Its aims are projecting an environment for learning and activity, developing complex thinking (searching for information and its understanding, analysis, synthesis, critical and creative thinking, using knowledge in new situations), developing learning strategies (learning design, productivity and capacity criteria, focus on choosing appropriate strategies and cognitive information, structuring, information processing).

3. Metacognitive sphere involves metacognitive strategies development, metalearning, monitoring and management, analysis-based control over learning. Its aims are learning planning (goals, content, activity types, tools); monitoring and assessment; understanding the learning process (structure, strategy, comparing experience, searching for reasons for success or failures); assessing abilities, ways and opportunities of learning or professional training.

The analysis of scientific literature and statistical information allows to conclude that curricula designed by higher education institutions of Central European countries, in particular, in the Czech Republic, Slovenia, Switzerland, prove the complex approach to forming professional competences of education managers.

Thus, the Centre for Lifelong Education at Faculty of Education at Palacký University in Olomouc (the Czech Republic) provides education managers with accredited specialized courses in School Management. The group is targeted at teaching staff administrators. The form of learning is combined with orientation toward e-learning. Its aims are providing with knowledge, forming abilities and skills in education management, career development of teaching staff. The training program consists of five modules, namely, Theory and Practice of Education Management, Normative and Legal Support, Economics and Fiscal Management, Learning Process Management, Leadership (Palacký University Olomouc, 2016).

The Center of Further Education at Pedagogical Faculty at University of Ostrava (the Chech Republic) focuces on further education of education managers providing courses in Education Management (Ostravská univerzita, 2017). The training content includes five modules, namely, Theory and Practice of School Management, Law, Leadership, Economics and Fiscal Management, Learning Process Management. The main attention is paid to the study of managerial disciplines, such as Modern Management Concept (12 hours), Managerial Functions (12 hours), Personal Management and Human Resource Development (12 hours) and practical training. Final assessment is carried through complex examination that includes the information from all the modules and the graduate thesis defense. The learning process comprises personal tutorials, online and offline communication with hearers by means of Moodle (Ostravská univerzita, 2017).

Charles University in Prague offers a Bachelor's degree in Education Specialization (School Management) (Univerzita Karlova, 2017). The training content includes the following disciplines:

- *compulsory*: Introduction to Education Management, Theory and Practice of Education Management, Introduction to Learning Process Management, Education Economics, Fiscal Management, Law Basics, Labour and Education Law, Education Law, Management Training, Management Skills Training, Learning Process Management, Human Resource Management, Self-Management, Business and Corporate Management, Communication in Education, Presentations and Communication, Learning Process Management, Economic Processes Management in School, Topical Issues in School Law, Research Methodology, Bachelor's Thesis Preparation, Preparation for State Examination and others;

Unauthenticated
Download Date | 4/11/17 3:04 PM

- *optional*: Topical Issues in Education Management (15 credits) usually divided into 5 sections (3 credits for each discipline). For instance, one of the sections is targeted at studying thematic directions, namely, Law on Education in Action, Recommendations for Primary Prevention of Social Pathologic Phenomena in Schools and Education Institutions, Code of Professional Conduct for Teachers, Practical Aspects of the Law on Employment in Education etc. It is recommended to hold a round table discussion with a view of exchanging experience. State examination involves complex exams and the thesis defense.

The project called "The Development of Education Managers' Competences in Schools and Educational Institutions in the Hradec Králové Region – the Model of Professional Education" is realized at University of Hradec Králové and aimed at providing professional managerial training of schools leaders and potential candidates for managerial positions. The learning is based on 8 learning modules that include theoretical and practical training as well as an internship in national and international education institutions. The results of the project are the formation of key competences needed in education management: *organizational* (projecting organizational structure of an education institution, delegating authorities, the ability to foresee the need for organizational changes, organizational management of school documentation, strategic planning); *marketing* (the ability to determine a concept and content of school marketing, analyze both external and internal environment of an education institution, information system of school education, ensure relations with the public, evaluate school performance); *management* (determining management strategies and tactics; managing further development, the knowledge of education management peculiarities; *administrative* (forming decision-making culture, applying decision-making techniques and tools, defining features and principles of effective management, main types and forms of control, managing emergencies); *ethical* (the knowledge of ethical norms, behaviour and business ethics, codes of professional ethics, management ethics institutionalization, code of conduct for managers, social responsibility of managers); *cultural* (the knowledge of corporate culture and its development).

We believe it necessary to apply to Swiss experience in training Masters in Education Management, in particular, the curriculum for Institutional and Educational Management at the Open University of Switzerland (Masterstudies.com, 2017). It is aimed at training specialists to manage activities of education institutions. In addition, the curriculum is designed to provide future managers with the knowledge of developing innovative management methods and implementing them in practice, the abilities to conduct researches and realize the obtained results in educational and managerial activities.

