

The Didactic Approach from the Managerial Perspective

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Abstract: *This paper presents a synthesis of research on the approach of didactic approach from a managerial perspective, since the school, in the broad sense of its perception as an area of education, training and training, can be analysed from the perspective of an organization. The school organization is an institutional factor of education specializing in the process of education. Management applies to all types of organizations: economic, political, cultural, pedagogical, non-profit, community, etc. Referring to the didactic approach from a managerial perspective, we are trying to draw some very important methodological milestones on the understanding of management in terms of education.*

Keywords: *management, management pedagogic, management didactic, educational ideal*

Introduction: 21st Century Management Perspective

The *management* term has been imposed at the level of the economic over the last 50 years. The meaning of the concept can be outlined using some definitions given by specialists. Here are some of these definitions:

- William Newman defines *management* as "an important social technique for directing, managing, and controlling the efforts of a group of individuals to achieve a common goal." From this perspective, it can be considered that "a good leader is the one that makes the group achieve his/her goals with a minimum of resource and effort expenditures."
- Andrew Mackenzie defines *management* as "the process in which the leader operates with three fundamental elements: ideas, things and people, accomplishing the goal through others." Thus, managerial leadership needs all three elements to be looked at and exploited in their interdependence and interaction.
- Herbert Johansen and A.B. Robertson noted that "management is an art or science to direct and manage the work of others in order to achieve the established goals." In his opinion management includes "judging, assessing and deciding on plans to control performance, guiding, integrating, motivating, and supervising staff in conducting their work."

The *management* term is specifically analysed from the perspective of sociology. Thus, Ioan Mihailescu and Vasile Cornescu define management as "*a complex of actions carried out in order to ensure the normal, efficient functioning of the organized human organisms (economic enterprises, political organizations, educational units) as a whole, and Each structural link*". The **fundamental functionality** can be reached by achieving the fundamental objective of any organization: "the most judicious use of the material, human, financial resources available" [1, p. 8].

The analysis of management as a sociological notion makes it possible to highlight the complex content that this higher type of leadership of human activity implies. Moreover, managerial leadership cannot exist without the emergence of a new type of leader of modern social organizations (economic, political, cultural, pedagogical, etc.), an efficient leader who intervenes as a "vector of innovation and progress". It is necessary in any social context "where prosperity is desired in an innovative and creative rhythm." [2, p. 6]

As interdisciplinary and multidisciplinary, but above all transdisciplinary science, management exploits information and methodologies in the field of political economy, economics, sociology, psychology, anthropology, political science, training them on a very wide and profound social field in order to solve Optimal problems of great complexity, extremely important for the destiny of society and of man, presently and especially, in a medium and long-term perspective.

Taking into consideration the above mentioned statements, there are some very important methodological milestones that can be drawn regarding the understanding of management in the conditions of education, in the general context and within the specific context of the class of students because education responsible, the same as companies managers, are people who perform leadership, planning, organizational, training and control functions. Management applies to all types of organizations: economic, political, cultural, pedagogical, non-profit,

community, etc., and its scope covers all hierarchical levels of a system. In the case of the education system there are:

- top management: the ministry of education;
- intermediate management: territorial school inspectorates;
- basic management: school, classroom, lesson.

Modern management is the original creative synthesis of the three defining notes previously presented: **the science of administrating - the social practice of administration - the art of leadership**. The evolution of the concept of management, in the context of the history of the 20th century, seeks to maintain optimal relations between the three defining notes, which offer many suggestions and at the level of the leadership of the didactic activity, to the management of the lesson.

We cannot address the notion of management without referring to Peter Druker, a well-known American professor of business affairs, who again asks this question: "*What is management? Is it an art or a science? Is it an instinct problem or a set of skills and techniques that can be learned?*" [3, p. 18]. In his view, the work of a manager can be divided into **planning** (setting goals), **organizing**, **integrating** (motivating and communicating), **measuring**, and **developing** people.

