



The Modern Educational Paradigm reflected into the Role, Function and Competencies of the Teacher-Manager

Cristian Stan, Denisa Manea*

Babes-Bolyai University of Cluj-Napoca, România

Authors note

Cristian Nicolae Stan is an Associate Professor at the Educational Sciences Department, Faculty of Psychology and Sciences of Education, Babes-Bolyai University, Cluj-Napoca, Romania (<http://dse.psiedu.ubbcluj.ro/>). His teaching and research activity covers several domains (including interdisciplinary ones), such as the theory and methodology of educational evaluation, school violence, the typology of interpersonal relationships and conflict resolution in the educational space, teacher personality and skills and the pedagogy of communication. His Ph.D. in Science Education was obtained in 2000 by presenting the thesis entitled "The assessment-self-assessment relationship in the didactic act" at the Babes-Bolyai University.

* * Corresponding author:
E-mail address: cristiss2004@yahoo.com

Abstract

Managerial efficiency is dependent on the organizational and personal skills/abilities of strategic held by professor manager. Both as manager and partner in education, the teacher of contemporary school it is useful to hold, in addition to scientific, psychosocial, educational and decizonal skills, a series of general skills needed to meet a harmonious and functional manner own personality profile, classroom behavior, such as for example the self-motivation, enthusiasm, moderate directivity or orientation to anticipation.

Keywords: Professor manager, skills, directivity, managerial efficiency

Zusammenfasung

Die Managementleistung hängt von den strategischen Kompetenzen/Fähigkeiten, von der Organisierungsfähigkeit und der persönlichen Wirksamkeit des Manager-Professors ab. In seiner doppelten Eigenschaft als Manager und Ausbildungspartner sind dem Lehrer aus der gegenwärtigen Schule außer seinen wissenschaftlichen, psychosozialen, pädagogischen, entscheidenden usw. Kompetenzen auch eine Reihe von allgemeinen Fähigkeiten notwendig, die eine harmonische und funktionelle Weise der Vereinigung der eigenen Persönlichkeit, des Verhaltens in der Klasse, der Selbstmotivation, des Enthusiasmus, der gemäßigten Richtungsfähigkeit oder der Vorwegnahme bewirken.

Schlüsselworte: Professor Manager, Fähigkeiten, Richtwirkung, Managementeffizienz

Having as point of origin the consideration of the school as organization and the similitude between the institutional management and the classroom management, we, hereby, notice the high degree of solicitation of the teachers-managers due to the great number of activities they have to fulfil. This fact is highlighted by the study of the managerial skills inventory on which is based the managerial development method used within the Centre for Managerial Competencies from IESE Barcelona, which initiated the Health Conduct Programme. The specialists of this prestigious business administration school categorize the managerial skills in *strategic, organizational and personal proficiency skills*. A transposition to the educational plan of the competencies range hold by a school manager according to the hereinabove taxonomy reveals a series of skills or competencies (noticeable and measureable from the behavioural point of view, having similar features as the habits):

- *Strategic skills* facilitating the outcome of *cognitive added-value* by superior adaptation to the environment: vision, orientation towards the „client” students, decision-making, resources administration;
- *Organizational skills* supposing the facilitation of the harmonious *development* of the students both personally and socially: communication, team work, negotiation, organization, relationships;
- *Personal proficiency skills*: facilitates the self- *conduct* in an efficient manner: self-awareness, initiative, motivation, learning, self-control, self-critic, time management, optimism, creativity, integrity, administration.

