

COMPETENCE TO DESIGN AND PLAN EDUCATION AND ITS APPLICATION IN SCHOOL PRACTICE

Assoc. Prof. Ľubica Predanociová, PhD.¹

Assoc. Prof. Gabriela Jonášková, CSc.²

¹ Constantine the Philosopher University, Nitra, Slovakia

ABSTRACT

Planning is an essential part of the preparation and implementation of the teaching process. Designing and planning education is an important part of the complex professional competencies of teachers, which were the subject of several years of research carried out at the University of Constantine the Philosopher in Nitra. Scientific research of Slovak experts focused on the issue of the professional competencies of teachers. The starting point was to determine the current state of professional skills of teachers in the Slovak Republic, then a complex of necessary competencies was identified. The relevance of the teacher's competency complex was confirmed by their practical implementation, which was assessed by competent evaluators.

The paper presents the professional competence to plan and design, which we understand as a basic pillar of quality and effective education. A modern school requires the personal and social development of the student, good study results, but also in a complex of student values, which can be ensured by a methodologically and professionally thought-out organization of the teaching process.

One of the results of the APVV research project, *Evaluation of Teacher Competencies*, was the creation of tools and criteria for evaluating and self-evaluating the quality of a teacher's professional competencies in educational practice. Part of the paper is to present the practical implementation of a special methodology aimed at evaluating the competence to design and plan teaching, in the form of a case study model.

Keywords: *professional competencies of the teacher, designing and planning of education, evaluation of competencies*

INTRODUCTION

Teaching and learning is the professional work of a teacher, aimed at helping students learn. Thinking about what students should learn, what values to acquire, what competencies to develop is at the heart of the planning process [1]. Planning means quality results of students, high efficiency of teaching, built on a methodologically adequate approach, selection of curriculum content, creation of educational activities. Good planning enables the implementation of innovative

approaches, the teacher's ability to respond to new content and requirements from society.

The analyzed competence is compatible with the current trend in education, where the focus is on the learner. Some aspects of this trend can be pointed out: the teacher is in the position of a mentor, a guide; learning is accompanied by mistakes; teaching is differentiated and adapted to students; learning is a multi-sensory process, it is authentic, practical; students are given space for activities, technologies are integrated with the curriculum; education is social-emotional [2].

It is important to note that an important aspect is incorporated in the teacher's competence to design and plan - self-reflection, thus reassessing the improvement of educational work, which would respect current trends in education. When planning, the teacher is expected to respect changes in society and in the education system. The teacher creates conditions that reflect these changes and are directed towards the active cognitive activity of students. Designing and planning is the process of organizing, it is the creative and independent work of a teacher.

EDUCATION DESIGN AND PLANNING

Designing and planning education is one of the key professional competencies of a teacher, which plays a significant role in creating and maintaining a positive climate in the classroom. It is one of the basic pedagogical requirements, requiring one to think in advance about the content aspect of the work, whether from a long-term or short-term aspect. Didactic-methodical processing of content, measured to fulfil a pre-clear and comprehensibly formulated set of goals, is a necessary part of the work of teachers and students.

In the conditions of the Slovak education system, we can identify several specific competencies that are part of the competence:

1. knowledge: they are a starting point for adequate knowledge of the issue of competence,
2. skills and attitudes:
 - a) be able to design and plan education in the context of the state and school educational program and accordance with the identified and required key competencies of the student,
 - b) be able to reflect on the actual learning process of students and compare it with the projected function,
 - c) to create an individual educational plan for pupils with special educational needs in cooperation with experts.

The starting point for design and planning is the teacher's ability to set teaching and learning goals. The definition of objectives is related to the

requirements of Slovak society, which are currently incorporated in Act no. 245/2008 Coll. On upbringing and education (Act on upbringing and education, 2008). Another group of requirements is related to the psychological processes of the student; the teacher must correctly differentiate and then meet the goals in the field of cognitive (intellectual), socio-affective (educational), and psychomotor (senso-motor skills of the student). The prerequisite for the application of competence is also the knowledge and fulfilment of key competencies of the student, which we characterize as a set of demonstrable individual abilities of active and conscious use of knowledge, skills, attitudes and values. The quality of upbringing and education is linked to the knowledge of the content aspect of the pupil's competencies and the methodological possibilities of their fulfilment in a specific subject [3].

Professional competence to design and plan the teaching process requires the teacher to apply knowledge and skills to several levels.

The teacher must have knowledge related to long-term design associated with creating the state educational program, which results from the work of experts. Active project activity is reflected in the creation and correction of school curricula, curricula and school curricula.

The core of the analyzed competence is medium-term design, applied mainly to create a functional thematic educational plan. Its creation is an essential and demanding project activity of the teacher, covering a relatively long period for stratification of the curriculum content and forms of its implementation.

The quality of short-term planning is demonstrable in creating models/scenarios of lessons and representing the teacher's daily pedagogical activity. It is a complicated individual thought process, the result of which is the creation of a lesson model, the prerequisite of which is the knowledge of all levels of design.

