TEACHER AS LEADER AND TEACHER AS MANAGER: COMPETENCES OF MODERN EDUCATOR

Abstract: This article presents viewpoint on new competencies that are needed in world of image and technologization of world and education. It analyzes how changes in the world, changed the teacher profession form teacher whose main competency is knowledge, to teacher who should be more manager than educational leader. Knowledge itself is no longer such value because of new media and easy access to it. This is significant change because teacher used to be a person who is well educated and has bigger knowledge that his pupils. Now teacher should organize teaching process and teach how to learn, how to choose right information, how to organize learning to be effective.

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INTRODUCTION

The 21st century is characterized by the overproduction of all imagery. There are images, pictograms, and audio-visual messages around us - both in the press and television, as well as in public space. Too many of these images are repeated, duplicated and aesthetized. These images are tangled, fragile, ephemeral, mixed up and chaotic. However, they are still dominant (Karczmarzyk, 2017). Why? Because thanks to modern technology, they reach us everywhere and often affect us outside of our consciousness. Teachers used to study while these technologies where not so advanced and they lack of competences in using it. Therefore, contemporary human beings including teachers cannot exist without technology which is based mainly on the image.

Unfortunately, according to research by Bougsiaa, Cackowska, Kopciewicz and Nowicki (2016) who performed the analysis of meanings related to the relationship between people and mobile technologies, it turned out that these technologies were for a long time constantly marginalized in school education because of lack of funds and teachers competencies. What is more, there were significant disproportions in the cultural disposition of children due to technological differences (Bougsiaa et al. 2016, 536).

This phenomenon can also be referred to the qualifications of a contemporary teacher. Not only social but also technological qualifications, enabling him/her to use the latest technology for his/her own development. There is a big need in adult education of teachers. Workshops that will give a teacher possibility to adjust to new working conditions.

At school, the teacher must effectively carry out the assigned educational tasks in order to prepare them adequately to the needs of his/her students. And in the era of the dominance of images and rapid development of mobile technologies, the technologization of society has become a kind of code, which is sometimes restricted for people who do not have access to the latest tools of modern technology, for example: a smartphone, computer, tablet, etc. It is a kind of digital exclusion based on the economic differences of society. The rapid development of information technology leads to a split between the classes: high and middle, which can afford the purchase of the latest technological "gadgets", and a lower class, which cannot afford even a free internet access (Bougsiaa et al. 2016).

There are many competencies required in the teaching profession. However, the division of areas of competency according to Strykowski et al. 2007). They distinguished the following competences:

- substantive (material) - the teacher acquires them during the study of a given subject, as well as through continuous self-study in this field,
- psychological and pedagogical - the teacher should have knowledge of developmental and educational psychology and the ability to use this knowledge to get to know students, organize the process of education and upbringing as well as the process of control and assessment,
- diagnostic, related to getting to know students and their environment,
- in the field of planning and designing school activities,
- didactic and methodological - concerning knowledge about the essence, principles and methods of the education and upbringing process,
- communication - it is knowledge about the communication process, the ability to effectively send and receive messages; communication in educational processes is primarily the communication between the teacher and students, but also with their parents, other teachers and people at school,
- media and technical - are associated with the organization of a teacher's and student's workroom,
- related to the control and assessment of students' achievements and qualitative measurement of school work,
- regarding the design and evaluation of school programs and textbooks,
- self-education, related to professional development,

▪ continuous education and self-improvement is the leading idea of modern education, hence the concept of a creative teacher shaping his/her professional personality through self-education, improving qualifications, perfecting his/her own skills, participating in research, undertaking innovative activities, seeking new areas and challenges in didactic and educational work.

Looking at the above classification, one can notice a great amount of educational and psychological and social requirements for teachers. However, the current educational reality indicates that one should point out competences appearing in the foreground and those that are secondary. In modern world knowledge it is no longer such value as it used to be. Teachers has to change their role form "knowledge holders" to managers organizing teaching process to be most effective, using available technologies and sources. Many of new competencies needed in modern world are already offered in studies courses (teaching leadership), some of them teachers learn during teaching practice (social competencies) and a great help is adult education programs for teachers (manager). Teachers in modern world are forced to continuous change and development, constant learning, not only teaching. Dróżka (2008) distinguished three phases of transformation of the teacher's position - transition from a "dependent" teacher who was subordinate to the system through the teacher "Independent" from the political system, up to the teacher "interdependent" of the actors in local community (Dróżka 2008). Verhoeven (2006) points that *the teaching profession suffers from status inconsistency* (Verhoeven, Aelterman and Rots 2006, 479). There is a need of redefining *the teacher* which can be made only by defining new competencies in this profession and detailed description of what we expect from teacher today.

