

Qualifications standard for the profession

LECTURER AT COURSES (EDUCATOR, TRAINER) [235910] ¹

Structure:

1. Legal basis for performance of the profession	2
2. Synthetic description of profession	3
3. Positions	4
4. Professional tasks	4
5. Constituents of professional qualifications	5
6. Correlation between occupational tasks and constituents of professional qualifications	5
7. Extra-professional qualifications	6
8. Specification of qualifications: general professional, occupational and specialist for the profession	8

AUTHORS

Elżbieta Goźlińska, M.Sc. Eng. - Central Examination Board in Warsaw
Ewa Kędracka-Feldman - National In-Service Teacher Training Center (NTTC)
Methodology consultant
Dorota Koprowska, M.Sc. Eng. - Institute for Terotechnology in Radom

REVIEWERS:

Barbara Baraniak, Ph.D. Eng. - Institute for Educational Research in Warsaw
Elżbieta Sałata, Ph.D. Eng. - Radom Technical University – Teaching Faculty

EXTERNAL EVALUATORS

- Halina Sitko - Central Examination Board in Warsaw
- Elżbieta Magdzicka - Teachers' College in Radom
- Elżbieta Tołwińska-Królikowska - National In-Service Teacher Training Center

¹ Stefan M. Kwiatkowski, Ireneusz Woźniak: *National Standards for Professional Qualification. The European Context*. Phare 2000 Project no. PL0003.11, "National Vocational Education System". Ministry of Economy and Labor, Warsaw 2004.



1. Legal basis for performance of the profession²

- The law dated 12 September 2002, on amendments to the Teachers' Charter and to some other laws, including the law on remuneration in the state budget-financed sphere (Journal of Laws of 2002, no.152, item 1267).
- The act dated 7 September 1991 on the education system (uniform text)m, with subsequent amendments.
- The act dated 26 January 1982, the Teachers' Charter (unified text – 4 April 2000), with subsequent amendments.
- Regulation of the Ministry of National Education and Sports dated 6 May 2003, on the requirements to be complied with by person holding the post of director or other managerial position in the various types of schools and educational institutions (Journal of Laws of 2003, no.89, item 826).
- Regulation of the Ministry of National Education and Sports dated 23 April 2003 on the conditions and manner for establishment, transformation, liquidation, organization and manner for operation of teachers' training centers, including the scope of their obligatory activities and the tasks of methodology consultants; as well as the conditions and manner for entrusting teachers with the tasks of methodology consultants (Journal of Laws of 2003, no.84, item 779).
- Regulation of the Ministry of National Education and Sports dated 27 February 2003 on the requirements that should be complied with by experts sitting on examination and qualification boards for teachers who attempt to obtain professional promotion, on the conditions for placing on the experts' list and deletion from it (Journal of Laws of 2003, no.44, item 375).
- Regulation of the Ministry of National Education and Sports dated 7 January 2003 on the adaptation internship and test of skills conducted as part of procedure to recognize the qualifications to perform the teacher's profession, acquired in member countries of the European Union (Journal of Laws of 2003, no.5, item 47).
- Regulation of the Ministry of National Education and Sports dated 19 November 2002, on the detailed scope of duties of teachers and educators working in non-public kindergartens and non-public educational institutions managed by church legal persons (Journal of Laws of 2002, no.204, item 1722).
- Regulation of the Ministry of National Education and Sports dated 10 September 2002 on the detailed qualifications required of teachers, and the specification of schools and instances in which it is possible to employ teachers without tertiary education or who did not graduate from a teachers' training institution (Journal of Laws of 2002, no.155, item 1288, as amended).
- Regulation of the Minister of National Education dated 2 November 2000 on the criteria and manner for evaluating teacher's work, the manner for appeal and the composition and manner for appointing the evaluation team (Journal of Laws of 2000, no. 98, item 1066).
- Regulation of the Minister of National Education dated 3 August 2000 on acquiring degrees of professional promotion by teachers (Journal of Laws of 2000, no. 70, item 825).
- Regulation of the Ministry of National Education dated 19 October 1999, on the requirements that should be complied by the examiners of district examination boards, and the conditions for entering and deleting persons from the examiners' lists (Journal of Laws of 1999, no. 93, item 1071).
- Regulation of the Minister of National Education dated 13 August 1999 on detailed rules for pedagogical supervision, list of positions requiring pedagogical qualifications, qualifications necessary to perform pedagogical supervision, as well as qualifications of persons who can be commissioned to conduct research and develop expert opinions (Journal of Laws of 1999, no. 67, item 759).
- Regulation of the Minister of National Education dated 28 September 1993 on the types, organization and rules for operation of the public educational entities - Attachment 4, Journal of Laws no. 95, item 434.