First of all, managers (especially senior managers, such as company presidents and directors, set goals and decide how their organization can do it.) This means developing precise strategies, plans and tactics as well as allocating human resources and materials. First, managers organize. They analyse and classify the activities of the organization and the relationships between them. They divide the work between guided activities and individual activities. They select people to lead the various activities and realize them. First, managers perform various social practices related to motivation and communication. At the same time, they must make people who perform individual work form a team. They have to make decisions about paying and promoting employees. In addition to organizing and supervising the work of their subordinates, they have to work with people from other sectors and who perform various other functions. Fourthly, managers have to measure the performance of their workforce to check if the set goals have been met, and last but not least, managers have to deal with ongoing training, both in their work and in their employees. A good manager changes or rarely changes and, occasionally, sets his goals. Finally, one can affirm and claim that management is both "*science and art*". It is *science*, to the extent that it is based on increasingly rigorously science-based knowledge. It is *art*, in as much as it requires intuition, creativity, a spirit of participation, new solutions, and the speed of decisions in a dynamic, contradictory, and often uncertain, organizational context.

1. Pedagogical Management

Pedagogical management is concerned with the management of the activities carried out within the education system and its process, such activities that are considered at the level of their institutional (educational, didactic, extra disciplinary, etc.) manifestations. Pedagogical management takes specific information: from the economic one (efficient use of human resources), from the sociological one (the quality of the institution's management as an organization, based on specific relations between groups, individuals), from the political one (the quality of the management of the common interests).

Educational management is an explicit integrative concept, an attitude, an action-oriented methodology to achieve success in education. Nowadays, it goes from the classic concept of "management" to "educational management" (in action, operational, practical, processual) and "pedagogical management" (theoretical, global, strategic, scientific).

The management of education is the theory and practice, the science and the art of designing, organizing, coordinating, evaluating, and adjusting the elements of educational activity, its resources, as a free, integral, harmonious activity of individuality, according to the educational ideal.

Pedagogical management is defined by M.R. Nicolescu in terms of a "complex act that reflects the whole" [4, pp. 24-26]. This act explains the action of extensive leadership functions at all institutions, resources and strategies of formal and non-formal education, explicitly and implicitly manifested. As a result, we can talk about two types of *pedagogical management*:

1) *educational process* management, which includes:

- a) didactic management, defined as a "complex management act" of the informative-formative training activity;

- b) management of the educational activity, defined as a "complex act" of conducting formal education and non-formal education actions in school;
- 2) *education system management*, which includes:
- a) school management at the top level (central and territorial management);
 - b) school management at the local level (school leadership as a basic organization).

Other studies conducted in this field by another author, Sorin Cristea [5, pp. 52-63], reserved to the management in education, elaborates the concept of education management, specifying:

- a) the lines that delimit the framework of the problem;
- b) the methodological difficulties existing in this field;
- c) the defining elements of the managerial leadership activity of the system and of the educational process.

The proposed analysis highlights the special qualities that give absolute superiority to management in relation to administrative, bureaucratic leadership. Managerial leadership is as follows:

- 1) *Systemic, global leadership*, focused on the "whole"; it has a *global* character and has all levels and forms of education. This leadership follows the set of *correlations* between the systems and the subsystem that act at the level of a school organization at central, territorial or local level.
- 2) *Pilot management* focused on the optimum level of *utilization and exploitation* of existing resources, aiming to place the resources of the school at the optimal level of teaching and education activity.
- 3) *Strategic leadership*, oriented on the *innovations* that must be designed and built for continuous improvement of activity at the level of the school organization. Strategic leadership defines the necessary innovations from the perspectives of school evolution at system and process level. This leadership is based on an ample process of *pedagogical creation, inventions and innovations* specifically designed to be able to make a permanent way to the qualitative transformation of the education system.

Starting from these coordinates can be defined three categories of general functions:

- the system of organizing the educational system;
- The function of the educational process orientation (respectively of the didactic activity);
- the regulating-self-regulation function of the system and of the educational process (through research and didactic improvement activities).

