

Andragogical career counseling for teachers

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Abstract A career in the teaching profession is perceived insignificantly, especially by people, who interpret it only as climbing the ladders. The paper deals with a career in the teaching profession from a vertical and horizontal point of view, career competencies, career management with a bridge to andragogical career counseling dedicated to teaching.

Key words career of teachers, andragogical career counseling

1. INTRODUCTION

The speed of life today brings many changes in all areas of our lives, including the work environment. If we want to be successful and productive in our professions, if we want to grow our careers, be interesting and necessary for employers and society, we must be able to respond to these changes adequately, assimilate and make the most of them, which requires some activity, such as mastering new knowledge, gain new experiences, skills and competences. However, we don't always know what to do. And even in such situations, various types of counseling help us about regard to their tasks, goals and subject of interest. Teaching is one of the professions where it is necessary to constantly develop not only in the professional sphere.

2. CAREER AND CAREER IN THE TEACHING PROFESSION

The teaching is not a profession with many opportunities for career growth. If we look at the career from the vertical and horizontal point of view, the more common one is the horizontal one, which is reflected, for example, in a greater degree of responsibility or informal authority. Significantly fewer teacher aspires to the vertical career, i. e. to achieve the position of deputy school principal, school principal or school inspector. In the literature, we also encounter the terms formal and informal career, or objective and subjective career. we speak about the formal (vertical) career when an employee moves through career levels. An informal (horizontal) career is acquired through self-development (Pavlov, et al., 2018). Subjective career or even subjective career success includes ten factors: satisfaction with efficiency during the time, rate of progress, material rewards and recognition, job security, self-development and growth, opportunities for being creative, balance between work and life, personal pride, connection with co-workers, professional

influence and organizational contribution and perceived meaningfulness and benefits to society (Dries et al., 2009). But what does the term career cover? There is no clear consensus among researchers in defining a career that has received much attention over the last two decades. Lent and Brown (2013) consider career as a synonym for profession or work, Wiernik and Wille (2017) talk about changes in work, Arnold (2001) as experience and gaining a career. Working career is also characterized as a process that begins with the first employment relationship and ends with its termination (Bedrnová, Nový, 2007). Bělohávek (1994) perceived career as a way of life, during which a person acquires new experiences and fulfills his potential. A career does not have a fixed structure and movement, so a person does not always have to grow and rise in a straight line, there can also be decline and stagnation. An important role is played by the role of a person who participates in the development of a career through his actions. According to Milkovich and Boudreau (1993), this is the result of deliberate decisions. The current understanding of a career is characterized by normal changes in the job position or employer, as well as a complete change in professional orientation or a low degree of structuring. This is also related to a higher degree of responsibility and independence (Bedrnová, Jarošová, Nový et al., 2012). Kacháňáková, Nachtmannová and Joniaková (2008) perceive a career as a developmental sequence, which occurs due to coincidences, various opportunities, but also conscious decisions that are associated with the interests and needs of the organization. „A career is based on personal and professional values, it requires inner self-concept, aspirations, planning and persistent efforts for self-development, which can and should be externally supported and directed from the outside.“ (Pavlov et al., 2018, p. 46). A career is characterized by planning of the working life regard to its goals, interests, values, motivation, attitudes, abilities, skills and priorities (Pavlov, Krystoň, Schubert, 2018). A career in teaching is often derogatory and teachers seeking career development are referred to as careerists. Today, we also include in our career work or psychological successes and results, construction of professional identity or satisfaction or dissatisfaction (Kravčáková, Lukáčová, Búgelová, 2011). Regardless of how individual authors define a career, the goal of a teaching career is to become a better teaching expert and a more successful expert – teachers for whom the authority thus obtained, acquires a more permanent character as that which comes from the post performed, because it may be lost from the loss of function (Pavlov et al., 2018).

In teaching career, we also talk about the models of the professional career they create:

- „gradation models (based in demonstration of improving professional competencies in classroom teaching, e. g. according to professional standards),
- specialization models (based on the performance of specialized positions at the school or other counseling and teaching activities outside it),
- acceleration, performance models (based on monitoring the improvement of learning outcomes of students, classes, schools),
- merit models (according to years of pedagogical practice and evaluation of selected criteria of work results),
- combined models consisting of components of the various models mentioned above“ (Pavlov, Krystoň, Schubert, 2018, p. 38).