² Legal status at 1 June 2003



2. Synthetic description of profession

A lecturer at courses (educator, trainer) can perform and supervise tasks tied to providing support to adults in continuous education. Due to the specific nature of the profession, and the area of operations, the course lecturer is a person with theoretical qualifications and practical experience, a specialist in the area that he/she teaches. Theoretical knowledge and practical experience of the lecturer, relevant for the subject matter of the course, should be properly documented.

The lecturer at courses (educator, trainer) can engage in teaching activity during training for various professional and age groups, in various types of institutions. The training can be of qualifications or professional development nature, or satisfying general human needs, aspirations and ambitions of participants (psychotherapy training, driver's license courses, courses on art history, etc.). The lecturer may run individual classes, or classes which are part of a bigger project. Also, the lecturer who possesses specialist expert knowledge in a given area, may: examine, provide advice and consultations, participate in the coordination of activities in the area of preparing, issuing opinions and making available to participants (learning adults) methodology materials and teaching aids which support both learning in group and self-study.

The work of course lecturer is of individual nature. Sometimes the lecturers can work in pairs or in teams.

Work of a course lecturer entails constant and direct contact with the participants. Ease of communication, verbal and written, is an indispensable feature. Other important traits include the ability to focus attention and split it at the same time, precision and logic of speech.

Work with a large group of people, often in various technical conditions, requires patience and the ability to quickly adapt to a new situation.

The nature of work requires also:

- significant emotional resilience;
- ability to harmoniously cooperate with others;
- large dose of self-reliance in the planning of tasks;
- consequence in the execution of planned tasks;
- the ability to plan and organize own work.

The course lecturer can set up and manage own training institution, and activities in the field of organizing continuous education.

In the profession of course lecturer (educator, trainer), there are groups of positions tied to:

- teaching in organized forms (delivering lectures, running seminars or training sessions);
- teaching activity supporting adult learning, in the form of consultations and guidance in the area tied to subject matter of taught areas;
- providing consultations and advice to other lecturers, in the area of taught subjects matter and methodology for the classes;
- planning and delivering courses;
- preparation, organization and management of a training or educational center/institution;
- planning, organization and delivery of training within an undertaking that is not a training center;
- participation in the work of experts' teams;
- participation in the work of examination boards.

Positions tied to management of centers (institutions), participation in the work of expert teams and examination boards usually require additional licenses.



3. Positions

Table 1. Assignment of positions to the levels of professional qualifications

Level of professional qualifications	Typical positions	COMMENTS
1	*)	
2	*)	
3	*)	
4	<ul style="list-style-type: none"> - lecturer. - trainer - teacher – consultant - methodology advisor - consultant - advisor 	
5	<ul style="list-style-type: none"> - Training specialist - training manager - director of a training center - expert 	

*) Not identified in the research.

4. Professional tasks

- T-1. Diagnosing training needs on various levels (local, enterprise, individual persons).
- T-2. Preparing scenario for training classes.
- T-3. Delivering a lecture presenting general and specialist knowledge.
- T-4. Preparing and delivering exercises which form and/or improve the skills of training participants.
- T-5. Diagnosing the progress of course participants, informing them of results.
- T-6. Managing the group process during the classes.
- T-7. Development of subject-focused and methodology materials, as well as teaching aids which support the teaching/learning process.
- T-8. Designing the training syllabus.
- T-9. Preparing a training offer.
- T-10. Preparing financial plans for training and courses.
- T-11. Organization and management of own teaching work.
- T-12. Preparing the premises and exercise stations to conduct the classes.
- T-13. Participation in the organization of seminars, specialist and methodology conferences.
- T-14. Managing the course.
- T-15. Engaging in subject-based and methodology cooperation with other lecturers.
- T-16. Engaging in cooperation with authors of textbooks and teaching aids.
- T-17. Managing an organizational unit offering training services.
- T-18. Evaluating own work.
- T-19. Evaluating the work of other lecturers (inspections, observations, supervision).
- T-20. Evaluation of training, including analysis of their effectiveness – the degree of meeting assumed goals.
- T-21. Conducting research in the area of usefulness of teaching programs, textbooks and teaching aids.



