

## CULTURE OF PEDAGOGICAL INTERACTION IN EDUCATIONAL PROCESS MANAGEMENT

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***Abstract.** In the publication the necessity of comprehensive educational establishment teachers' mutual systemic and structured interaction with the school administration has been raised. The need for teachers' professional proficiency development and collaboration with methodological work doers for an efficient educational process provision are especially emphasized, as well as urgency for new productive cooperation models has been marked out, which, providing pedagogical interaction, gives an opportunity to increase in a qualitative way pupils' achievements, the study process outcome improvement in the education content during the time of changes or transformation. The authors of the article raise a hypothetical question whether interaction among the subjects involved in intervention actually exist and how efficient it is, in order to move towards common goal implementation and qualitative development of pupils' outcomes in the discourse of multistage cooperative relationships. Observing and analysing the course of educational establishments' different pedagogical and management processes, features have been detected that the aspects of interaction culture are uncertain, which reveals challenges for search of a new approach to collaborative models.*

***Keywords:** collaboration, interaction, teacher, administration.*

### Introduction

Few people know very much about why schools exist as they do today; the intellectual traditions that have shaped education seem to be invisible to most observers. What are children and young people in school for? This has dominated discussion about education not just for the last 50 or 100 years, but, as we have seen, for ever (Thomas, 2013). We have continually to think about the aims and ideals of education and not just the processes by which it is provided. The aims and ideals are at the core of the debate about progressive education. It is not just our abilities and talent that bring us success – but whether we approach our goals with a fixed or growth mindset. With the right, we can motivate our children to raise their grades, as well as reaching our own goals – both personal and professional.

The quickly changeable 21<sup>st</sup> century offers various challenges to the modern human being – the individual's choice is either to get involved in the change offers or observe the changes remotely – without any self-involvement, participation and equality. The educational process and institutions which provide education acquisition are characterized by globalization, constant development of information technologies and diversity of values. In future pupils will have to create themselves the economic, political, social and cultural environment, which has been unprecedented so far and unknown for us.

During the times of changes teachers are also invited to work differently, being aware of individualization, personalization and differentiation approach in education. The teacher's task has always been to direct pupils to understand their potential, be aware of their abilities and reveal new capitals and qualities in themselves. However, the authors of the article would like to emphasize that the teachers' mutually purposeful work planning is part of pupils' success factors in skills and knowledge performance. The learning process should be organized in a collaborative manner. *Collaboration* - a joint action; mutually coordinated action, in case of a necessity helping each other, supporting each other (Pedagoģijas terminu skaidrojošā vārdnīca, 2000) in such a way that the pupil would be forced to act proactively, getting involved fully, taking responsibility, learning cooperation and communication face to face on all levels of intervention.

The purpose of the article is to understand on an interinstitutional level the efficiency of action by the parties involved in the mutual interaction and quality in the process of educational content change.

In the research the interview method has been applied during which new information was obtained from the administration representatives of educational establishments and selectively chosen teachers of class groups. The results of the research will be carried out at the end of this study year.

For the collecting empiric data acquisition 12 administrations of Liepaja comprehensive educational establishments and the teachers' interview were used in order to find out whether the pedagogical interaction culture exists in the management processes of the institutions.

### **Topicality of Education Process Management**

In formal education in every country each part of human development is essential. It is meant to shape pupils competitive in the world market and it has a potential to be a tough social progress tool. Qualitative education can make a human stronger and happier, make more peaceful societies and sustainable societies with a wider economic progress and honesty consisting of people who are fulfilled in all welfare dimensions.

Acquisition of universal values and different social or life skills is implemented in the whole education process in compliance with the national education and subject standards. In classes and extracurricular activities in the educational establishment studying and upbringing activities are implemented, which is a mutually related, undividable and united process. During the education process the pupils' learning success is assessed: pupils' knowledge, skills and abilities. However, assessment (measurement) of pupils' attitudes causes confusion. Also, pupils' behaviour is not assessed, as there is not consensus in the society and among teachers about the fact whether behaviour should be assessed in general, how objectively and according to what criteria it can be carried out.

