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EDUCATIONAL MANAGEMENT AND EDUCATIONAL NEEDS OF TEACHING STAFF

Abstract:

Educational Management is a relatively new field of educational practice and a new empirical science and educational program in the Czech Republic. The paper deals with the introduction of aims and subject of educational management, its structure and problems with definition of and roles and possibilities of continuing training and education of educational and/or school managers especially in the context of curriculum reform in the Czech Republic. The paper at its final part introduces the major results of the research, conducting within formal re-training educational program. This research was focused on intentions and perspective effects of continuing education of employees of educational organizations from their point of view and from the point of view of management of educational organization.

Keywords:

educational management, continuing education, needs and effects of education

JEL Classification: I29

Introduction

Educational management began to develop as a scientific and academic field on an international scale from the 1970s, initially in Great Britain, the USA and Australia (Dvořáková, 2015, p. 9). In the independent Czech Republic (since 1993) the gradual development of its concept is connected with an overall change in the social situation and with the transformation of the Czech education system.   In addition to a change in the curriculum at the level of initial formal education, this change is also reflected in requirements for the development of managerial competences (qualifications and responsibilities) among senior employees of educational organisations. As well as qualifications in pedagogical (and potentially andragogical) disciplines, managers of educational organisations must supplement their education in the field of management. This primarily concerns general and strategic management in applications for educational organisations (school management and educational process management) and financial and people management. This is then complemented by knowledge of relevant legal disciplines (also known as "new school law").

Today, senior employees of educational organisations are no longer primarily seen by the professional community as "enthusiastic laymen" in management, but as professional managers. Yet, it would be incorrect to merely equate educational management with management education.   The objective of the two fields, i.e. educational management and management education, is the senior staff of various types of formal organisations. Understandably, the objective of educational management is to ensure the effective functioning of organisations providing education as a main or secondary field of its activities. However, an integral part of educational management is also a focus on more general values, the meaning, objectives, functions and effects of education in current and predicted socio-economic conditions. It therefore also focuses on the creation of the strategic plans and strategy of educational policy.

Besides its definition through the roles of its agents (educational managers) and requirements for their competences, the term educational management can also be defined as a field of *"study and practice concerned with the operation of educational organisations, ... concerned primarily with the purpose and aims of education"* (Bush, 2011, p. 1). Although the majority of educational management theoreticians to date have primarily researched educational organisations providing formal education, this restriction shall not apply to the concept of educational management specified further herein.   In addition to schools and educational facilities, educational organisations shall therefore also mean organisations which provide education as a main or secondary activity under the most varied forms of lifelong learning (for more details see Dvořáková, 2015, p. 11) and organisations which are responsible for the management of education (the decision-making sphere).

Conceptualisation of Educational Management in the Czech Republic ("Prague School")

In this text educational management, besides its agents, shall be understood to mean

a set of theories arising within the context of educational organisations or modified for this context. It will also focus on educational management as an area of study in tertiary education, i.e. the field of professional training and/or a component of further formal or nonformal education of managers of educational organisations. All three of the previously mentioned fields, that is, educational management theory, its application in practice in educational organisations and educational management as an area of professional training and a form of further professional education, are considered to be integral parts of the knowledge base of educational management as a scientific field originally based on the needs of educational practice.

Over the last few years, the Faculty of Education at Charles University has progressively refined the concept and terminological and methodological foundations of educational management. At the same time, it can be seen that the methodological base and, in part, the terminology places educational management together with the other humanities. Alongside educological sciences, the basic source (foundation) disciplines of educational management are, in particular, management theory, organisation theory, sociology, psychology and cultural anthropology.

At the Centre of School Management (CSM) of the above-mentioned faculty, educational management is also taught as a Bachelor's study (under the name "School Management") and a subsequent Master's study (under the very name "Educational Management"). To date, it is the only academic institution in the Czech Republic which offers this field of study at two levels of higher education. The offer of education at the CSM is further complemented by nonformal teaching of Management Education (in this case particularly for managers of schools and educational facilities pursuant to Decree No. 317/2005 Coll.) and teachers (in accordance with Act No. 262/2006 Coll., the Labour Code and No. 563/2004 Coll., on Pedagogical Staff, as amended).