TEACHER AS MANAGER

A teacher used to be someone who has expertise and knowledge, and a teacher is someone who knows how to instruct others. A manager must be good at his job, act professional, and possess technical competence (Ginebra 2013).

In the era of the dominance of images and the technologization of school education, there is a need of new competency associated with the organization of a work place, continuous self-education and self-improvement, which is the leading idea of a modern education. The so-called concept of a creative teacher who shapes his/her professional personality through self-education, improving qualifications, improving his/her skills participating in research, undertaking innovative activities, searching for new areas and challenges in didactic and educational work is a new challenge for many teachers they have to face. The point of reference is here the distance to one's own lack of knowledge on different kinds of topics. Teachers are no longer all-knowing mentors, as it has been recently. The amount of available information is huge and an access to it is unlimited, so it may happen that a student in a certain area of knowledge has more knowledge, but it can also happen that the teacher does not know the answers to questions and therefore he/she should be able to behave in such a situation. Adult teacher programs don't live them alone with the problem and help to deal with getting to know new technologies.

Teachers have to deal with the organization of work in so many aspects that only those who are able to manage information and available resources effectively will be effective at work and achieve success. By resources, we mean broadly understood potential inherent in parents of students, students themselves but also in cooperation with other teachers, in European Union programs and other workshops, meetings and competencies at the national and local level. There are so many possibilities that only a person who effectively manages these resources can take advantage of the potential of the environment. Therefore, management or managerial skills are another important competence in the work of today's teacher. Alone the teacher is able to do very little, due to both personal and time limitations, as well as financial limitations. An important aspect of the manager's work is the sphere related to human resources management, named as the leadership and based on the relationship between the manager and his/her subordinates in the area of "affecting their behavior in the form of influencing, motivating, inspiring, and the effects of these actions" (Ornarowicz 2008, 53). When you look at the teacher from the perspective of a

manager having in his/her team pupils, parents, other teachers and opportunities inherent in the local environment, EU programs, then opens new perspectives of development not only for the teacher, but also for the possibilities of broadening the various competences of students. From a slightly different perspective, the role of a teacher as a manager is shown by Jurgiel (2007) and Męczkowska-Christiansen (2015), who indicate that the position of a teacher as an alleged "manager" is in fact the role of a producer or a service provider whose activity includes: "preparing staff for the needs of a knowledge-based economy" (Jurgiel 2007; Męczkowska-Christiansen 2015), "teaching understood in terms of" investing "in" human capital "; "supporting" the quality of the school's work, defined among others on the basis of quantifiable factors, including didactic measurement; supporting measurable, and preferably "spectacular" student achievements such as their "competitiveness in the field of measurement and teaching", or in the area of extracurricular competitions and contests; quasi-marketing activity which consists in shaping a positive image of the school as an institution, oriented to the client's needs (in the sphere of the declaration: oriented to realize the child's developmental needs, in the sphere of real intentions: the parent's); it also includes organizing attractive forms of lesson and extracurricular time, creating a positive image of the school in the environment; obtaining additional funds for school activities (e.g. funders of prizes in competitions, securing additional funds for extra-curricular activities, etc.); "self-development" management, based on the implementation of a top-down strategy for career advancement with dubious efficiency."(Męczkowska-Christiansen 2015).

Due to the necessity to educate new teaching competences, appear new courses and publications regarding effective class management (Marzano and Pickering 2003, Kizlik 2014). In foreign literature, the subject of managerial competences of teachers is widely known and repeatedly described. Dix (2013) shows how to model student behavior and manage a class, he also takes into consideration such important aspects of teacher's work as shaping desired student behavior, and coping with extreme situations. He also gives tips on how the teacher should behave to create an atmosphere of cooperation and trust in the class.

TEACHER AS LEADER VS. MANAGER

Szkudlarek (1999) points to the transformation of the role of the teacher, which indicates the current need for a co-dependent teacher - network teacher, relationship, communication and dialogue, including social solidarity, a mediator of change, able to balance between the individual and social sphere, the individual and the structure, able to interpret the executing changes in multi and difference conditions (Szkudlarek 1999).