5. Constituents of professional qualifications

- Q-1. Preparation and delivery of classes (lecture, seminar, workshop, training, exercise, demonstration) during a course.
- Q-2. Evaluation and examination of participants.
- Q-3. Course design.
- Q-4. Evaluation of training services.
- Q-5. Managing the course.
- Q-6. Managing an organizational unit (team, laboratory, teaching institution) offering training services.

6. Correlation between occupational tasks and constituents of professional qualifications

Table 2. Correlation between occupational tasks and constituents of professional qualifications

Professional tasks	Constituents of professional qualifications					
	Q-1	Q-2	Q-3	Q-4	Q-5	Q-6
T-1	X		X	X	X	X
T-2	X		X			
T-3	X					
T-4	X					
T-5	X	X			X	X
T-6	X					
T-7	X	X	X			
T-8		X	X		X	X
T-9			X		X	X
T-10			X		X	X
T-11	X				X	X
T-12	X	X			X	X
T-13			X	X	X	X
T-14					X	X
T-15	X	X	X	X	X	
T-16			X	X	X	
T-17						X
T-18	X	X	X	X	X	X
T-19				X	X	X
T-20		X		X	X	X
T-21			X	X	X	X

7. Extra-professional qualifications

Table 3. Assignment of extra-professional qualifications to professional qualifications levels

Level of professional qualifications	Extra-professional qualifications
SKILLS	
1	*)
2	*)
3	*)
4	<ul style="list-style-type: none"> - Effectively communicates. - Searches for information and processes it. - Uses information technologies (includes using the Internet information resources, using electronic mail, word processor, spreadsheet and database). - Organizes the job and workstation, taking into account the rules of ergonomics and current regulations on occupational safety and hygiene and environment protection. - Adheres to the rules of social coexistence. - Acts in ethical manner. - Understands and respects the basic rights of the employer and employee. - Solves problems and makes decisions within own scope of competencies. - Performs basic calculations. - Creates work documentation and updates it systematically. - Plans and implements own professional development path. - Performs self-assessment. - Copes with stress. - Adapts to changes. - Provides pre-medical aid. - Initiates the introduction of technical and organizational solutions which improve work conditions and quality.
5	<ul style="list-style-type: none"> - Differentiates between tasks performed by individual organizational units. - Effectively manages people. - Economically manages the budget.
KNOWLEDGE	
1	*)
2	*)
3	*)
4	<ul style="list-style-type: none"> - Communication techniques. - Techniques for searching for and processing information. - Rules of ergonomics, regulations on occupational safety and hygiene, fire protection and prevention, environment protection. - Rules of social coexistence. - Selected issues of the labour law. - Rules for drawing up letters, completing documentation, managing calculations. - Problem-solving methods. - Rules and methods for providing pre-medical aid.
5	<ul style="list-style-type: none"> - Rules for organization of work stations. - Rules for effective team management.
PSYCHOPHYSICAL FEATURES	
1	-
2	-
3	-
4	<ul style="list-style-type: none"> - Good communication skills. - Ability to learn continuously and update knowledge. - Logical thinking ability. - Concentration and ability to split attention.



Leonardo da Vinci

	<ul style="list-style-type: none">- Pre-disposed to work in a team.- Imagination and creative thinking (creativity).- Flexibility in actions.- Open to new experiences and people.- Self-reliance.- Responsibility.- Emotional resistance.- Ability to work under stress.- Ability to make quick and apt decisions.- Persuasive ability.- Tolerance, respect for others, patience, kindness.- Ability to accept oneself and identify with own actions.- Sense of humor.
5	<ul style="list-style-type: none">- Ability to manage and motivate people.- Risk-taking ability.

*) *Not identified in the research.*



8. Specification of qualifications: general professional, occupational and specialist for the profession

NOTE: Qualifications on the higher level contain qualifications from lower levels

LEVEL 1

- *Not identified.*

LEVEL 2

- *Not identified.*

LEVEL 3

- *Not identified.*

LEVEL 4

General professional qualifications

Skills

- Applies the rules of appropriate presentation, prepares and delivers presentation on the possessed general and specialist knowledge.
- Uses appropriate professional and teaching terminology.
- Uses audio-visual equipment which supports the delivery of lecture.
- Properly uses the teaching aids necessary to conduct exercises.
- Uses the computer in a scope allowing to prepare text and graphical materials, as well as presentations with the use of specialist software.
- Plans own actions.
- Uses various information sources.
- Organizes and classifies information from the perspective of their usefulness to achieve the assumed goal.
- Clearly formulates and communicates own expectations.
- Effectively conducts negotiations.
- Reacts to changes in a constructive manner.
- Performs evaluation of own work.
- Uses conclusions drawn from the evaluation to improve work and plan own development.