The further presented concept of Educational Management reflects the current development of the theory and practice of educational management in a Czech and international context. At the same time, we shall attempt to overcome the as yet narrow concept and focus of educational management exclusively on formal initial education. The following summary of the structure of educational management has been prepared in a descending hierarchy of generality and with the use of traditional as well as proposed terminology (the modified and updated concept of educational management is graphically depicted - see figure 1):
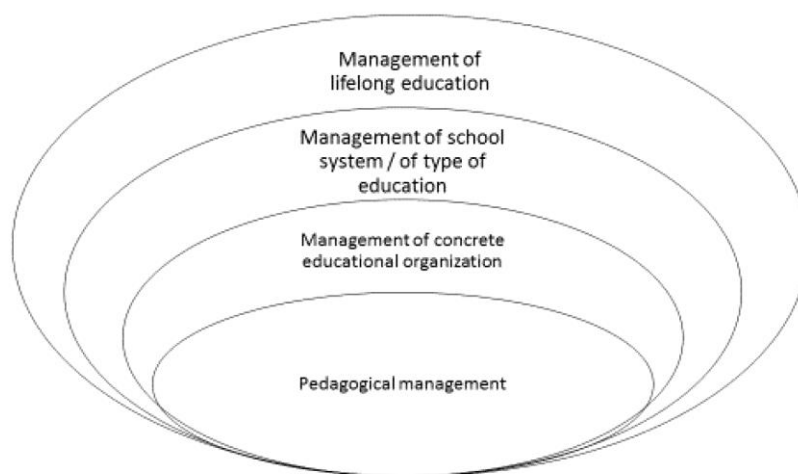
Educational Management - a term for the theory and practice of the management of the system and processes of education in fulfilling the concept of lifelong teaching (learning), i.e. in all types of education taking place over the entire length and width of life. It also comprises the academic field of educational management and other education of managers of educational organisations and professionals in the field of educational management.

School Management (Management of School System/of Type of Education) - an institutionalised component of educational management understood to mean the development and application of the theories of general/educational management in the practice of managing a group of schools and educational institutions. The term

also comprises the agents of such management and the academic field of school management.

Management of a Concrete School (Educational Organization) - the development and application of general/educational management in the management of a specific educational organisation. The term is also used for managers of educational organisations at the level of middle management who participate in educational process management (so-called *pedagogical management*) and in the context of schools and educational institutions can be extended to the level of class management and, outside schools, to the level of management of an educational group (a group of participants in education or an educational event).

Figure 1: Structure of Educational Management

Source: Own (Tureckiová, 2015, p. 27 – modified and completed)

Education of Educational managers and Requirements for their Competences

Within the concept presented herein, the above-mentioned field of pedagogical management is a sub-topic of educational management. It is one of the most significant, however not the only competence of educational managers. In the Czech Republic it has already been developed at the stage of professional training of teachers and subsequently at the level of school management as a component of the professional training (potentially further professional education) of head teachers. More generally, it can be stated that within the scope of their professional training and further professional education, managers of various educational organisations obtain knowledge from the field of educational management, where objectives and resources leading to the fulfilment of the concept of lifelong education (teaching/learning) are taken into account within their education. In practice therefore, they are especially responsible for attaining the goals of a specific type of education (in accordance with the European Framework of Key Competences) for fulfilling the purposes and for the

efficient management of an educational organisation, for the operation of which they also actively take part in the role of executors of the education process.

To date, top managers (head teachers) of schools and school facilities in the Czech Republic have been the only long-term monitored and researched target group, and not only within educational management as an academic field. In the model of competences created on the basis of a survey conducted by Trojan and Lhotková (quoted by Tureckiová, 2012, p. 90) the following types of competences of school managers are defined: *Leadership Competences* (comprising strategic thinking, but also skills of effective relationships with the public...and promotion of the results of the managed organisation and people management as a management function); *Managerial Competences* (in particular manifesting themselves in the areas of strategic planning, inspections and financial management); *Professional Competences* (knowledge of legislation and assurance of effective communication, including communication in foreign languages); *Personality Competences* (relating to self-management and self-development skills); *Social Competences* (primarily teamwork and conflict resolution) and *Competences of Management and Evaluation of the Educational Process.*

In the future, the presented model of competences of educational managers (at the level of school management) may also be used as one of the foundations for modelling and profiling the competences of other educational managers. Another guideline for dividing the competences of educational managers may be, for example, their basic roles. The distinction and, at the same time, the complementarity of the leadership and managerial roles are moreover also used in the general summary of the roles of senior staff of work organisations (Plamínek, 2011). We also consider a third, previously mentioned role of educational managers, i.e. the role of executor of (pedagogical) processes, to be relevant. And this is in spite of the fact that it does not appear in the illustrative example of a model of competences by Trojan and Lhotková. It can, however, be considered to be a part of the more general competences of management and evaluation of the educational process (including, for example, didactic and diagnostic competences). Of course, the performance of expert educational activities in a given field/type of education can also be reasonably assumed with other educational managers, whether teaching positions in adult education or in nonformal education of children and adolescents (general interest education), the performance of personnel activities in people management (e.g. managing the role of a coach or mentor), or potentially in the role of a tutor in tertiary education, etc.

In addition, senior teachers (school managers) and their subordinate teachers are one of the few professional groups in the Czech Republic for which the requirement of professional development is defined normatively. The aim of compulsory (non)formal education of managers of schools and school facilities as specific groups of educational managers and their normative further professional development is to supplement their management qualifications. The field of (re)qualification studies of senior teaching staff defined by the Decree creates others within the concept of educational management in the Czech Republic, particularly as an academic study

and practical discipline.