APPLICATION OF THE AAA METHODOLOGY IN EVALUATING THE TEACHER'S COMPETENCE TO DESIGN AND PLAN EDUCATION

The need for a deeper analysis of the assessed performance of the teacher requires the evaluator to use the methodological possibilities provided by the AAA methodology [4].

Annotation (A) focuses on the presentation of the overall context of the teaching situation, it is a description of a specific educational situation, its content, methodological and didactic processing, student activities that allow the perception and reflection of the educational problem.

Analysis (A) provides space for the evaluator, which allows to communicate with the teacher and analyze the various components of the teaching process, the implementation of teaching methods. The analysis focuses on the application of evaluation criteria that are specific to the specific competencies assessed.

Alteration (A) represents the relationship between the achieved quality of fulfillment of specific competence and the possibility of its improvement in the proposals provided to the teacher by his evaluator.

We distinguish three levels of alteration quality:

Failing quality: teaching is not beneficial for students, the required competencies of students are not developed, the quality is the result of didactic shortcomings of the teacher in teaching.

Undeveloped quality: teaching provides students with the opportunity to acquire basic knowledge, but does not allow for a wider development of their competencies.

Encouraging quality: teaching leads students to an active understanding of the topic, provides them with stimuli for evaluation, judgment, derivation.

Developing quality: students show the ability to generalize knowledge, apply it, understand social relationships, in the assigned tasks show understanding of the topic in a broader context [5].

The mentioned methodology is an optimal model and evaluation tool within the short-term planning of education. The evaluator has the opportunity to monitor and assess the performance of the teacher and the work of students in one lesson, taking into account the specification of the requirements of the competence [6].

We have created a set of specific evaluation criteria and their associated indicators (criteria and indicators are part of the evaluation sheet), which we present in tabular form for clarity.

Table 1. Evaluation criteria and indicators of competence to design and plan education

EVALUATION CRITERIA	INDICATORS
<i>The planning system in the school and in the specific subject</i>	<ul style="list-style-type: none"> • The teacher took into account the requirements set by the school curriculum when planning the teaching process. • The teacher relevantly fulfilled the objectives of the lesson in accordance with the school curriculum. • The course of the lesson showed that the teacher reflected the results of his / her monitoring from the previous teaching when planning.
<i>Monitoring the development of the subject from a theoretical and methodological aspect</i>	<ul style="list-style-type: none"> • The teacher included in the content of the lesson current knowledge of sciences. • It was evident from the implementation of the lesson that the teacher applied the didactic analysis of the curriculum in the process of its planning. • The teacher used teaching methods that support the active learning of pupils.
<i>Planning reflects interdisciplinarity in education and assessment processes</i>	<ul style="list-style-type: none"> • The lesson was planned with the active application of interdisciplinary contexts. • Part of the lesson planning was the active application of cross-cutting themes. • The teacher used a well-thought-out procedure for assessing and classifying students.
<i>Lesson construction</i>	<ul style="list-style-type: none"> • The teacher set the central and partial goals of the individual parts of the lesson. • The teacher implemented the planned content and performance requirements. • The teacher respected and adhered to the planned timing of the lesson.

<p><i>Content and methodological aspect of the lesson</i></p>	<ul style="list-style-type: none"> • The implementation of the lesson respected the planned content classification. • The selection and application of methods and forms of work corresponded to the fulfillment of the set goals of the lesson. • The logical construction of the curriculum content corresponded to the requirements of didactic transformation. • The methodological approach corresponded to the age of the pupils and their individual possibilities (specificity and individuality in the approach to the specified group of pupils).
<p><i>A lesson in the context of the pupil's needs</i></p>	<ul style="list-style-type: none"> • The teacher systematically developed selected competencies of pupils. • The teacher used the educational aspect of the lesson planned in accordance with the topic. • The contact and cooperation of the teacher with the students was thoughtfully realized. • The use of material teaching aids was thoughtful and effective.

Source: Own source

In the next text, we present an example for the practical use of AAA methodology methods, which takes the form of a case study [7]. It is a record of the authentic teaching situation in the subject of civics, which was created on the basis of the evaluator's participation in teaching.

CIVIC LESSONS CLASS - 2ND YEAR OF GRAMMAR SCHOOL

Annotation

The realised lesson was in the 2nd year secondary school, in the compulsory subject of Civic lesson on the topic *The rule of law and its features*. The teacher sets general goals, specific goals, content and performance standards, relevant competencies of the student, teaching methods and forms of work, interdisciplinary connections, and material-didactic means.

The structure of the lesson consisted of all parts of a standard task. The introductory part, which formulated the general goal of the lesson was, was

followed by the control-diagnostic part. The teacher presented the students with a caricature showing the totalitarian regime - fascism. The pupil's task was to identify the totalitarian regime and name the individual features of totalitarianism based on specific examples from the cartoon.