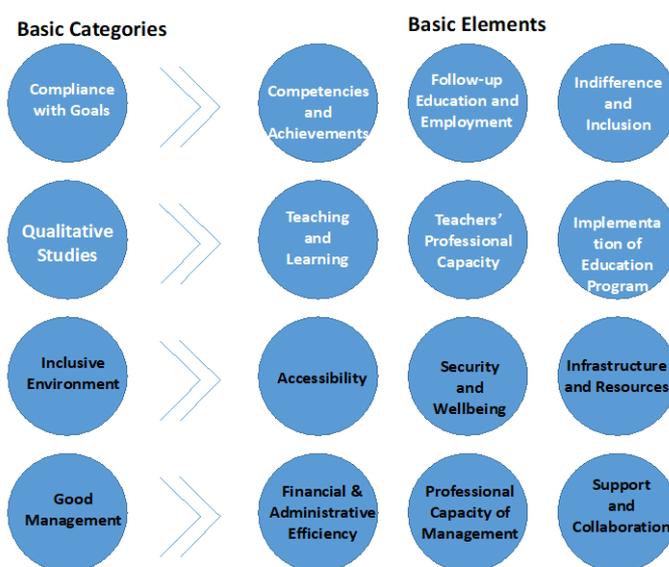


Figure 1 Criteria of educational process quality assessment (Skola 2030)

Thinking globally, the development of sectors will depend on the specialists in the field, who will need multidisciplinary skills. The modern life rhythm requires the human to be flexible to adapt to changes and create qualitative relationships based on multiform interaction. *Interaction*- mutual impact of existing objects, phenomena, processes, their conditionality, change of condition and interdependence of transition processes. People's mutual impact, which creates a certain model of relationships and changes in the persons' goals, motives, attitudes, action (Psiholoģijas vārdnīca, 1999).

Interaction is one of the communication sides that states the interactive aspects so that it could be possible to develop own knowledge and skills and adapt to the needs which determine the necessity for the paradigm change. Priorities are focused on the amount of knowledge and skills and quality, as they are important human resources and a prerequisite to promote the individual and national growth,

acquiring the necessary skills and knowledge, working in a competitive workplace, implementing business or creating new practical/theoretical knowledge.

Teaching and Learning International Survey (TALIS) defines teaching as a profession underpinned by five pillars:

1. The knowledge and skills base, which includes shared and specialised knowledge, as well as standards for access to the profession and development of specific skills through pre-service training and in-service professional development;
2. The status and standing of the profession, captured through the ethical standards expected of professional workers, the intellectual and professional fulfilment of the job, and the working regulations applying to teaching (such as competitive reward structures on par with professional benchmarks and room for career progression);
3. Peer control, which relies upon self-regulated and collegial professional communities that provide opportunities for collaboration and peer feedback to strengthen professional practices and the collective identity of the profession;
4. Responsibility and autonomy, captured through the degree of autonomy and leadership that teachers and school leaders enjoy in their daily work, to make decisions and apply expert judgement and to inform policy development at all levels of the system, so that professionalism can flourish;
5. The perceived prestige and societal value of the profession (TALIS, 2018).

### **Description of Interaction Culture in Educational Process Management**

Do teachers spend more time on actual teaching and learning in a typical lesson compared to previous years? Do they feel prepared to teach when they start teaching? What sort of continuous professional development programmes do they participate in and how does it impact their practice? The study is needed to look first at how teachers apply their knowledge and skills in the classroom in the form of teaching practices, with an accompanying assessment of the demographic makeup of those classrooms and the school climate to provide context on learning environments. The volume then assesses the way in which teachers acquired their knowledge and skills during their early education and training, as well as the steps they take to develop them through continuous professional development over the course of their career.

Education systems, as well as school leaders, should strive to give teachers greater flexibility in designing effective learning environments that optimise

classroom time. During the interview process randomly asking questions the authors were willing to find out the responses about criteria describing effective school management practices (Table 1).

*Table 1 Framework for Effective School Management Competencies*

Category	Criteria describing effective school management practices	Criteria dimensions
<b>I Vision, mission, goals, values, their embodiment</b>	<b>Vision, mission, goals – their embodiment</b>	The essence is directed towards school development, better pupils’ learning outcomes and complies with the topical educational policy context, The goals are important for the very implementers themselves, Vision, mission and goals are mutually consistent Mission reflects the unique positioning of the school in the local community, Goals are cascaded (school -> school management -> teacher), Goals comply with SMART, Management and communication of new goals - changes, implementation.
	<b>Embodiment of values</b>	They are formulated, Awareness (everybody knows them), Congruence of values, Clearly noticeable in daily action, Scale of values: adherence to usual activities – openness to development.
	<b>Work on data</b>	Variety of data sources and tools; data on pupils, teachers, school management, Depth of data analysis, Purposefulness of data analysis, Data applicability, Data communication.
	<b>Manager as a role model, “Leadership”</b>	Conducts classes in which the desired practice can be seen Participates in the school staff’s trainings, Participates in pupils’ activities, Ethics, values, congruence of speech with work, Before anything is communicated and implemented in school, first of all acquire and try it out yourself.
<b>II Creating a learning supportive environment</b>	<b>Involvement</b> (school visions, missions in goal setting; in other processes at school)	Involved ones’ awareness (about the particular process, procedure), Significance (for the involved parties), Participation (opportunities to participate), Involved people, Number of the developed, implemented processes, procedures, involving different parties.