The competences of educational managers can also justifiably be understood in the traditional sense of power or formal authority granted to them by a legal authority within a company. The interconnection of the two meanings of the term competences (also known as competencies) is also connected to the way that expectations on the job performance of educational managers change in relation to the current theory and practice of managing educational organisations.

Requirements and Plans for Further Education of Teachers

One of the foundations and, at the same time, processes which ensure the efficient and successful operation of educational organisations is the application of a strategic approach to education and the development of their employees. In this case, the competences of educational managers consist of both the responsibility for the successful development of an organisation and its members and in the specific managerial competence of implementing and applying the specified approach to education and the development of employees in the management system of the entire organisation.

From the perspective of an organisation as a whole, the aim of the education and development of employees of educational organisations is such professional and personal development of employees which allows the organisation to attain its basic strategic goals, primarily the basic aim of education at a certain level and in a certain form. This aim is the demonstrable development of the key competences of pupils, students and potential other participants in various groups of lifelong and life-wide education.

Prerequisites for the efficiency and quality of the education of employees from the perspective of an educational organisation are considered to be in particular: the application of a strategic approach to further professional development, that is, it also establishes objectives for the education and development of employees based on the identification and analysis of their educational needs, a suitably chosen method (relevance of its content, didactic methods and forms of education) and corresponding technical equipment and the provision of teaching space, continuous monitoring and assessment of educational events, professional and methodical competences of teachers and other educators (e.g. lecturers of adult education, mentors or coaches), the initial knowledge and skills of participants and their motivation for learning and an assessment of the level of required harmony between the plans and attained objectives of education at various levels of evaluation (e.g. in Kirkpatrick's model), etc. (For more details see, for example, Šnýdrová, 2016, pp. 97-102).

Significant factors for the efficiency and quality of further education for employees of educational organisations also include the managers of education in given organisations. As well as taking into account the goals of the entire organisation, these must also deal with defining the expectations (educational plans or the required effects of education) of participants in the further education and development of teachers.

Based on the findings of the author of this study from the spring of this year (for more

details see Tureckiová, 2016, pp. 120-124), plans for the further education of teachers of educational organisations can be divided into the fields of work and extracurricular activities. The field of work concerns the following aims (including examples of education plans): *Certainty* - to keep their jobs, catch up with others, a back door, money (assured via work); *(Self)-confirmation* - to catch up with others at work, to surpass others at work; *Status* - to gain a better status; *Recognition* - to obtain a certificate/title, to be an acknowledged professional; *Professional Development* - to expand knowledge/to gain more knowledge (to learn something new), to develop skills, to acquire new skills, to be a better teacher and to obtain a general overview. The similarities with Maslow's pyramid of needs have been mentioned by participants in the study, however has neither been explicitly stated at the beginning of the study, nor as an express result of "clustering". Education plans have also not been arranged hierarchically.

For the extracurricular field, participants in the study created the following groups of needs/intentions: *Self-interpretation* - to raise self-confidence, to catch up with others, to learn to know themselves better, to be more satisfied with themselves, a feeling of inadequacy; *Interest* - to make their lives more interesting (a change), education as a hobby, inner satisfaction, money (for hobbies); *Family* - to surprise their families, to be a good example for their children; *Social Relationships Outside the Family* - to meet new people; *Lifestyle* - a positive lifestyle change; *Life Standing* - a higher..., social status and influence on events in society; *Personal Development* - to exercise/train the brain ("not to become stunted"), self-development, to gain a general overview, hunger for knowledge.

It is clear that the declared intentions for education can also often be labelled as desired effects of education and not only in relation to the further professional education monitored herein. Besides the impacts for themselves from the organisation ("better conditions for further education" and "better working conditions"), the participants also cited the positive benefits of the further education of employees for the organisations they work for ("improved employability of graduates", "better results of state exams" and "increased interest of applicants in study") as foreseeable positive results of the education. In particular, the focus of participants in the study on the successful operation of the educational organisations for which they currently work can be considered a positive signal for the possible further development of educational management and in the future, at the very least for certain teachers, for further levels of educational management.

Conclusion

To summarise, we can define educational management as an umbrella term for: managing education in a given socio-economic context (from the macro-level management of educational systems within the concept of lifelong learning to the micro-level management of a pedagogical process in a specific educational organisation); a set of theories and a field of practice dealing with the management, leadership and administration of various types of educational organisations, including organisations managing an education system in a given country (decision-making

sphere); a scientific and academic field; and professionals in the field of educational management who ensure the development of a system and the performance of educational management functions in various job positions.

To date, the most well developed concept in the Czech Republic is the management of organisations ensuring formal and nonformal initial education (schools and school facilities). Within the scope of "Prague School" educational management various fields of educational management are gradually developed. Input into the scientific research also includes research implemented to date (in the text an example model of the competences of school managers and the results of a study on the aims of further professional education of pedagogical education are cited) and a proposal for a complex concept of educational management (including a hierarchy of its components).

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