

Management of Teacher Certification in Educational Institution



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Abstract: Modernization of vocational education entails the need to find effective methods for managing an educational institution and teaching staff in particular. The relevance of the study is due to increasing role of teaching staff management, characteristics of comprehensive assessment of professional competence and performance of teachers at college. The purpose of the article is to improve management of teacher certification. For this, the authors developed a plan that reflects teachers' professional competence development stages, the basis of which is the development and implementation of management model for teacher certification at college in the activities of Gorodetsky provincial college. The introduction of the model is the third stage of the plan which will increase the level of certification management, and hence teachers' competence. Verification of effective implementation of the model was carried out using analysis of consolidated statements for 2016 and 2018. The results showed that after the model introduction the level of students' training at college has increased. The model developed by the authors allowed increasing the level of teacher certification management which had a positive effect on students training.

Keywords : College, Students, Teachers, Management System, Certification, Students, Students, Competence, Competence Approach, Certification Arrangements.

I. INTRODUCTION

In modern education system, global changes have occurred that have touched every level of education including secondary vocational schools [1].

The activity of teachers has shifted to a new qualitative level, and today teachers work within the framework of competence approach (Chaikina, 2018). The higher the level of competencies development is, the higher the level of teacher training for their professional life is [3]. However, in order to prove their competence, teachers need to undergo certification, and since the changes in the field of education have touched teaching staff, there is necessity to improve certification process of teachers [4].

Certification is presented as comprehensive assessment of pedagogical competence and performance level [5]. According to certification results, a teacher - master of industrial training at college - is assigned the second, first and highest qualification categories that characterize his professional level [10]. The new approach to certification, unlike the previous ones, is that it is planned to conduct comprehensive assessment of pedagogical competence and performance level of teachers [11]. Therefore, to achieve high level of certification under new conditions, it is necessary to consider the issue of managing certification [12]. The processes of Russian education modernization require teachers and managers to acquire professional competence which is achieved as a result of self-education and advanced training [15]. Therefore, the main goal of teachers' assessment in modern conditions is to stimulate continuous improvement of their professional level and personal potential [16]. The problem of managing teacher certification in the system of secondary vocational education has not yet received proper theoretical understanding in theory of professional pedagogy and of educational institutions performance [6].

The problem of teacher certification is given the most serious attention in all developed countries of the world [17]. This tendency is explained by the fact that in the opinion of leading specialists in the field of pedagogical science, properly organized certification is an essential tool for professional growth of vocational education teachers [7].

Scientific pedagogical studies and practice of working with teachers revealed that the greatest effect in solving this problem is achieved by encouraging teachers to grow professionally through an objective assessment of their activities [8].

It is necessary to emphasize financial and economic component of certification. For the first time, the salary of teachers and managers is set depending on their work quality [14]. Professional competence becomes the basis for financial incentives for teachers [18].

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II. LITERATURE REVIEW

We distinguish Yu.K., Bepalko V.P., Zverev V.N., Zyryanov A.G., Kuzmina N.V., Markova A.O., Stastenin V.A., Talyzina N.F., Shamova T.I., Shalaeva I.K., Yakunin V.A. among domestic researchers of pedagogical activity issue. Labor assessment as the essence of certification attracted attention of economists as well. In the works of Vendrova, E.E., Emishina, PS, Menshikov, L.I., Popova, G.Kh.

it was stated that the problem of certification can be solved if goals, content, methods of personnel evaluation are determined and the place of this assessment as well as overall work on personnel management is understood. The importance of objectivity, assessment accuracy for certification efficiency is noted by many scientists and practitioners (Timofeev N.N., Zotova N.I., Kuzmina N.V., Menshikov) [9]. The purpose of certification is to develop teacher competence both within the period of professional-pedagogical activity development and the period of acquiring professional skills [19]. The essence of certification in the framework of secondary vocational education system is defined as the leading area of social and pedagogical policy to provide favorable conditions for general and professional development of teachers [20]. The value of objectivity and assessment accuracy for certification effectiveness is noted by many scientists and practitioners (Timofeev N.N., Zotova N.I., Kuzmina N.V., Menshikov L.I., Pozdnyakov P.V. and others).

Certification is both objective and subjective. We believe that justice, objectivity and assessment accuracy depend on experts personal and professional qualities [21]. Certification procedure includes real people, so experts must have high level of competence and such personal qualities as tolerance, justice, goodwill and independence [22]. The connection between assessment quality and expert’s personality is indicated by Konev VS, Kuzmina N.V., Zotova N.K. Vs Konev writes: “Regardless of evaluation methods based on score tables and the system of coefficients or standards they are all largely subjective, because, in the end, the person chooses assessment, and it does not matter what he uses: a table or a scale. What matters here is which solution, i.e. what grade he will accept.”

