

THE MODEL OF DEVELOPMENT OF TEACHERS' MANAGERIAL COMPETENCES AT HIGHER EDUCATION INSTITUTIONS

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Abstract. The author presents theoretical and methodological aspects of formation of a set of teachers' managerial competences. The article reflects the role model of managerial competences of a higher school teacher including the roles of a teacher-leader, administrator and scientist, the model of development of teachers' managerial competences, the levels of development of managerial competences.

Keywords: higher education institutions, teachers' management competencies, model of development of management competencies.

МОДЕЛЬ РАЗВИТИЯ УПРАВЛЕНЧЕСКИХ КОМПЕТЕНЦИЙ ПЕДАГОГОВ В ВЫСШИХ УЧРЕЖДЕНИЯХ ОБРАЗОВАНИЯ

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Аннотация. Автором представлены теоретико-методические аспекты формирования у педагогов высшей школы комплекса управленческих компетенций. В данной статье отражена ролевая модель управленческих компетенций педагога высшей школы, включающая роли учителя-лидера, администратора и ученого, модель развития управленческих компетенций преподавателей высшей школы, уровни развития управленческих компетенций.

Ключевые слова: учреждения высшего образования, управленческие компетенции педагогов, модель развития управленческих компетенций.

The contemporary developmental stage of higher education is marked by substantial shifts in the requirements for the professional preparedness of university teachers. In this modern socio-cultural context, there is a growing necessity for innovative approaches in cultivating and advancing the persona of educators. Present-day societal expectations of pedagogical personnel encompass independence, responsibility, social activism, and the capacity to navigate emerging pedagogical and social challenges, with a pronounced readiness for managing organizational activities, particularly the enhancement of organizational-managerial competence, which significantly influences the educational process quality at universities.

Employing a systemic approach in designing teachers' managerial activities facilitates the delineation of requirements for their organizational-managerial competence as a comprehensive phenomenon. This is determined by «...objective data reflecting their activity outcomes aligned with established goals, tasks, and functions; their inherent managerial actions with their respective models, technologies, and algorithms; and the orchestration of management in interaction with others, alongside objective pedagogical conditions and factors, both internal and external, such as the socio-cultural environment and the evolving educational system» [2, p. 65].

A Model presents teachers' managerial competencies at higher education showcases an integrated approach emphasizing the multifaceted role of educators. The model identifies three core roles (Leader, Administrator, Scholar). It places the Director of Faculty Development at the center suggesting a continuous interaction between these facets.

The model presented is a structure representing the roles of a teacher in higher education as Leader, Administrator, and Scholar, with a Director of Faculty Development at the nexus, indicating the orchestrator of the development process.

Structure and Features [1, p. 336]:

- Teacher-Leader: Encapsulates roles such as inspirer, coach, and change manager, highlighting the transformative and guiding aspects of the teacher's role.
- Administrator: Focuses on practical, operational skills such as time, budget, and project management, critical for institutional maintenance and growth.
- Scholar: Emphasizes the importance of reflective practice, research, and discipline expertise, underlining the teachers' ongoing engagement with learning and knowledge creation.

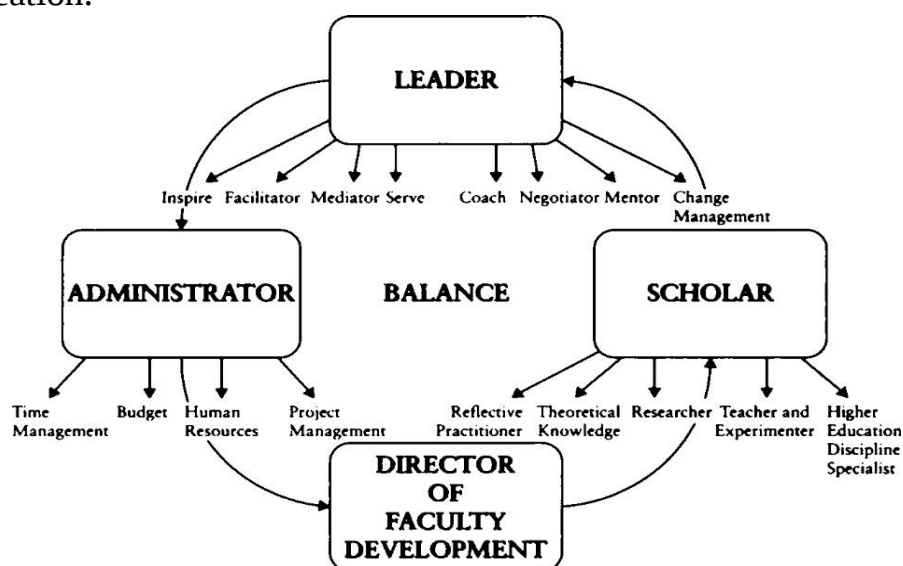


Figure 1. The Model teachers' managerial competences

Each role is interlinked, suggesting that an effective educator must balance these competencies. The model suggests a dynamic, ongoing development process rather than a fixed state, with continuous interplay and feedback between the different roles.