The training content consists of such modules as Education Management Institutionalization; Further Education Organization; Information and Knowledge Management; International Marketing System; Fiscal Management and Controlling; Human Resource Management; Strategic Management; Project Management; Strategies for Change Management. The graduates should demonstrate the ability to apply the obtained knowledge within the multidisciplinary context that is related to education management; the ability to analyze management information taking into account social and ethical aspects; to design the education process; to strive for sustainable development, self-education and lifelong learning (Masterstudies.com, 2017).

The curricula designed by higher education institutions in Central European countries ensure professional training of education managers according to European standards and provide them with the knowledge of modern conceptual theories in the field of education management; scientific approaches, scientific schools, methodology, theory

Unauthenticated
Download Date | 4/11/17 3:04 PM

and directions of education management development. The qualification of the graduates encompasses specialized abilities that involve critical analysis, interpretation and evaluation of complicated information, concepts and theories as well as the integration of knowledge from various fields to be able to conduct researches, including strategic ones, implementing innovations and creating new knowledge and processes; the ability to select and use necessary methods and approaches, to critically evaluate actions, methods and results as well as their permanent and temporary effects (Ministry of Education and Culture, Finnland, 2009); personal qualities of education managers are responsibility for developing education processes; a high degree of independence; initialization and management of complicated tasks and processes, responsibility for professional knowledge development, management and evaluation of employee performance; striving for organization and planning of education managers' training; participation in planning and resource distribution.

CONCLUSIONS

The study of foreign experience in forming professional competency of education managers proves the topicality of education process development at the beginning of the 21st century. Higher education institutions of Central European countries focus on the development of pedagogical and managerial competencies. The complication and modernization of the training content in Ukrainian higher education institutions will allow to form thinking and actions of education managers as comprehensively educated specialists able to successfully deal with professional tasks using innovative approaches. Moreover, taking into account foreign experience will be extremely important for Ukrainian education system in the context of integrating in European higher education area, as it will ensure the understanding of education managers' professional training.

Rather perspective for further researches we consider the analysis of applying pedagogical and information technologies to ensure effective professional training of education managers at national and international levels.

REFERENCES

1. Ažman, T. (2012). *Kompetenca učenje učenja* [The Ability to Form Competences]. Retrieved 12.02.2017 from : http://arhiv.acs.si/ucna_gradiva/UZU_MI-Kompetenca_ucenje_ucenja-Azman-april.pdf.

2. Masterstudies.com. (2017). *The Open University of Switzerland*. Retrieved 10.02.2017 from : http://www.masterstudies.com/universities/Switzerland/AB.

3. Ministry of Education and Culture, Finnland. (2009). *The National Framework for Qualifications and Other Learning*. Retrieved 15.02.2017 from : http://www.oph.fi/download/121526_NQF-muistio_EN_02_10.pdf.

4. Ostravská univerzita – pedagogická fakulta centrum dalšího vzděláván [University of Ostrava – the Center of Further Education at Pedagogical Faculty at University of Ostrava]. (2017). *Přijímání do vzdělávacích programů a kurzů ve studijním roce 2017–2018* [Admission to Study Programs and Courses in 2017–2018]. Retrieved 14.02.2017 from : http://dokumenty.osu.cz/pdf/czv/programy-kurzy-pdf-czv.pdf.

5. Školské zařízení pro další vzdělávání pedagogických pracovníků Královéhradeckého kraje [School Facilities of Further Education for Teacher in the Hradec Králové Region]. (2017). *Modul A: Školský management v praxi* [Module A: School Management in Practice]. Retrieved 13.02.2017 from : http://www.cvkhk.cz/staticpages.

Unauthenticated
Download Date | 4/11/17 3:04 PM

6. Univerzita Karlova – pedagokická fakulta [Charles University – Faculty of Education]. (2017). *Studijní plány – Karolinka* [Study Plans – Karolinka]. Retrieved 8.02.2017 from : http://www.pedf.cuni.cz/PEDF-216.html.

7. Palacký University Olomouc. (2016). *Faculty of Law. Study Programs*. Retrieved 28/02/2017 from : http://www.pf.upol.cz.en/groups/studying/study-programmes/.

8. Halacz, G. (2003). The Hungarian Case – New Regulation Mechanisms. In: *Networks of Innovation. Towards New Models for Managing Schools and Systems. OECD*. Paris, pp. 104–108.

9. Бекман, Е., Траффорд, Б. (2009). *Демократичне врядування в школах* [Democratic School Management]. К. : НАДУ, 100 p. (in Ukrainian).

10. Карамушка, Л. М., Філь, О. А. (2007). *Формування конкурентоздатної управлінської команди* [Forming Competitive Management Team]. К. : Інкос, 268 p. (in Ukrainian).

11. Сазоненко, Г. С. (2008). *Освіта майбутнього* [Education of the Future]. Харків : Основа, 368 p. (in Ukrainian).

12. Хоменко, В. В. (2011). *Підготовка майбутніх менеджерів освіти у вищих навчальних закладах Франції* [Training of Future Education Managers in Higher Education Institutions in France]. Thesis for PhD. Донецьк : ДНУ, 227 p.

Unauthenticated
Download Date | 4/11/17 3:04 PM