III. METHODOLOGY

In our study we developed a plan for professional competence of a teacher development for 2017-2018, an essential element of which is the development and introduction into the work of Gorodetsky provincial college a model for managing teacher certification at college. The plan includes three stages: organizational preparatory, reflexive-diagnostic and direct implementation of the model. To establish necessity degree of introducing a new model the authors analyzed certified workers, analyzed graduates of

Gorodetsky Provincial College graduates on the example of the major “Technology of catering products”; group number 524. This group consists of 22 people. After analyzing the data from graduates training in 2016, we can conclude that 8 people passed the assessment of “excellent” (41.7%), 9 people (43.8%) ‘good’ and 5 people “satisfactory” (14.5%). After analyzing the data for the training of graduates in 2018 (group No. 526, consisting of 24 people), we can conclude that 10 people passed the assessment of “excellent” (39.12%), 11 people of “good” (41, 12%), of “satisfactory” - 3 people (19.76%). The average score is 4.29. Before the introduction of the model, the results were not high enough. After model introduction in 2018, students began to receive higher grades. The increase in the level of teacher certification management had a positive effect on students training.

IV. ANALYSIS AND DISCUSSION

The basis of the study was Gorodetskiy Provincial College. In order to reveal teacher professional competence we analyzed the entire teaching staff. Over the years, a cohesive, highly qualified, creative teaching team of 119 employees has been formed at college. The implementation of vocational programs of secondary vocational education is carried out in staff of 73 teachers, 18 industrial education masters, 1 educator, 4 methodologists, 19 additional education teachers, 3 social educators and an educational psychologist. Qualified specialists with long practical or pedagogical activity are involved in teaching activities.

According to the experience of pedagogical work, college team is represented as follows: up to 5 years - 27 people, experience from 5 to 10 years - 14 people, from 10 to 20 years - 29 people, experience over 20 years - 49 people.

According to the age criterion, the teaching staff of the institution is as follows: up to 25 years old - 12 people, from 25 to 29 years old - 23 people, from 30 to 39 years old - 20 people, from 40 to 49 years old - 31 people, from 50 to 59 years old 29 people over 60 years old - 4 people.

Table 1 presents the analysis of certified teachers.

These indicators testify to professionalism and competence of teaching staff, its creative growth and development which is ensured by organizing teachers’ work in mastering the achievements of psychological and pedagogical science as well as constant self-education. Analysis of Gorodetsky Provincial College graduates’ training was carried out on the example of the major "Technology of food products"; group number 524. This group consists of 22 people. After analyzing the data from the training of graduates in 2016, we can conclude that 8 people passed the assessment of “5” (41.7%), 9 people (43.8%), 4 people - 4 5 people (14.5%). The average score is 4.14. The results are shown in Figure 1 where “5” means “excellent”, “4” means “good” and “3” means “satisfactory” grades.

Table 1 Analysis of certified teachers on 01.01.17g.

Category a t test	Total Pixel Count for teachers, workmenand Cove	Of these, a ttested%	Certified , including						
			Higher	First	FDD				
			Qty	%	Qty	%	Qty	%	
Teacher of diabetes	26	100	5	19.2	10	38.5	11	42.3	
OOD teacher	23	100	5	21.7	5	21.7	13	56,6	



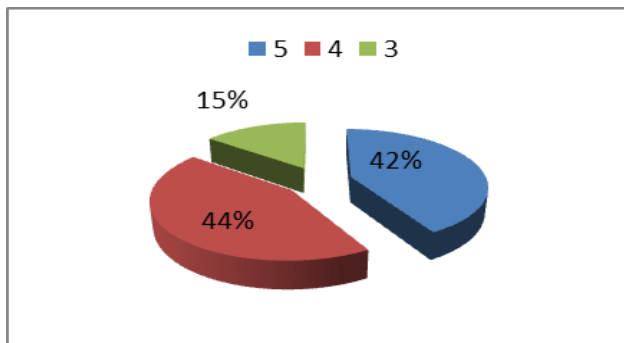


Figure 1 Summary Report Analysis

These indicators suggest that college has pretty high percentage of certified teachers which contributes to the fact that students show good results in the final state exam. However, the performance is still not the highest. Besides, teachers degree of competence plays a big role in this. Therefore, attention should be paid to the issue of teacher certification management.

We have developed the stages of professional competence of teachers development.

Stage 1. Organizational - preparatory. 11.02. 2017 - 03/31/2018.

Development and discussion of the model, the study of colleagues' experience in the issue of accompanying teachers professional growth.

Stage 2 Reflexive - diagnostic. 01.04.2017 - 08.31.2018.

Analysis by teachers of the reserve of their professional capabilities and difficulties.

Systematization of observational data and analysis of pedagogical, innovation activities, participation of teachers in college methodical work.

Stage 3 Implementation of the model 01.09.2017 –01.06. 2018

Development of management model for certification of college teachers. The most important basis for building a model of management of pedagogical workers certification are the principles that are divided into three groups: scientific and methodological, organizational, ethical.