Knowledge

- The rules for preparing and delivering proper presentations.
- General OSH and fire protection and prevention rules, as well as tied to the area of classes.
- Rules for editing texts (textbooks, teaching materials).
- Taxonomy of didactic goals.
- The rules for evaluating and examining participants.
- Features of optimum didactic measures.
- Knowledge of own styles - social, learning, managing others, on preferred roles within a team.
- Voice techniques and their significance.
- Relaxation techniques.
- Rules of ergonomics.
- Rules for human communication.
- Methods for coping with conflicts.



Leonardo da Vinci

Psychophysical features

- Imagination and creative thinking ability.
- Emotional resistance.
- Self-control ability.
- Self-reliance.
- Ability to establish contacts with others.
- Able to demonstrate empathy.
- Ability to make quick and apt decisions.
- Ability to cooperate.
- Leadership abilities.

Occupational qualifications

Skills

- Formulates training goals on the basis of possessed knowledge (Q-1, Q-3).
- Develops scenarios of classes (Q-1).
- Evaluates the usefulness of training contents for its participants, performs a selection according to the expectations and perception abilities of the recipients (Q-1, Q-4).
- Selects the methods for delivering classes according to the goal and level of participants (Q-1, Q-3).
- Chooses appropriate forms for delivering the classes, taking into account organizational, institutional and financial constraints (Q-1, Q-3).
- Chooses teaching methods adequate for the goal and the participant's perception abilities (Q-1, Q-3).
- Plans the tasks effectively over the time provided for their delivery (Q-1).
- Learns about the participants' interests (Q-1).
- Prepares an optimum station to organize exercises (Q-1).
- Delivers the exercises, using alternative methods adapted to the purpose, abilities of participants and equipment, adhering to OSH and fire prevention rules. (Q-1).
- Determines optimum spatial conditions to deliver the classes (Q-3).
- Provides the participants with feedback on their learning results (Q-1, Q-2, Q-4).
- Effectively manages the group process during each phase of the group's development (Q-1).
- Solves conflict situations without harm to the group and the teaching process (Q-1).
- Develops contents-related and methodology materials according to the methodology for developing materials which support teaching and self-study (Q-1, Q-3).
- Flexibly reacts to changes in demand for specific forms of training (Q-1).
- Collects feedback from participants on the effectiveness of courses (achievement of assumed goals) (Q-4).

Knowledge

- Current general and specialist knowledge which is the subject of the training (Q-1).
- General psychological knowledge (Q-1).
- Teaching (didactic) rules (Q-1).
- Rules for didactic design (Q-1).
- Methods of theoretical and practical teaching (Q-1).
- Andragogy (rules for adult learning) (Q-1).
- Modern technical teaching means (Q-1).
- Psychological aspects of didactic assessment (Q-1, Q-2, Q-4).
- Critical analysis of information (Q-1).
- Phases of the group development dynamics (Q-1).
- Methods for coping with difficult participants of training (Q-1).
- Negotiation techniques (Q-1).
- The rules for development of subject-focused and methodology materials, as well as didactic aids (Q-1).



Leonardo da Vinci

- The place of evaluation in management of own development (Q-1).
- Rules for providing feedback (Q-1, Q-2, Q-4).

Psychophysical features

- *Not identified.*

Specialist qualifications

Skills

- Designs the training according to diagnosed needs (Q-3).
- Defines personnel and material requirements, necessary to achieve the goals of planned training (Q-3).
- Creates the training schedule according to didactics rules (Q-3).
- Designs and applies teaching aids, according to didactics rules (Q-1).
- Organizes optimum premises to deliver classes in the form of exercises (Q-1).
- Prepares station for exercise, providing optimum learning conditions for training participants (Q-1).
- Plans and designs research diagnosing training needs (Q-1, Q-4).
- Performs measurements of knowledge and skills covered by training subject (Q-2, Q-4).
- Writes a report on the conducted research (Q-1, Q-2, Q-4).
- Prepares sets of examination tests (Q-2).
- Chairs the examination team (Q-2).

