

## **MANAGING THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN THE CONTEXT OF INNOVATIVE PRACTICE**

**Abstract:** The paper reveals the specificity of teachers' professional development management in conditions of innovative school practice. Management of professional development of teachers in conditions of innovative school practice lies in transformation of their professional thinking and pedagogical activity, transition to a qualitatively new level, which allows to implement modern technologies of teaching and education.

**Key words:** management, professional development, innovative practice, educational space.

Program me management emerged in Western management in the mid-twentieth century as a response to the shortcomings of traditional ways to develop forward-looking plans and monitor their implementation, but its "requirements for future results were defined from the perspective of today rather than from the perspective, desired results were not clearly fixed, activities included in plans were poorly linked and coordinated among themselves, often acting as independent of each other, they were also poorly linked to resources" [1, 190]. [1, c.190].

M.M. Potashnik and V.S. Lazarev consider prospective management planning based on the program me approach as the development of "a holistic system of actions with clearly defined, understandable for all results, balanced

by resources". [1, p. 190]. In this case, the program becomes a normative model of joint activities of the school teaching staff (or other social system), defining its initial state, the image of the desired future, the composition and structure of actions for the transition from the present to the future.

Teacher professional development management provides the opportunity for teachers to reflect on their work and the way it is carried out; the conditions for identifying contradictions in their educational practice and setting goals for their own work by coordinating with the values and goals of the school; for developing and implementing ways to achieve goals, transforming their work, analysing the results and identifying new perspectives on the basis of these goals.

In our opinion, the management of teachers' professional development in the conditions of school innovation activity is determined by the fact that its meaning consists in the transformation (not in the formation) of their already established professional thinking and activity. This is expressed in the improvement of reflexive, design, methodological and communicative components of professional pedagogical culture as ensuring its value and meaningful self-determination regarding its activities, the way of its implementation, as well as its professional and personal self-realization. In the unity and interrelation these components form a mechanism of professional self-development of a teacher [3].

According to T.I. Shamova, a more effective professional self-development and self-realization of teachers is facilitated by the reflexive management of these processes, which she sees as an integral characteristic of any interaction.

A qualitatively new indicator of reflexive management is the fact that as a result of the interaction between the manager and the governed, the latter develops the ability to self-manage their own activities, which is especially important in the context of school innovation activities.

A distinguishing characteristic of reflexive management is the delegation of much authority and responsibility for work results to the participants of the educational process themselves, while its specificity lies in the fact that it encourages their own activity and autonomy, influences the processes of self-management and thereby provides their subjective position in the educational process.

Reflexive management technology is based on traditional management functions and actions, but includes an additional cycle of reflexive management.

T.I. Shamova and T.M. Davydenko propose a model of reflexive control which consists of four stages. The cycle of reflexive control is understood by her as a cycle of interaction between the manager and the controlled, which leads to: expansion of the subject functions of the controlled; transition from the position of "reaction" ("executor") to the position of the organizer of his/her own activity and co-organizer of the educational process; increase of independence in the course of the activity.

Each such cycle can be represented by a sequence of stages:

- 1) Reflexive analysis stage;
- 2) the constructive-orientation stage;
- 3) stabilization stage;
- 4) the stage of systemic reflex ion.

Reflexive management is repeated in accordance with the above logic. T.I. Shamova and T.M. Davydenko emphasis that management functions can change: from analysis to planning and designing, then to organization, control and correction, management objects and levels change, but the cycle repeats itself in each management function.

The management of teachers' professional development in the conditions of school innovation involves the strategy of interaction of subjects of educational practice, based on the human-centered approach, which involves a change in the technology of managerial activity. The basis of the manager's

activity in this case is management, aimed at coordinating the activities of people in order to direct their activities to achieve a common goal and create a favorable socio-psychological climate in the team. It is impossible to create the conditions for the teacher's professionalism and development on the basis of the managerial ideology of influence, because in this case the very possibility of the teacher's transition to the position of the subject of his/her activity is blocked and the value and meaningful self-determination is hampered.

Management practice, which is based on the implementation of the principles of humanisation and democratisation of management, determines the need for dialogical management. The dialogic principle, as one of the most important elements of the humanistic paradigm, implies equal parity interaction between the parties involved in the dialogue. The dialogical approach to the management of teachers' professional development lies in the use of managerial mechanisms which provide interaction of all participants of the integral pedagogical process on the basis of equality and openness of relations, their manifestation as full and complete subjects of their activity and the possibility of co-management.

In unstable conditions with hard-to-predict changes distinguishing innovative practice, only flexible (organic) management structures can be effective, so mobility (mobility) of management structure, horizontal-coordination type of interaction of its components is an important condition for managing professional development of teachers in conditions of developing practice, the basis for implementation of synergetic and dialogic approaches to management.

Summarizing the abovementioned, we believe that under the conditions of school innovation activity reflexive management of teachers' professional development is the most effective.

We distinguish the following features: reflexive-analytical, value-oriented nature of management, dialogic principle of interaction between the subjects of

innovative activity of the school, mobility of the organizational structure of management. The optimal way to implement reflexive management is the project-program approach.

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