	<p><b>Accessibility to resources and procedures</b> (rules, regulations, etc.)</p>	<p>Awareness, Essence of documents (not formally) and quality, Practical implementation of the procedures – compliance of the real activity with the procedure documents, Relation of attracted resources to the target, Active attraction of different resources (from entrepreneurs, etc.), Available resources of the community – number of the involved parties.</p>
	<p><b>Decision making</b></p>	<p>Clear and delegated assignments, balanced responsibility, separated and mutually complementary roles, What and to what extent something has been delegated outside the school management team.</p>
	<p><b>Environment</b></p>	<p>Emotional environment – pupils and staff feel safe, Physical environment – suitability to special needs; suitability to modern learning process and pupils, artefacts are placed about pupils and learning; appropriate rooms for teachers, School culture</p>
<p><b>III Learning management</b></p>	<p><b>Learning content</b></p>	<p>Opportunities of common planning, Systems for the good practice – goal, purpose, action, responsibility, structure and procedures.</p>
	<p><b>Learning</b></p>	<p>Involvement of school management in lesson observation, Feedback from pupils, parents, Systems for good learning practice, Monitoring.</p>
	<p><b>Evaluation</b></p>	<p>Summative evaluation – awareness, practice, structure; Number of hours devoted to summative evaluation from the total amount of study; Formative evaluation – awareness, practice, structure, Monitoring.</p>
	<p><b>Learning organization</b></p>	<p>Management and surveillance regarding the learning content, learning and evaluation, Structure regarding the learning content, Structure regarding learning, Structure regarding evaluation, Surveillance – lesson observation, Surveillance – feedback from pupils, teachers and parents, Organizational function – in how many lessons the teacher is present/teaches and how substitution takes place (form, order).</p>

	<b>Support for every pupil</b>	Support addressing pupils' needs, Respect for diversity and application of diversity as a resource, High expectations form all pupils, Cooperation and relationships with parents for pupils' support
<b>IV Staff's development</b>	<b>Microclimate, relationships</b>	“We and them” or “we,” Solving problem situations and conflict situations, Relationships between the school management and teachers are professional, Relationships in the management team.
	<b>Number of teachers</b>	Missing teachers, Attracted new teachers, Teachers' replacement (in the particular period), Percentage of teachers who have received high evaluation in relation to the total number.
	<b>Support for staff's professional development</b>	Complies with topical and individual needs, Availability of professional development, Compliance with the goal, purposefulness, Volume (number of involved people, number of lessons), Form, how learning is carried out (learning, projects).
	<b>Learning communities</b>	Number of the involved, its increase, Forms, regularity, purposefulness.
	<b>Individualized approach to work management and support</b>	Planning of teacher's individual work; from good-bad to personal profile development, Motivation system (is there; what kind), Defence (“bumper”).
<b>V School inclusion in the community, application of community resources</b>	<b>Position in municipal social hierarchy</b>	Segregation risks, Relations with the municipality, Pupils and parents' socioeconomic condition, status, etc., Involvement in other cooperation networks

School leaders could also be given increased discretion to use human resources in more flexible ways at the school level, to enable teachers to work with smaller groups at least part of the time. An additional advantage of such an approach could be to provide an opportunity to trial new ways of working in teams with other teachers and support staff to assess the impact of such arrangements on students and teachers.

Studying the work principles of educational establishments processes, the authors of the article developed mutual intervention model of the educational establishment level based on activities, if one of the main performance indicators is the pupils' learning achievements.