3. CAREER COMPETENCIES

Being able to manage one's own career whether in the teaching or other profession, is influenced by competencies related to personal management (interests, skills, planning), educational management and career management (job and educational opportunities). Career management competencies are the knowledge, attitudes, and skills that individuals and groups use to manage their educational, life and career paths (Pavlov et al., 2018). Hašková and Vaculík (2016) describe eight career competencies:

- self-knowledge and positive self-perception (awareness of one's own knowledge, skills, competencies, values, achievements, ideas of life),
- positive interaction with others and networking (positive relationships),
- responding to changes and growth during life (balance between work, education and personal area),
- involvement and positive approach to lifelong learning,
- effective processing of career information (apply competence in finding, creating or maintaining a job).
- involvement in the management of your career (responsibility, creativity, elimination of stereotypes in creating a career).
- understand the role of the individual in society and other connections between the community, work, society.

4. CAREER MANAGEMENT

Career management can be seen from the position of the organization and from the position of the organization and from the position of an individual who manages his career individually. According to Bedrnová, Jarošová, Nový (2012 et al., 2012), career management represents the determination of career goals, the choice of the procedure for achieving them within the lifelong and controlled course of organizing one's career. Milkovich and Boudreau (1993) consider career management to be a process in which an organization selects, evaluates, directs, and develops employees to secure qualified employees.

Career management stages (Bedrnová, Jarošová, Nový et al., 2012):

1. Self-knowledge and self-evaluation as an awareness of personality characteristics necessary for professional promotion (performance characteristics, interests, preferences and value orientation),
2. Identification of career opportunities, obtaining information on the entitlements for a given job position, on the offer of jobs via the Internet, a career counselor or recruitment agencies,
3. Deciding and setting career goals, which can be of a short-term, medium-term or long-term status,

4. Planning individual steps and activities to get a job, creating a resume, cover letter,
5. Implementation of planned steps,
6. Continuous reflection of activities and evaluation of the process.

5. CAREER COUNSELING

According to Bedrnová, Jarošová and Nový (et al., 2012), career counseling deals with the employment of a person. It provides information on educational opportunities that should lead to the concept of lifelong learning, employment opportunities, focuses on personality development, professional orientation and career choice, addresses unemployment or the imbalance between labor supply and demand. The European Commission defines career guidance as „services and activities aimed at helping individuals of any age and at any stage of their lives to choose their school and vocational education and employment and to manage their careers“ (in Bedrnová, Jarošová, Nový et al., 2012, p. 220). Matulčíková (2013) sees counseling in two levels of services. The first is the provision of information and counseling services, the provision of advice and information concerning employment opportunities, requirements for employment, further training or retraining. The second type is professional counseling services for clients who have problems in employment or in work or social adaptation, or the counselor helps them find a balance between work requirements and personal assumptions, which is in line with the idea of Pavlova (2020), who says that the employee has the opportunity to use his potential. According to Dobrotová (2014) careers guidance should be given to: the unemployed, jobseekers, women on maternity leave, disadvantaged jobseekers, the medically or otherwise handicapped, school leavers, those with lower qualifications pupils and students, which means that is performed „in different environments, conditions, is interdisciplinary, multidimensional and responds in principle to the needs and solutions of problems of clients of different target groups“ (Pavlov, 2020, p. 42).

6. ANDRAGOGICAL CAREER COUNSELING IN TEACHING

Andragogical career counseling dedicated to the teaching profession works with school management in creating an environment enabling the development of a professional career at the level of the whole and individuals as well as independently with teachers. Counseling implements 'the setting of subjectively perceived own abilities, professional self-concept, self-image (beliefs, values, motives, etc.) aimed at overcoming obstacles, self-confidence, stabilization and new perspectives of self-development of teachers and school management, who have acquired the necessary competencies for counseling activities' (Pavlov, Krystoň, 2017, p. 33). Andragogy career counseling also represents interventions and measures aimed at professional development.

Among the specific tasks of andragogical career counseling for teachers we include:

- support the development of self-efficacy,
- motivate to develop docility,
- assist in the formation of professional identity
- encourage responsibility for career development, self-development and education (Pavlov, 2017).

Such counseling may have specific obstacles associated with: the performance of the profession (frequency of formal education, but without a deeper examination of teachers' interests and needs, insufficient support for professional development, post-school education), work in a school organization (school management does not provide sufficient the necessary level of support in professional

development and career or cooperation) and personality (disinterest and reluctance to learn, ignorance of one's own needs in further education, insufficient motivation, family environment, responsibilities, finances) (Pavlov et al., 2018).

7. CONCLUSION

The teaching profession is often considered to be insufficiently attractive and valued by society, as well as inadequately financially rewarded. Nevertheless, this profession is performed by many teachers with a passion and love for teaching and students, it is not an ordinary job for them, but a mission. Therefore, it should be in the interest not only of andragogy, but also of other scientific disciplines, using interdisciplinary approaches, to look for ways to provide them with the most suitable conditions and opportunities for the profession in which they educate and train future generations.

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