But there are still not too many publications and courses that provide teachers with such important competences as managerial competences. It is often said that a teacher should be an educational leader, a lot has been written and said on this subject and a lot of courses we can find in that area. The leader, in every field, should have both high social and managerial competences, but on the other hand, it is a very uncertain term hiding various expectations. The concept of a leader is associated with one unique person who shows higher competences than other people in his/her profession or a social group. However, all teachers today are expected to have high social and managerial competences that means that all of them should be a leader, which is not real. Therefore, it would be necessary to depart from the notion of a leader and actually point to the need to provide teachers with specific skills that can be taught, trained and strengthened. In this perspective a manager is nothing but a person who effectively manages the possessed resources. As the literature and previous studies indicate - leadership in educational institutions is treated as a key element of their proper functioning and high educational effects achieved by students (Rutherford 2006; Robinson, Hohepa and Lloyd 2009). In a contemporary school, leadership is a factor that translates into the educational success of students, right after the way of teaching at the class level. Thomas, Holdaway and Ward (Thomas et al. 2000) indicate that a high-quality school leadership understood in the context of the head-leader is the condition of an effective school. It is worth expanding this concept to a class leadership, every teacher who wants to achieve success, to be able to focus on students' needs, to create a good atmosphere in the context of teaching-learning, to foster cooperation of all participants in the educational process who invests in his/her

professional development, while involving parents of pupils and other entities and people from the local community must be an effective manager-leader.

While for example social competencies have been included in teaching programs and degree courses for future teachers, managerial competences are not mentioned at all. The manager in the common sense is associated with business or show business, and the teacher is certainly not a businessman. However, changes taking place in the contemporary world, and thus in Poland, make it the managerial competences, previously associated with trade become a necessity in a teaching profession and more adequate that leadership.

SUMMARY

Today, in educational reality, the most useful skills for teachers seem to be the ability to fast response to changes, to improve qualifications and to use constantly developing technology. Management competences are also important, because they allow to manage resources in the local environment and school. All those competences must be provided not only during studies but by continuing adult education. In today's world we need teacher as manager more than teacher as leader. Every teacher should have managerial competences which allow him or her to adjust to new world educational standards.

In recent years, school has been subjected to constant changes, reforms that have been quickly implemented, often underdeveloped and containing many gaps and errors. Therefore, a contemporary teacher should be a flexible dynamic and critical person using modern technologies for self-development as well as for work with his/her students. Continuous improvement is creative and it is worth taking a great delight from it, not treating it as a forced imposed top-down. New technologies allow to adapt the model of improvement to the needs of the person, it is possible to participate in trainings and workshops, videoconferences or analyze the material and watch tutorials and instructional videos. At the same time, new technologies allow for designing and modeling, preparing materials of different content and various ways (mind maps, presentations, quizzes, games, etc.). However, in

order to take advantage of all the possibilities offered by modern technologies, one must become familiar with them and know what the possibilities are. Teachers - practitioners are often left to their own devices, after graduation they have look for ways of professional development and they do not always reach the right ones. Often these are courses that do not provide any practical knowledge. In order to measure up to the Western Europe schools, teachers need to use more effectively and to a greater extent new technology during lessons, so that this concept would not be associated only with the use of an electronic register. Adult education courses have to be really well prepared and adjusted to adult learning possibilities.

Since the contemporary rule is the dynamism and change, and they have to be followed, it is more important to have managerial competences. And perhaps, following Kopciewicz's (2016) considerations, than teachers will have better understanding that mobile technology is also a cultural resource, thanks to which, of course if it is fairly distributed, it is possible to realize the educational dream of a creative digital society (Bougsiaa, Cackowska, Kopciewicz, Nowicki, 2016). As Kopciewicz (2016) writes, maybe there is hope for creating a society of "equal and free people sharing with other products of this creation and freedom" (Bougsiaa, et. al 2016, 535). Let us hope that this will be the case in the future, and that European society and European teachers-managers will rather express sensitivity to each other, that we will become a creative society, or as Florida wants - a "creative class" (Florida, 2002) because teachers educating and teaching our children, will be intelligent, flexible and communicative people who will be able to creatively and wisely use the potential of technology. That can be reached only by adult education.

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