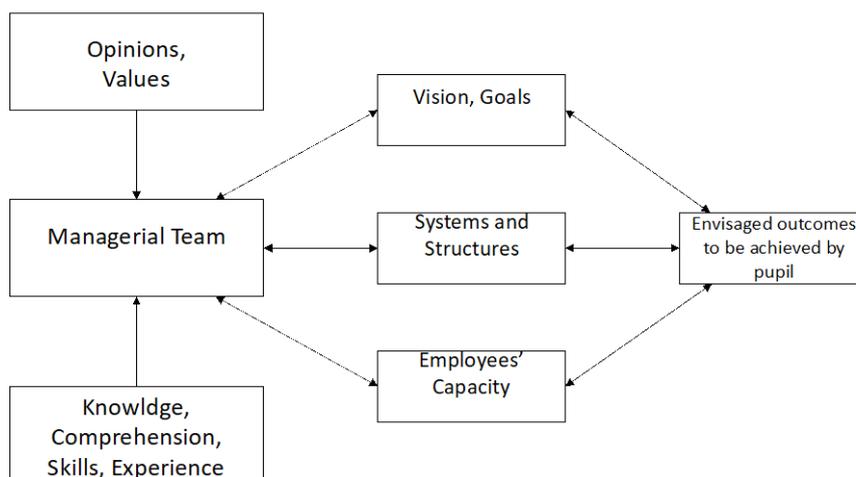


Figure 2 *Level of Educational Institutions*

The teacher's proficiency criterion states the teachers' implicated and formulated responsibilities, expectations and functions, working with a theory that has not been approbated or fully acquainted, where it has emerged from, why it is being used and sometimes even who has been its author historically. Innovations related to the change of paradigms affect the administrative and educational process, good management quality and sustainability, credibility to qualitative achievable result enhancement by the participants involved in the interaction.

The authors of the article, when analysing the efficiency and quality of the processes of pedagogical interaction culture of educational establishments, mention the most essential factors set by K. Ganeshan (Ganeshan, 2019) that influence pupils' learning outcomes according to the management model of educational establishments and compliance policy.

### **1. *Teachers' mutual collaboration directed towards a common goal achievement***

To drive the success of teaching and learning through initial training and continuous professional development:

- Promoting quality teaching for every student examines whether teachers' and school leaders work and working conditions shape environments conducive to student learning and well-being and also how to ensure quality teaching for every student.
- Supporting the professional growth of teachers and school leaders throughout their careers analyses whether teaching is becoming increasingly professionalised in terms of knowledge and skills and how to support the professional growth of teachers and school leaders.

- Attracting quality teachers and school leaders and monitoring workforce dynamics describes the teacher and principal workforces and suggests direction for attracting quality teachers and school leaders and monitoring workforce dynamics.

## **2. *Multilevel relationship discourse of school management activities in the educational process management***

Bryk and Schneider's notion of "relational trust" refers to the interpersonal social exchanges that take place in a school community (in the classroom and staffroom) and is based on four criteria (Hattie, 2012).

- Respect involves the recognition of the role that each person plays in the learning.
- Competence in the execution of a role relates to the abilities that one has to achieve the desired outcomes.
- Personal regard for others is the perception of how one goes beyond what is required in his or her role in caring for another person.
- Integrity is the consistency between what people say and what they do.

For efficient empirical data acquisition, analysing the situation in 12 Liepaja municipal comprehensive educational institutions, the interview and discussion methods were applied both for school administrations and teachers in order to give an opportunity to all parties involved to provide an immediate feedback on the problem identified or purposefulness of the set vision in a successful collaboration context.

The authors of the article can come to a conclusion from the interviews with the teachers that the burn-out, ageing reason, also the problems of training and support availability are the most often emphasized. Efficient professional development and methodological support activities are missing.

From the interviews with the school principals and deputies it can be seen that for them the most difficult questions are about the purpose of school in general, what results are expected from the pupils, about the mission or main task of the school. It can be concluded that in separate schools the mentioned goals even differ from the three participants of the school management team; in most cases the teachers' goals are not subordinated to the school goal or there is a weak link between them.

Progress towards the school goal is not tracked, the data are neither accumulated nor their analysis performed in order to make its activity more effective and implement the necessary improvements, changes. Analysing the responses received from the interviews, it can be concluded that in schools the awareness of interaction culture among the subjects involved in the educational process is missing.

In every school a training system directed to the goal and clear pupils' result based on the proficiency principle has to be created and implemented. The goals set by the school management/administration have to state every teacher's goals and action policy.

Priorities must be achieved so that in every teacher's lesson the basic activities performed are at least on a sufficient level, creating a personalized professional development, including development and implementation of individual development plans for the work with teachers.

