Demand-driven competence definition and development

Dr. Tibor Baráth
Draft of the presentation

- The context of developing competency framework for teachers and school leaders
  - Speed of change, the learning science, the world of work and learning
  - EU expectations (Common European Principles for Teacher Competences and Qualifications, 2004; European Policy Network on School Leadership)

- Methodology for developing competence profiles for different jobs
  - Demand-driven competence development
  - Methodology and measurement

- Results and questions
  - Profiles and applications
Context of defining competences for teachers and leaders
Changing world – the exponential time

Understanding the exponentality
http://www.albartlett.org/

Higher education: enrolment in Iceland 1911-1970-2010;

http://searchdatacenter.techtarget.com/definition/MIPS

Jón Torfi Jónasson, ENIRDELM CoRk; 2012

Jaroslav Kalous; ENIRDELM CoRk; 2012

Challenges of HE methodology, Budapest
Changing world – changing values?

Who are they?

They are the representative of the new generation?
Do you consider that these children who start to attend to school this year will be retired in (about) 2070??
Learning science, work and learning

• Learning science
• Change of expectations: school in the industrial and in the knowledge society (K. Sawyer)
• Concept of learning, way of teaching (methodology), interpretation of teacher’s role, evaluation

• World of work
  • Workable knowledge vs. formal qualification

• Teachers: selection and preparation
  • Need for new competences
  • Standards, evaluation, CPD

• School leaders
  • EPNoSL
  • Competency framework
Methodology for the development

Demand-driven development of competence profiles
Possible strategies for the development

*Theoretical model*

- Analyse of the literature, national cases, country characteristics
- Development of the competence structure
- Characteristics of the process: fast, coherent, close

*Empirical model*

- Analyse of the relation of education and the world of labour, and literature, cases, etc.
- Survey of the requirements of the stakeholders, and build the competence structure on them
- Characteristics: slower, turbulent, open
Demand driven way of developing competence framework

Analyzing the most relevant literature special focus on existing competence frameworks

Gathering information from the stakeholders regarding their expectations – the case of LLUK

- Workshops
- Research (questionnaire)

Establish the competence framework

Legitimize thorough discussion with different client groups

This method was adapted to the situation of our project
Process for establishing profile

Stakeholders’ groups (identifying the expectations)
- SL: Decision makers (national, local level, trade unions, professional organizations), acting school leaders
- Teachers: employers (those who employ the teachers with the given qualifications); trainers (university teachers who prepare students for the teaching profession); teachers (who actually work in the given professional field)

Workshops
- Interactive, oriented discussion about the characteristics of successful school leaders/teachers in the 21st century
- Making list of the relevant activities, behaviour, work style (functioning) → defined function profile

Surveying a broader target group
- Define or finetune the function profile → new function profiles
- Investigate the gap between the existing and the optimal situation → needs for development
RDA – a holistic model of human competences

- A map of competencies containing several thousands of words and expressions
  - Hungarian dictionary: ~17,000 words and expressions; English is the same, Dutch ~ 26,000
- RDA is capable of examining human conduct and behaviour
- It also examines values as the compass for the behaviour, development is based on their relation
RDA – examined dimensions

1. Relation oriented - Content oriented
2. Dynamic - Stable
3. Leading - Supporting
4. Effective/non-effective behaviour
   1. Effective behaviour – two levels
   2. Non-effective behaviour – three levels
5. Being - Showing
Results, examples

Teacher profiles, the junior teacher profile
## Profiles of different teacher professions

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<th>Function</th>
<th>Junior school teacher</th>
<th>School teacher</th>
<th>Medical rehabilitation teacher</th>
<th>Nursery school teacher</th>
<th>Mentor</th>
<th>Vocational instructor</th>
<th>Total</th>
<th>%</th>
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<td>5</td>
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<td>2</td>
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<td>1</td>
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<td>1</td>
<td>3</td>
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Validation and correction (survey)

- Survey based on the description of the teachers’ profiles
- 1400 feedback for the 6 profiles (range: 111-422)
- Fine-tune of the profiles
- Finalization of the profiles based on expert group decision
  - The adequacy of the profile descriptions
  - The correction of the profiles developed at the workshops (this was built on a broad-scope questionnaire study)
  - The horizontal examination of the profiles (the presence of justified identical elements and differences in the competence expectations of the teaching professions).
Final decision about the profiles

- A review of the descriptions
- The clarity and straightforwardness of the descriptions for the target groups
- The interpretation of the descriptions for teaching activities
- Verifiability of identical elements and differences between the various professional fields
- Taking into consideration the training and output requirements specified by the education government
The junior teacher’s profile

RDA diagram

*Competence descriptors of the EU key competences*

- Work with knowledge, technology and information
- Work with others
- Work with and in society
Competency framework for school leaders

The Role of School Leadership in Creating an Effective Learning Environment – 2008

Ministerial level cooperation among the Central-European countries
- Participating countries: Austria, Czech Republic, Hungary, Slovenia, Slovakia
- School leadership projects
  - Project A: The Role of School Leadership in Creating a Learning Environment that is Conducive to Effective Learning with Special Regard to the Improvement of the Quality of Teacher Activity ➔ regional synthesis
  - Project B: Quality School Leadership for Effective Learning project 2010 ➔ first identification of competences
  - Project C: International Cooperation for School Leadership project 2011-2012 (ongoing) ➔ well-defined structure of SL’s competences, adaptation of the competence framework into training programmes
- The research was started and carried out in the framework of the project B and C

Coordinator institute: Tempus Public Foundation
Central5 – competency framework for school leaders

- CHANGE: knowledge, skill, attitude
- LEARNING: knowledge, skill, attitude
- SUCCESSFUL LEADER: Leading
  - INSTITUTION: knowledge, skill, attitude
- SELF: knowledge, skill, attitude
- MANAGING: knowledge, skill, attitude
Thank you for your attention

Hungarian-Netherlands School of Educational Management
E-mail: barath@kovi.u-szeged.hu
Web: http://www.kovi-vezetokepzes.hu

Qualitas T&G Consulting and Organizational Development Ltd.
E-mail: barath@qualitas.hu
Web: http://www.qualitas.hu