In *the motivational phase*, the teacher created a table with two columns on the board.

In the first pupils, they wrote down the signs of the totalitarian regime; based on these signs, they subsequently tried to identify the signs of the democratic government and wrote them down in the second column.

The realised *exhibition part* was through a combination of methods of explaining the curriculum and Socratic conversation. The used process of working with professional texts was in the form of work in pairs; based on working with texts, the institutes deduced the basic principles of the rule of law.

The *fixation part* was devoted to confirming the findings. The teacher chose the method of individual independent work. The assignment of homework was focused on the cognitive side of the topic; at the end of the lesson, the teacher evaluated students' work and summarised the topic of the lesson in the form of key terms, which he recorded on the board.

Analysis

We analysed the lesson based on six evaluation criteria. These criteria belonged to evaluating the competence to design and plan education (Table Evaluation criteria and indicators of the competence to design and plan education).

Alteration

From the analysis of individual evaluation criteria, we came to several proposals:

- more rigorous use of monitoring to assess the quality of pupils' knowledge and skills,
- use interdisciplinary relations also with subjects of geography, informatics,
- set partial aims of individual parts of the lesson structure, as consistent planning of all parts of the lesson should also include partial educational and teaching goals; their identification will support the quality of learning outcomes – pupil competencies,
- the teacher planned to implement the cross-sectional topic of Multicultural Education, but it did not implement during the lesson. We suggest that when creating the scenario of the lesson, the

methodological approaches by which the mentioned implementation will be realised are also incorporated,

- the teacher, during the lesson, oriented the activity of the pupils also in terms of supporting its educational aspect. Therefore we suggest that the teacher include planning the lesson scenario and methodically specify this potential of the topic.

The presented evaluation model considers a systematic approach to the competence to design and plan education; it contains all the components involved in the construction of the competence structure. Within the model implementing the AAA assessment methodology, we have the ambition to direct evaluators to the real possibilities of assessing the work of the evaluated teacher through a relatively comprehensive analytical approach.

CONCLUSION

Professional competence to design and plan education represents one of the competencies oriented to support professionalism, professional growth and organizational skills in the context of lifelong learning and career growth of teachers in the conditions of Slovak education [8].

The quality of the competence to design and plan is reflected in the teacher's work with students and in specific educational results. The reflection of the analyzed competence is aimed at a permanent increase in quality in education and upbringing in the environment of the Slovak school system [9]. The aim of identifying the essence of competence, its structure and orientation is: positive contribution to the teacher's work, reflecting current social needs, orientation to meet educational and teaching goals, meeting the requirements for student development, revealing strengths and weaknesses in designing and planning teacher's work.

The presented paper is the result of the scientific research project APVV, *Evaluation of teacher competencies* [10]. The paper presented the competence to design and plan education, evaluation of the quality of competence and was focused on the application of competence in school practice. The purpose of the research project was to present the assessment of competencies as a motivating factor that would direct teachers to perceive the assessment as a starting point for positive support of their work. We consider motivation to be an important factor in successful pedagogical work because it leads the teacher to pedagogical success and supports personal and professional growth.

ACKNOWLEDGEMENT

This work was supported by the Slovak Research and Development Agency under the contract No. APVV-14-0446.

REFERENCES

[1] The National Council of Teachers of English, 2014. Teacher's Competences As Identified By NCTE. In International Journal of Multidisciplinary Reseach and Development. ISSN 239-4182, Volume 1. Issue 6, 2014, pp. 252-253.

[2] Petlák, E. Klasické a inovatívne v edukácii. In <https://www.direktor.sk/sk/aktuality/klasicke-a-inovativne-v-edukacii.a12559.html>

[3] Lomnický, I. a kol. Teoretické východiská a súvislosti hodnotenia kompetencií učiteľa. Praha : Verbum, 2017, 308 p.

[4] Gadušová, Z. a kol. Nástroje hodnotenia kompetencií učiteľa. Praha : Verbum, 2019, 197 p.

[5] Čeretková, S. a kol. Kompetencie učiteľa, hodnotenie, sebahodnotenie. Praha : Verbum, 2019, 182 p.

[6] Szíjjártóová, K. a kol. Aplikácia nástrojov hodnotenia kompetencií učiteľa. Praha : Verbum, 2018, 215 p.

[7] Boboňová, I. a kol. Aplikácia metodiky hodnotenia kompetencií učiteľa. Praha : Verbum, 2017., 197 p.

[8] Gadušová, Z., Jakubovská, V., Markechová D., Tirpáková A. Teacher Competences Development – a Guarantee of Sustainable High level of Education and Traning. In TEM Journal, 2019, pp. 1063-1070.

[9] Stranovská, E. a kol. Výskum hodnotenia kompetencií učiteľa. Praha : Verbum, 2018, 373 p.

[10] Sandanusová A. a kol. Reflexia aktuálnych poznatkov o kompetenciách učiteľa. . Praha : Verbum, 2018, 272 p.