Analysis of theory and practice shows that management activities were one-sided and did not reflect certification integrity [23]. One of the reasons for this is lack of managerial knowledge among the subjects of management [24]. Certification was carried out empirically, often spontaneously without a deep understanding of the managerial patterns of pedagogical management. We have developed a model of teacher management certification at college. Organizational and pedagogical conditions for model implementation for teacher certification management include: organizational, managerial, regulatory, scientific, methodological, organizational, pedagogical, financial and economic conditions. The combination of these conditions made it possible to ensure an increase in the quality of educational process, an increase in teachers professional competence and high efficiency in teaching staff management. The basis for building the model is an integrated system of vocational education, the leading objects of which for college teachers are advanced training and self-education. Analysis of the theory and practice of management allowed us to determine the initial positions underlying the organization of the structure of management model for certification of college

teachers. The principle of consistency allows us to consider certification as a multi-level, multidimensional system that focuses on disclosure of internal and external relations to create a holistic picture. The principle of using divisional structures based on allocation of substructures and their corresponding management levels allows us to resolve contradiction between the need to ensure consistency, certification continuity, and its linear-functional nature. Until recently, the priority has been a functional approach to management. It provided coordination of activities, reducing duplication [25]. Such a structure should be used under stable external conditions and when solving standard management problems. The model of management of certification of teachers at college has the following system characteristics: at theoretical level it includes conceptual provisions of certification management, external factors including social needs, production relations, cultural ones; certification has a structural, procedural and functional structure. The effectiveness of the model depends on the set of organizational and managerial conditions. Certification is possible with a holistic, purposeful "transitional" management activity, all elements of which stimulate the effectiveness of teacher professional activities and industrial education masters at each hierarchical level. It should be noted that the model contains self-management of teachers to ensure a unified management cycle which forms a real continuous multi-level movement to develop teachers qualities.

Table 2 shows the plan of measures for model implementation which was carried out within the period of 2017 - 2018.

Table 2
Action Plan for model implementation

Direction of activity	Activity	Term	Responsible	Expected outcome
Control	The issuance of an order for the certification of teachers, the appointment of responsible	2017	Director	Order
	Training courses at the Nizhny Novgorod Institute for Educational Development	2017	Methodist	Advanced training on work with teachers in college
Marketing	The study of the results of activities, the identification of professional needs of teachers.	2017	Methodist	Determining the need for teacher development
	Identification of opportunities for training.	2017	Methodist	Identification of advanced training service providers

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Analytical activity	A detailed study of the performance of teachers for the design of their professional growth.	2018	Methodist	Data on the performance of teachers
Planning for the professional development of teachers	Planning professional growth teachers on a differentiated basis.	During the project		Methodological plan
Educational activities	Mastering a new form of certification of pedagogical and executives.	During the project	Educators, executives	Certification according to plan
	Training and participation of teachers in professional skill contests	During the project		Contestants preparation
Innovative activity	Improving the educational process through the introduction of modern teaching and information technologies	During the project	Methodist	Increasing the innovative potential of teachers
	Increasing the competence of teachers in information and communication technologies	During the project	Teacher	Competency increase

After the introduction of the model developed by us in 2018, we again had a summary statement (group No. 526, studying in the specialty "Technology of catering products", consisting of 24 people).

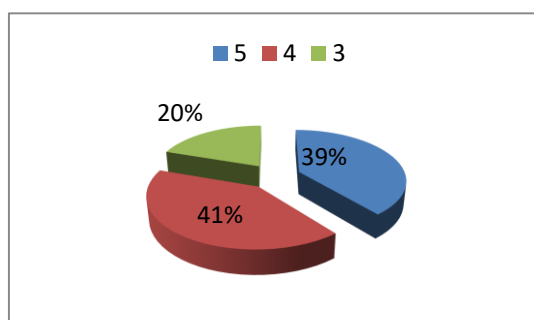


Figure 2 Summary Report Analysis

After analyzing the data for graduates training in 2018, we can conclude that 10 people passed with "excellent" grades or "5" grades (39.12%), 11 points (41.12%), 3 people (19.76%). The average score is 4.29.

V. CONCLUSION

We have achieved the goal of the work to improve teacher certification management. With the help of model introduction to the activity of Gorodetsky Gubernsky College we were able to improve management process, but also we improved the level of students' professional training. Using consolidated statements analysis for 2016 and 2018 we found that after model introduction in 2018, students began to

receive higher marks. The increase in the level of teacher certification management had a positive effect on students' training. The introduction of teacher self-management into the structure of assessment model made it possible to ensure a single management cycle that forms a real continuous multi-level movement for the development of personal qualities, pedagogical, special, methodological, social and psychological competence, communicative and reflexive abilities of teachers.

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