Knowledge

- Basic rules for methodology of social research (educational) (Q-2).
- Methods and tools for collecting qualitative and quantitative data (Q-2, Q-4).
- Qualitative and quantitative analysis of data (Q-2, Q-4).
- Methods for developing and presenting results (Q-2, Q-4).
- Rules and methods for didactic measurements (Q-2, Q-4).
- Regulations which allow to admit didactic materials and aids for use (Q-1, Q-3, Q-5).

Psychophysical features

- *Not identified.*

LEVEL 5

General professional qualifications

Skills

- Justifies concepts, actions, projects.
- Formulates opinions and draws reviews.
- Manages a training (educational) project/ undertaking.
- Manages a team of people.
- Organizes work processes.
- Motivates others to work.
- Selects appropriate management style.

Knowledge

- Rules for good organization of projects.
- Rules from transporting knowledge – from diagnosis to forecast.



Leonardo da Vinci

Psychophysical features

- Creativity.
- Self-criticism.

Occupational qualifications

Skills

- Defines the financial and legal framework of the undertaking (Q-5).
- Prepares the training budget and constructs the financial plan (Q-5).
- Properly manages financial resources (Q-5).
- Reconciles and presents the financial results of the delivered training (Q-5).
- Participates in the organization of seminars, specialist and methodology conferences (Q-5).
- Prepares materials for seminars and conferences (Q-5).
- Develops plans and schedules for classes (Q-5).
- Organizes and coordinates the work of team delivering the training (Q-5).
- Maintains documentation of the course (Q-5).
- Performs recruitment (Q-5).
- Monitors the course of the training, introduces necessary corrections (Q-4, Q-5).
- Plans the work of co-workers and subordinate employees (Q-5).
- Plans the employment of other persons delivering the classes (Q-5).
- Analyses own achievements and determines their influence on the institution's economic results (Q-6).
- Controls the work results of subordinate employees (Q-6).

Knowledge

- Information on institutions and persons providing teaching services, necessary to deliver the training (Q-5).
- Legal basis regarding the organization and delivery of training (Q-5).
- Methods for preparing financial plans for various educational undertakings (Q-5).
- Types of costs and potential methods for their co-financing (Q-6).
- Information on conferences and seminars on the relevant knowledge (Q-6).
- Requirements on documentation used for the courses (Q-5).
- Basic legal regulations on the delivery of courses, their financing and issuance of certificates and diplomas (Q-5, Q-6).
- Elements of management (Q-6).
- Tools for personnel management (recruitment, motivation, development) (Q-5, Q-6).
- Management styles (Q-6).
- Dynamics of information delivery (Q-6).
- Methods and tools for work control (Q-4, Q-5).

Psychophysical features

- *Not identified.*

Specialist qualifications

Skills

- Plans and designs evaluation of lecturer at course (Q-5).
- Plans and designs the research on training effectiveness (Q-4, Q-5).
- Plans and designs research on the usefulness of teaching syllabus, textbook and/or didactic aids (Q-4, Q-5).
- Collects quantitative and qualitative data (Q-6).
- Classifies information from the standpoint of goals implementation (Q-5).



Leonardo da Vinci

- Analyzes the collected data, draws conclusions and formulates recommendations (Q-6).
- Manages the team of center's co-workers (Q-6).
- Draws up long-term plans for the development of training center (institution) (Q-6).
- Draws up financial plans of the training center (institution) (Q-6).

Knowledge

- Current knowledge on the training offer in the given area and on educational needs (Q-6).
- Rules for education marketing (Q-6).
- Innovative methods of action (Q-5).
- Theory of evaluation (Q-4).

Psychophysical features

- *Not identified.*

Reference:

- Kwiatkowski S. M., Symela K.: *Vocational qualifications standards. Theory. Methodology. Projects*, IBE, Warsaw, 2001.
- Kwiatkowski S. M., Woźniak I.: *Vocational qualifications standards and standards in education. Relationships-Models-Applications*, IBE Warsaw 2002.
- Kwiatkowski S. M., Woźniak I.: *National vocational qualifications standards. Design and application*. The PHARE 2000 project Part II – The National System of Vocational Training, Ministry of Economy and Labor, Warsaw, 2003.
- Kwiatkowski S. M., Woźniak I.: *National vocational qualification standards. The European context*. The PHARE 2000 project Part II – The National System of Vocational Training, Ministry of Foreign Affairs and Labour, Warsaw, 2004.
- The address of the database for vocational qualifications standards:
www.standardyjszkolenia.praca.gov.pl).
The database is managed and updated by the Market Department of the Ministry of Labour and Social Policy.