The didactic role of the teacher is expressed both by the fulfilment of the status of role-model, partner,

attending, and by the fulfilment of the role of „resource-teacher” in transmitting information, in forming skills and abilities, in educating human characters. The contemporary school teacher fulfils his/hers role via creating a safe and trustworthy general environment of the classroom, represented both by the group of students and by the physical space where the instructive-educative process is deployed. The operationalization of this role is expressed via the encouragement of each student’s successes, via creating a flow of sympathy and trust between the teacher and his/hers students. To educate, from the teacher-manager’s perspective, means to deploy one’s activity based on certain moral categories, by counselling the students in view of adopting the critical attitude towards the self behaviour and outcomes, by developing their skill to establish positive interpersonal contacts following the critical analysis of their own preconceptions. To educate, together with to instruct, also means the use of efficient methods, thus facilitating the independent work skills, the development of social virtues, the consolidation of self-esteem, the identification of their own identity. The transmission by the teacher of the cognitive values precedes the transmission of the moral ones. For the purpose of self-awareness, of absorbing and self-implementing these values, the teacher-manager assists the students by underlining the importance of feelings signification, such as: the satisfaction of self-success following the cooperation, of respect for partner’s achievements, of joy to belong to a group, etc.

Whereas the role the teacher-manager holds, we shall explain the concept of *educational partner* in order to facilitate its comprehension and delimitation. Thus, we shall state that this concept refers both to the relationship the teacher has with other educational factors, especially with the parents, and the conception according to which the teacher and the students form together an educational community. In its quality as second socialization instance, after the family, the schools sustains the educative process, and the teacher, from this perspective, collaborates with all the educative factors, harmonizes the formal education with the nonformal and the informal ones. The teacher may, thus, play the role of parent’s consultant, by sharing the responsibility of child’s formation with the family. Another aspect covered by this concept is represented by the three features of the educative influence (social learning, growth of the independence to work in a methodical manner and the development of student’s inner self), which will remain arbitrary and accidental in the absence of some interdependent actions, consensual from the point of view of the pedagogical attitudes and actions. Teacher often find themselves in the difficulty to solve two apparently identical tasks: on one hand, they are responsible for the correct transmission of a certain volume of information and the appraisal of how this information is assimilated, and, on the other hand, they have the duty to develop the „critical skills” of their students, the strategy being to question some truths, to present the material as a confrontation between different thesis, thus supporting them in the formation of intellectual, applicative-practical skills, and, subsequently, in the development of future professional competencies. The role conflict resulted as result of the registered duality, respectively the transmission of speciality knowledge and the quality of educator of the teacher, reaches, sometimes, alarming levels. This is why, in the educational practice, we witness the teachers adopting one of the two attitudes: the concern to transmit the due knowledge or the preoccupation for student’s

training. Thus, Geissler synthesizes the contradictions of fulfilling the role of teacher: *the informant*- transmits and keeps his *science oblige* cold distance; *the partner* - advises, appeals, admonish, guides, suppresses; the *model* - establishes and offers moral demands; the *examiner* – thrives to be objective and impartial; *the educator* – is especially concerned by the human, the „educated”, as partner in the common relationship; *the specialist* - focused on unitary teaching and training. Following all the above exposed theories, one may conclude that the intra-roles tension may be resumed at: *partner vs. examiner; informant vs. chances distributor; model vs. specialist*.

In order to highlight the features of the teacher-student relationship from the modern educational paradigm perspective, we hereby present a selection of the new paradigm principles in relation to the classic educational paradigm:

<i>Principles of the Classic Educational Paradigm</i>	<i>Principles of the Modern Educational Paradigm</i>
<i>There is a hierarchic and authoritarian structure, where conformism is rewarded and the rebellion of different thinking is discouraged;</i>	<i>There are anti-hierarchical principles, the teachers and students see each other especially as people and less as actors;</i>
<i>The accent falls on the proficiency, on the success;</i>	<i>The accent is represented by the development of the personality of the person learning;</i>
<i>The importance is given mainly to the exterior world;</i>	<i>The promoted features are: the activation and growth of the imagination and creativity, the development of student's inner experiences;</i>
<i>Student's appraisal is based on strict labelling, which may determine certain forms of stigmatizations, rigid limitations within the label applied;</i>	<i>Labelling is limited to an auxiliary, descriptive role; this would not necessarily mean a fix valorisation, a decree absolute stigmatizing the biography of the person being educated;</i>
<i>The accent falls on theoretical knowledge;</i>	<i>The promoted actions are: the completion of the theoretical knowledge with the practical experiences achieved in the classroom and outside the school;</i>
<i>Learning is obtained for the present time, the informational recycling being consecutive to the scientific progress;</i>	<i>Education has a prospective feature, it is performed for the future, the informational recycling anticipating the scientific progress;</i>
<i>The informational flow is conceived as unidirectional, from teacher to students.</i>	<i>The promoted outcome is: the reciprocity of learning in the teacher-students relationship.</i>