The management structures of the management correspond to three general functions, being valid at all levels of the education system: the global leadership carried out at the Ministry level; The territorial management, carried out at the territorial level, through the School Inspectorates (county, Bucharest); To the local leadership, carried out at the level of the school organizations, respectively at the level of each educational unit.

Any managerial activity carried out in the field of education is realized through three complementary actions valid at the level of the system, but also at the level of the educational process:

- the action of *scientific information* on the situation to be evaluated;
- *situation assessment* action, based on control operations for measurement, appreciation and decision purposes;
- the *communication* of the results, interpreted as a possible jump from the diagnosis of the assessed situation to the decision with the value of the forecast, taken in order to improve and improve the situation.

2. The Management of the Teaching / Learning Process

The management of the educational process refers to the leadership of the didactic activity at the optimal level in order to achieve the educational objectives established by the plan and the curricula, designed in concordance with the requirements of the curriculum paradigm. This superior type of management assures the capitalization of the three functions of pedagogical management:

- *organization - planning function* of a school at the systemic level;
- the *methodological orientation-guidance function* of the school at the level of the training process;
- the *function of regulation-self-regulation* of the activity in the school, at the system and process level, through research actions and permanent pedagogical improvement.

The managerial approach to the educational process calls for an understanding of the global issues of teaching-learning activity, defined in the spatial literature at the level of a curricular project, cantered on the definition of pedagogical objectives and the optimal "pilotage" linkages between *objectives* and *contents -methods-techniques of evaluation*.

Analysing all this we will have to consider:

- defining the concept of learning process;
- emphasizing the role of the principles underlying the efficiency of the educational process;
- emphasizing the role of the pedagogical objectives involved in the design of the educational process;
- specifying the specific role of the content of the educational process;
- the delimitation of the responsibilities of the educational process methodology;
- understanding the actions and specific forms involved in the evaluation of the results recorded at the level of the educational process;
- organization of designing the teaching activity of a *curricular type*.

The *teaching/learning process* is the main *medium* or, more precisely, the *context* in which the **educational system's aims** are achieved, including the *teaching-learning-evaluation* activity.

Managerial analysis of the educational process is presented in specialized literature as a "*systemic approach*". Thus, Ion Cerghit defines the educational process as the "*main framework for student education and training*" that can be effectively managed only by a "**systemic approach**" of its functional, structural and operational components [6].

Analysing the literature in the field, we can say that the *management of the educational process* refers to the relationship that exists between the "macrostructural finality" and the "microstructural finality". Thus, the objectives of the educational process are determined by the *pedagogical ideal* and the *pedagogical goals*, which (as macrostructural finality) *guide the design and realization of the educational process to the significant social and psychosocial parameters*.

It is important to add that *the management of the educational process* also refers to the size of the structures that includes all the resources at the disposal of the school for the optimal organization of the didactic, *teaching-learning-evaluation* activity. Thus, the scientific, managerial management of the educational process employs all the resources offered to the school at the level of the education system:

- a) *human resources*, made up of all the teachers and other cadres who work in the school, contributing to the good functioning of this "education and training of the students"
- b) *material resources*, which form the didactic base of the school, also dependent on the "social offer" received from the level of the education system, enriched by the contribution of teachers and parents (of the local community in general);
- c) *financial resources*, coming from the education system, being included in the budget of the Ministry, the budget of the school inspectorate, the budget of the respective school;
- d) *informational resources*, which, in managerial perspectives, become priority, dependent on the activity carried out at the level of the system for drawing up the curriculum, school programs, textbooks and other materials for stimulation of learning, modern means of pedagogical information Specialty, specialized press, specialized IT networks, etc.).

Defining the learning process in the operational plan refers to the concrete activity carried out by teachers in schools: didactic activity, understood as a teaching-learning-evaluation activity. The management of the educational process aims at the full valorisation of the finalities and the resources (structures) established at the system level in order to optimize the didactic activity according to the concrete conditions of each school organization.