Strengths:

- **Holistic Development:** It encourages a comprehensive skill set, from inspirational leadership to effective administration and scholarly pursuits.
- **Dynamic Balance:** The model promotes a balance between various roles, recognizing the need for flexibility in competencies.
- **Continuous Improvement:** The central position of the Director of Faculty Development indicates a focus on ongoing professional growth.

Weaknesses:

- **Complexity:** The interconnectivity, while beneficial, may be overwhelming and hard to implement due to its complexity.
- **Role Overlap:** There might be potential confusion or conflict due to the overlap of responsibilities between the roles.
- **Resource Intensive:** The model may require significant resources to develop these competencies in a balanced manner.

Overall, the model represents an advanced conceptualization of faculty development but might face challenges in practical application without clear delineation of roles and resource allocation.

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The Pedagogical Model of Development of Teacher's Managerial Competences at Higher Education Institutions can be structured as a multi-tiered approach (See: fig. 2).

Foundation Tier – Pedagogical Expertise

This initial level focuses on deepening teachers' understanding of advanced pedagogical theories and practices. It includes training in curriculum design, assessment methods, and inclusive teaching strategies.

Intermediate Tier – Administrative Skills

This tier concentrates on developing administrative capabilities such as strategic planning, resource management, and policy formulation. It also includes exposure to the nuances of academic governance and institutional compliance requirements.

The Pedagogical Model of Development of Teacher's Managerial Competences at Higher Education Institutions describes the problem of Development of teachers' managerial competences from a different perspective, emphasizing other aspects.

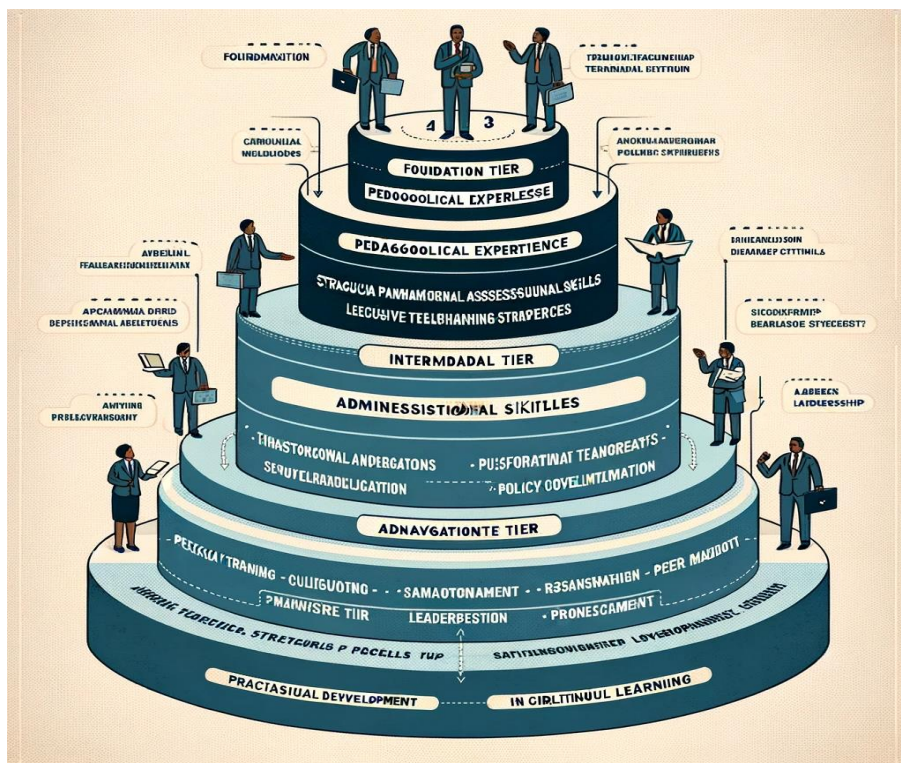


Figure 2. The Pedagogical Model of Development of Teacher's Managerial Competences at Higher Education Institutions

Advanced Tier – Leadership Development

This tier involves training in leadership skills, emphasizing transformational and situational leadership styles. It focuses on developing the ability to inspire, motivate, and lead diverse teams and manage change effectively within the institution.

Integration Tier – Practical Application and Continuous Learning

This final stage integrates learned skills into practice through mentorship programs, peer-learning groups, and real-world project management. It also emphasizes the importance of ongoing professional development and reflective practice to adapt to the evolving educational landscape.

This model aims to holistically develop a teacher's capabilities, from foundational pedagogical knowledge to advanced managerial and leadership competencies, essential for effective functioning in higher education institutions.

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