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Summary of doctoral dissertation

Competency model for the teaching profession as a tool supporting the recruitment process

The teacher is performing one of the most important professionals roles in the society. Being a good teacher in today's ever-changing times is a difficult task that requires enormous theoretical and practical effort to meet the demands and expectations of society.

In the dissertation, I attempt to design a competency model of key competences of a modern teacher created in response to the expectations of school directors towards candidates for the teaching profession. Referring to the considerations made in the dissertation, the foundation of thinking about the concept of competence management at school are the changing requirements for the school, the changing role of the teacher, the dynamically changing expectations of students, parents and society towards the school and the enormous role of the principal in the area of the competence management subprocess and its implementation.

The thesis consists of the theoretical part, where the starting point is the issue of teacher's competence and qualifications from the perspective of educational law and European Union education policy, and a description of the definitions and approaches to teaching competence, including in social sciences and selected educational reports. Due to the interdisciplinary nature of the work, the second theoretical part was devoted to discussing the competence management subprocess, with particular emphasis on the characteristics of the tool that integrates HR processes in the organization, i.e. the competency model.

In the methodological part of the work, in order to gain knowledge about the competence expectations of school directors from candidates for the position of teachers, a complex, multi-stage research procedure was applied, including quantitative and qualitative research, including surveys and narrative expert interview method. The author examines the three most important subjects of all didactic and educational activities: students (towards whom the method of document content analysis was applied), teachers and principals. The research was carried out in primary schools and secondary schools in Gdańsk, Sopot and Gdynia. In addition, a quantitative and qualitative analysis (examination) of school documents and job offers for the position of teacher was carried out.

In the empirical part, the material collected during the research was subjected to description and analysis. The analyzed material was used to develop, first and foremost, a list of teaching competencies based on a study of directors and a list of teaching competences based on teacher research. The lists of competences formed the basis for the development of the competency model for the position of teacher. The competency model was prepared on the basis of: opinions of principals, teachers and students, submitted in the form of a survey and during interviews, the specificity of the teaching profession, based on strategic school documents and provisions and legal regulations. An important area of research was also acquiring knowledge and, based on it, characterizing the recruitment and selection process for the position of teacher conducted by school directors, which is the basis for developing directions for planning the recruitment and selection process for the position of teacher based on the competency model of candidates for the teaching profession.

The research results show that school directors expect full professionalisation of their personnel policy. They expect solutions and tools that will allow them to manage their school effectively and efficiently. The competency model developed for the purposes of the doctoral dissertation can be an example of the professionalization of the area of human resource management at school, thus creating clear, specific and useful decision criteria in the area of personnel management.