The *teaching* action to be truly effective must be analysed and conducted in a *managerial sense*. This activity should first be understood as a problem of *pedagogical communication*, based on the "transmission" and adequate presentation of the subject matter, knowledge, skills and abilities established by the curricula. Today, more than ever, teaching becomes a problem of organizing and managing communication, and effective learning, based on operational techniques of designing and continually assessing progress. In this managerial sense, it is not only the teaching activity but also the learning activity for learning, which becomes effective if it is simultaneous teaching-evaluation activity.

Under these conditions, widely debated in the literature of the last decades, *learning* is no longer considered merely a *communication and assimilation of information to be reproduced at certain time intervals* but it has to be

conceived, designed, accomplished and perfected as *an action that permanently contributes to changing the behaviour of students by reorganizing their cognitive and psychosocial experience.*

Closely related to teaching-learning activity, assessment is a chain of measurement. Assessment and decision making are essential to determining school progress, but also to managerial leadership of the didactic process. In this sense each teacher has to act as *a real manager* capable of self-improvement. Extensive from the level of the results to the processes and the conditions for realization of the didactic act, the evaluation contributes to the self-regulation of the teachers' work by triggering specific mechanisms of internal inverse connection. By referring to the objectives set at the beginning of the activity, the assessment of "teaching-learning" is a more and more effective pedagogical and psychosocial mechanism for continuous improvement of the educational process as an "instructive-educational process".

The operational side of the educational process relates to the design and actual realization by the teacher of the didactic act through various actions and means that stimulate the participation of pupils and students in the formation of their own personality. This activity, carried out in the classroom, laboratory, cabinet, etc., gives the teacher the quality of the educational process manager, insofar as he manages to systematically lead by appropriate scientific means the action of:

- a) establishing the objectives of the teaching activity;
- b) delimitation of the content of the didactic activity;
- c) use of didactic methodology;
- d) carrying out the evaluation of the didactic activity.

The principles of the educational process regulate the organization, development and leadership of the educational and educational activity designed and realized at the level of the school organization on the basis of the norms and values established at the level of the educational system. This action becomes an integral part of the general process of personality training according to the ideals and pedagogical goals defined at the scale of society as a whole. The principles of the learning process are based on the knowledge of the legalities specific to the educational phenomena, respectively on the valorisation of the didactic activity legends and they represent the managerial criteria which have to be respected and applied by each teacher for the effective management of the educational process. The principles of the educational process are of great importance in the managerial leadership of the lesson because they reflect the relation between the objective laws of the design of the training and the subjective actions of the teacher that aim at the effective realization of the activity Didactic, teaching-learning-evaluation. This report can be optimized by the teacher by capitalizing on all the elements that define managerial action triggered from the principles: teaching-learning-evaluation rules; Rules for designing and performing the activity.

The objectives of the educational process in the managerial perspective are the central element of the didactic act around which the teacher designs and realizes, at the optimal level, the contents and strategies of *teaching-learning-evaluation*. In this sense, the management of the educational process is an *implicit* and *explicit acknowledgment* of the modern way of realizing the lesson, in a "curricular perspective". The pedagogical functions of the objectives suggest optimal means for achieving the management of the educational process in a modern, curricular interpretation. The new elements of content that have been imposed in this respect can be found in the following functions, with implicit and explicit value of managerial functions:

1. the *axiological communication function* of didactic purposes;
2. the *anticipation of the results function* projected through didactic activity;
3. the *function of continuous evaluation* of didactic activity on the basis of rigorous criteria that stimulate the training of the student, but also of the teacher;
4. *regulating-self-regulating function* of the didactic activity based on the reverse link system, organized and capitalized by adequate scientific means.

Conclusions

The teacher in the *teaching/learning process* should be considered as the **manager** of this process. Within this didactic approach, the teacher has to manage different types of resources: his/her goal is to achieve an effective didactic act both from the point of view of transmitting some scientific notions but also to achieve in the individuals with whom he/she contacts the skill of learning.

The resources teachers **manage** can be divided into two categories:

- first of all own resources: *time, space, the notions* that they possess from a scientific point of view, their *physical, psychic qualities, language, gestures, emotions*;

- secondly, the human resources with which they work, the group.