Table1. The principles of the new educational paradigm (*adaptation after Cucoş, C., 1996*)

Whereas the competencies an efficient teacher holds are concerned, we shall review the opinion of J. E. Ormrod (1998), according to whom the competencies table presents as follows: *clearly establishes the goals the students have to achieve* – this supposes that the teacher have, for example, the competency to identify the educational objectives to be achieved, by taking into account the student's characteristics; *dually operationalizes the assumed goals*, by proposing learning tasks adapted to each goal's specificity; *presents to the students the level of performance* they are expected to attain in performing the various proposed didactic activities; *identifies and conceives learning activities relevant* for student's real-life events; *manifests preoccupation for ensuring a differentiated and individualized learning, creates and maintains in the classroom a safe working environment* that

favours learning intrinsic motivation; *encourages student's social interaction* in discussing and achieving various learning activities; *guides the learning activity* of the students and their behaviour during the lesson; *facilitates the cognitive processing of information* by highlighting logic connections between certain concepts, resulting in cognitive schemes or in certain operations favouring operational structures aggregation; *helps the students identifying the essential* of the learned lesson, respectively that knowledge and skills representing the ground for studying at the higher level a certain field, fact demanding from the teacher a great capacity to synthesize; *offers working tasks to the students, which are provocative, interesting and which stimulate their intellectual development*; *suggests learning activities* that demand high intellectual and high complexity activities from the students; *performs continuous and accurate appraisal of student's progress* in achieving the proposed goals.

The problematic of the proficient teacher is distinctively treated by R. Iucu (2001) who asserts that the didactic profession claims, from the person involved in instructive-formative activities, four categories of competencies: *scientific competency* (the cognitive skills necessary to process information; selected, up to date, exact scientific information; knowledge circulation skills; flexible didactic experience; the capacity to appeal to various unwavering solutions; research and experimentation specific skills; creative strategies; flexible and dynamic mental operations; knowledge transfer and implementation capacity); *psychosocial competency* (the capacity to establish without difficulty adequate interpersonal relationships with the students; the capacity to adapt to various roles; the capacity to efficiently communicate both with the group and with the students, separately; capacity to adapt the force/the authority to concrete educational circumstances (variation of freedom-authority relation, of indulgence-exigency relation depending on the specific occurrences); availability to adapt to various educational styles; enthusiasm, understanding, friendship); *managerial competency* (capacity to influence the classroom and each and every student; planning and anticipating skills; decisional skills; organization, supervision and coordination skills concerning class/student activity; correct administration of sanctions and rewards; equilibrium: authority-power-responsibility; resistance to stressful situations); *psychopedagogical competency* (capacity to determine the difficulty degree of a content; capacity to make accessible the transmitted information; empathy, capacity to understand student's internal availabilities; creativity in the instructive-formative activity; stimulative, energetic, creative attitude; pedagogical tact (conscientious, controlled organization of the specific pedagogical demarche and capacity of "on going" adaptation depending on the variables newly appeared during the instructive-formative process deployment); methodical spirit and clairvoyance in activity).

We consider that the self-motivation principle (cf. Pânișoară, O., 2009) holds an extremely important place in conserving the functionality of the competency sets hereinabove described, especially in the actual social and economical context, when motivation in choosing the didactical profession is more and more diminished view the inadequate remuneration, the degradation of the educational climate and the excessive bureaucracy in the educational field.

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