## **Discussion**

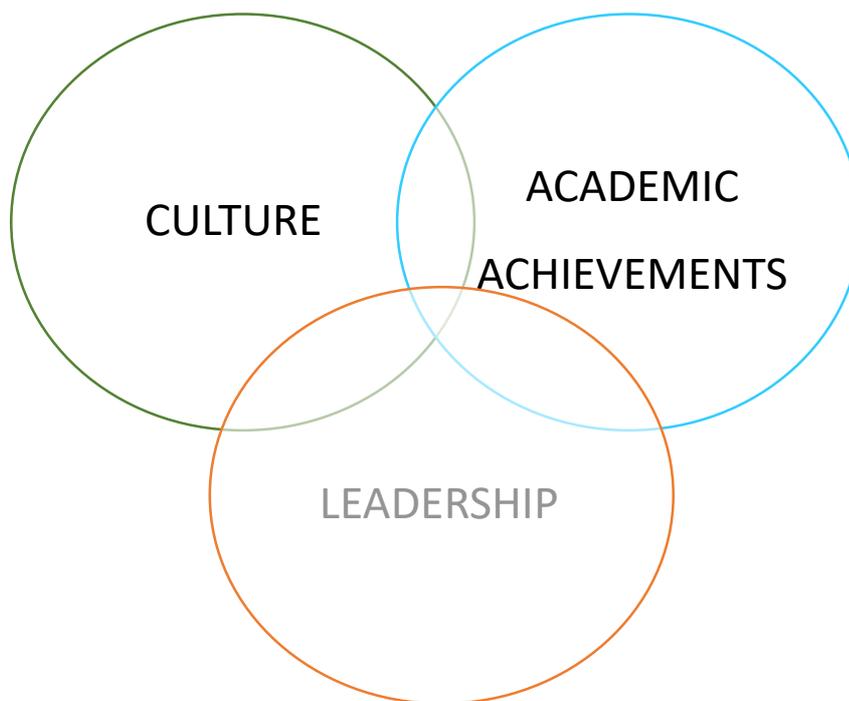
Collaborating in a mutually dependent synergy, favourable conditions have been created to obtain new knowledge, find new solutions and create new methods/models whose implementation and practical application in daily professional duties performance is an essential prerequisite for success. Joint responsibility in interaction culture is an eco-system that supports amalgamated teamwork and provides a greater engagement in the process development in outstanding result performance.

Participation means the change of power, authority and control. The pedagogical collaboration culture of successful action politically challenged management, based on mutual trust and complete delegation of functions which is stated in the job descriptions and professional standards, is like a linking element for a progressive and efficient co-responsibility development. The authors of the article, getting in touch with the education expert G. Ganeshan from New Zealand and having had a discussion about progressive cooperation of the educational establishments' administrations with their teachers, can conclude that it is so sad that in schools exist administration, separate from educators. In many countries senior teachers become principals and manage schools. These people know and understand education. Bringing in MBAs and other managers with little or no experience in education is the main problem - these people learn some outdated management theories and ruin education.

Instead of thinking within the bubble, K. Ganeshan suggests to consider what is the best and most efficient way of helping students with education and, what management structures would best meet this overarching purpose and be aware what sort of people will fit in the roles. The relevant way of thinking is that pleasurable experiences tend to be repeated whereas actions that lead to unpleasant consequences tend to be avoided.

### Summary

It is very relevant to drive organizational change and improvement by developing your people with essential competences such as time management leadership, and strategy execution. Where relationship is present, then expertise is recognized and errors are not only tolerated, but even welcomed. First of all, one has to be sure why it is important to raise the issue of interaction culture of pedagogical processes which is like a mandatory prerequisite for formation and strengthening of new values. The school administration has to make a collegially accepted decision – develop a school culture based on values. A group of people, who represent the school and community, have to take responsibility. A particular and for everybody clear schedule of implementation, criteria of interaction quality, according to which it will be determined how to notice and how to assess what works and what is still in the development and improvement phase, should be stated. What is the colleagues' reaction to the change of the paradigms – does everybody understand that the interaction based on values means changes in the school culture? Three foundational principles showed in the Figure 3 stated by Franklin Covey have to be emphasised in order to launch successful mutual collaboration in school environment.



*Figure 3 Foundational principles (Covey F. Leader in Me)*

The whole school staff should be engaged and jointly responsible, also fully determined to become the role model of the values. When the principal and all staff (teacher and support staff) with their attitude and action approve the values, the school can experience sustainable improvements. The agreement on values observation can also be reasoned in the work description and included in the work duties (Hoks, 2019).

In order to ensure compliance with value education policies, the school has to assess their own values as an organization: how it is perceived by the people related with the particular schoolwork and what their pedagogical and civic participation in the development provision is.

Modern education seeks to achieve its goals through the richest development of all aspects of human personality, and through the discovery and development of new technologies, processes, skills, and bodies of knowledge. For growth mindset to bear fruit is needed to keep setting goals – goals for growth. Every day presents us with ways to grow and to help the people you care about grow.

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