The group may consist of individuals of different categories: children, adolescents, young people but also adults. The group is always heterogeneous. A collaborative relationship based on reciprocity of intentions must be established between the teacher and the group. It is communication that allows relationships to be established between those interacting people.

This kind of communication takes place on the front: on the one hand the teacher and on the other the group, but the communication resources are available to both parties and they are:

- verbal communication, which is spoken and written;
- nonverbal communication that manifests itself through the gestures, mimics, emotions and reactions of those in interaction.

It takes time for the *teaching/learning process* to be fully successful. In the beginning, teachers must, through their pedagogical methods, achieve a good knowledge of the individuals who form the working group. This knowledge must provide teachers with the level of potential of listening, receiving and interpreting or processing the transmitted data. In a first contact with the group, the teacher will have to pay his own resources with maximum care and responsibility and thus build a certain approach to the group to gradually get to know his potential. This first step can be called an initial assessment. This initial assessment must provide the teacher with information about the physical and mental state of individuals as well as about their intellectual level. On the basis of these data, the teacher will be able to move on to a new stage of building another strategy, namely the transmission of new information. This strategy will enable teachers to achieve their main purpose of transmitting scientific notions relating to their field of activity. It is then the construction of a third evaluation strategy that needs to constantly change with the strategy of transmitting new knowledge. Teachers cannot continue the course of teaching without knowing whether the notions have been well understood and strengthened. We're dealing here with a *continuous assessment*. Finally, a teaching process must end with a *final or summative assessment* by which the teacher discovers the efficiency of his / her work.

There is a high need to bring changes in this important social field that is *education*. The education reformers are educators, teachers, education administration specialists, researchers, and staff employed in educational establishments and institutions. It is very important for them to approach the system under a managerial perspective, becoming those education managers capable to apply and administrate structural changes. [4, pp. 56-57].

Regarding the Romanian higher education, the modernization of the university management was achieved by:

- a) introduction of the institutional strategic plan as a tool for defining the mission, objectives and perspectives of development of each university;
- b) separating the administrative-financial management of the university from the academic leadership;
- c) the transition to the global funding of higher education institutions. This measure has, on the one hand, achieved the real financial autonomy of universities, in parallel with increasing their competencies in obtaining and using funds from the state budget and from other sources;
- d) introducing modern mechanisms of internal and external evaluation of the quality of the educational offer in the Romanian educational institutions.

Today, more than ever, in a society characterized by an accelerated dynamics of structural changes and the depth of these changes, the placement of man in the context of "technological outbursts", new tasks are increasingly attributed to education. [7]

As the finality of education, the *educational ideal* expresses the demands and aspirations of a society at a certain historical stage in the form of a desirable model of human personality. Here are some directions for restructuring the educational reality:

- introduction of new types of education;
- ensure a more judicious distribution and a better balance between the three types of learning: learning to learn, innovative learning and lifelong learning;
- ensuring the optimal balance between the informative and formative dimension in the educational-educational dimensions;
- the gradual imposition of the principles of the new educational paradigms;
- the extension of the educational act to the whole life of the individual;

- an optimal relationship between formal, non-formal and informal education;
- equivalence between work and learning.

The didactic process involves multiple interactions, an optimal collaboration between the educator-trainer and the student, between the forming institutions and the educator, between the institutions responsible for the educational process.

Recent research demonstrates that *modern education*, based on quality and responsibility, "*does not seek to highlight the role of the teacher but meets the demands of society, proposing appropriate teaching strategies for student training.*"

The quality of education is the main concern of institutional management in pre-university and higher Romanian education. The **Prague Ministerial Meeting of Education in Prague** in May 2001, **Documents adopted at the Salamanca European Universities Meeting** (April 2001), **the Bologna Declaration** signed in June 1999, preceded by the **Sorbonne Declaration** of May 1998, analysed and stated explicitly the substantive issues of education, and in particular of the university, aimed at achieving the **European Higher Education Area**.

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