



The professionalization of the Educational Manager What role in the world of work

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Introduction

This research was born with the intent to undertake a reflection on the professionalization of the Educational Manager, that is a second level professional who coordinates groups of educators or trainers, who plans and manages personal services within the Social Economy.

The socio-cultural context, in which this project is placed, examines both the Social Economy, specifically the Social Cooperatives, and the Adult and Higher Education processes of these professionals, especially in relation to the fields of International research on area of the Quality of Education.

A first reconstruction of the literature on the figure of the Educational Manager, was obtained through the articulation of a *Systematic Review* and represents an important step to understand a not fully clarified field of research, especially in the educational-pedagogical field.



Regarding professionalization, the main studies examined at National and International level are *TECO-D* and *SALM* researches promoted by the collaboration between the Italian and European Universities and *The Tuning Project* promoted by the *European Higher Education Area* (2009). Their focus is on the detection of the knowledges and skills of both the education professional and the students of the Pedagogical area (Boffo, Federighi & Torlone, 2015).

The Educational Manager shapes his own professional dimension mostly within the work contexts in which he operates. In this regard, understanding the relationship between professional-learning-context becomes crucial and also how to translate action into an educational-reflective practice (Argyris & Schön, 1978; Kolb 1984; Mezirow, 2003; Knowles et. al., 2004).

The reflective professional is the one capable of transforming a «*Theory-in-action*», or a theory that develops from an educational action to a «*Reflection-in-action*», or a reflection in the course of action (Schön, 1993, p.6).

Method

Subject of the research

Intercept the Educational Manager in the places where he works, the personal services for adults, seniors and young people offered by the Social Cooperatives of the Tuscan territory.

Epistemological context and method

The epistemological context in which the research develops is of an *Ecological-naturalistic type*, within a methodological perspective in which observation and theoretical elaboration go hand in hand. The research is composed of *qualitative and quantitative methods*, thus defining a *mixed evidence-based methodology* (Federighi 2011; Mortari, 2012).

International aspect

Comparison with Adult Education Professionals in the European context.



Expected results and future perspectives

- ✓ Establish a strong connection between second level professionals, University paths and work contexts.
- ✓ Understand who the Educational Manager is and what is his professional identity.
- ✓ Build a defined and comparable framework of knowledges and skills at European level.
- ✓ Offer a contribution that is useful for identifying the Educational Manager's professionalization process. It includes the link between University paths, professional career, and work contexts, to reduce the mismatching between skills and professional role.

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Research question

Who is the Educational Manager?



Research question and aims

Aims of the research

- ✓ Read the professional from the pedagogical point of view (not only the managerial and economic dimension).
- ✓ Build a professional identity and understand the professionalization process of the professional.
- ✓ Understand and identify the professional family to which the professional belongs.
- ✓ Know the professional's wealth of knowledges and skills.
- ✓ Understand the profiles of Manager, Leader, Adult Educator and Coordinator in the European system (Egetenmeyer et al., 2017).

