



"HENRI COANDA"
AIR FORCE ACADEMY
ROMANIA



"GENERAL M.R. STEFANIK"
ARMED FORCES ACADEMY
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER
AFASES 2012
Brasov, 24-26 May 2012

EDUCATIONAL MANAGEMENT, A NEW PARADIGM IN SOCIAL DEVELOPMENT

Marius PIȚURLEA, Danuț CĂLDĂRARU, Dorin IANCU

Universitatea „Valahia Târgoviște”, Târgoviște, România,** Universitatea București, București,
România,*** Universitatea „Valahia Târgoviște”, Târgoviște, România

Abstract: *Community development, as equation where the educational matters organization with its own programs, projects, missions, objectives and content, allows realization macro and micro level decision, supports educational activities by extending cultural and educational infrastructure, stimulate the beneficial effects of policies in areas social, economic, financial. School like any other organization exists and works because it's an uncertain environment and constantly changing, it has to respond continuously to maintain balance and to develop. In these circumstances school and striping to reconfigure mission in developing social roles, it is by promoting national strategies performance. La we need a strategy developed national professional, directing, to, accelerate and streamline the construction economy knowledge in our country. Such a strategy is required to include the following components: mission, core objectives, strategic options, resources, deadlines and competitive advantages.*

Keywords: *Management education, community development, public policy, community character, resources*

1.INTRODUCTION

Form school mentality that only holders of,, libraries, intellectual undesirable falls. Not Form school mentality that only holders of,, libraries, intellectual undesirable falls. Not purely subjective reasons, but for argument descriptive knowledge of the universe. Search the creativity and pragmatic plan were not

those who acquire, store and then disseminate the information. I accept only those who process information from multiple sources familiar with adaptive timing requirements and are dynamic in the identification and interpretation of meanings. Mission and aims of the school revolves around an ongoing concern. Learners to develop their personality, autonomy and creativity. And because the

school can't circumvent other types of learning, social, spontaneous or by imitation, suggest that the idea of convergence of concerns for training, information and spiritual moderation others find themselves in community development models and those of policy. Although that form of expression, community development matters in educational management strategy, however, it can't cover entirely the attitude objects that subscribe to the functional size records, relational or optional. Community Development, agreed in collaboration with educational management, highlights the relationship of individuals to the state, suggests the idea of social participation, even through the missions, purposes, strategies of teaching-learning-assessment, time and resources, facility local community through membership in social integration community and is ubiquitous in social space by communicating and networking. Add that the concept of community development can create dynamic social space convenient for trade and social interaction. School, in the general context, general management education, is nothing but a learning organization. It adapts to new social roles, prints positive energy generating relationships with the local environment and open slot by tightening resource organization. Indissoluble connection with community development policy focuses on shaping forms of selection, arrangement and hierarchy of decisions, the rational use under training and education infrastructure and the continuity of economic and social development. Educational management strategy allows the school to prepare young people, so they put in the service of society and others. Knowledge attitudes deeply rooted in the social cohesion, communication and pro social behaviors are consequences of moral and social education. Transmitters designed intelligence roles, teachers are not only

suitable main courses. Is based on interpersonal, cognitive modeling knowledge and actions, creating compatibility with internal systems and union of disciplines. Educational management is sure to limit the effect of organizational closure. Endorsement knowledge, behaviors and personality patterns become bargaining chips for membership of the social environment, to affirm the individual as one who understands that their interests are dependent on social responsibilities. School organization, without intelligence management can't solve equation Strategy for a Community that society so desperately needs today [1].

2. Management objectives and projections in community development

Management practiced in Romania, compared to management prevailing in the European Union, in the opinion of more than two thirds of respondents-less. Almost an eighth of them is considered about the same, and a seventh European average even higher [2].

Assessments are significantly different from the teachers, researchers and consultants, compared with those of managers and specialists from economy. First believes, almost 80%, that management in Romania is lower than that practiced in the EU, compared to 53% as are managers and professionals who share the same opinion. Credibility gap than can be explained mainly by two factors [3]:

- Management practitioners have indicated especially in comparison with EU practitioners, if not profitable actinic short and medium term, it helps managers to have a strategic vision [4].
- A narrow base of knowledge of European management by practitioners in Romania,



"HENRI COANDA"
AIR FORCE ACADEMY
ROMANIA



"GENERAL M.R. STEFANIK"
ARMED FORCES ACADEMY
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER
AFASES 2012
Brasov, 24-26 May 2012

compared with teachers, researchers and management consultants who, by nature of current and 'sphere' communication and relational information are involved, perceive more information on international management. Quality and efficiency of management practices in Romania is significantly closer to management of the Central European countries, as shown in Figure 1

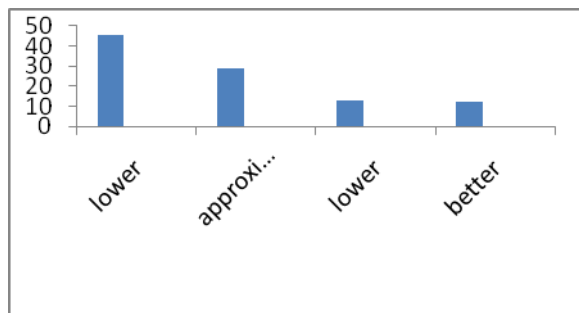


Figure no. 1 - Quality and efficiency of management practices in Romania is significantly closer to the management of Central Europe

Over two fifths of respondents (41.48%) believe that management in Romania is the same or even superior management practices in the economy of Central. The concept of community development is not limited to the narrow sense, the dictionary, but it brings the world of the citizen concerns, the product of school education and one that can monitor and facilitate community services. Community Development was created as a result of participatory observations, which were ranked in the grid by David Osborne and Ted Gaebler (1995), during the conduct of

social processes. Communication deficit occurred in local government levels in relationship to mass audiences, with their objects of attitudes, knowledge generated conflicts in plans, their attitudes and skills. Citizen, the beneficiary community, but also as a generator multiplied decisions in relation to the objectives, planned middle forces and contexts, the role of logical relationship with the state, a participant in the social missions and the integrator in the life of the community. Hence, we conclude immediately that individual interests can only be about giving up social responsibilities. Idea long paradigm commonly used, so that the individual is manipulated in community development equation, is found in another register of emergencies. We will put emphasis on community development will move the dial dominated by novelty, effectiveness of decision and major changes in the economic and social development. Although effects community development had prominence and focus on targets in the West, however, theoretical and methodological concerns in Romania is in its infancy. Even if some controversy comes from inventing meanings behind the appraisal outlined emergency community development, we still do not fail to support the objectives are formulated based on insufficiently clear. Community development suggests, appreciated, and organizes communication reveals the social, and desirable behaviors seen in all enliven interest organization networking and negotiation. For school organization, community development, community involvement is

endorsed, networking and negotiation with local community modules, those that will create opportunities to show through voluntary action or by the social protection. Recent research has focused on assessing communication community setting school teachers say that the concern for integration in the internal life of the social environment of the local community in a latent state. Reasons related to subjective reasons, and those objectives. Simply look at the boards that the present representatives of the local community isn't related to modeling communication in the local environment (community). Leaving public school space be reconsidered and adapted to the requirements imposed by Community environment, legal rules, and communicative-discursive concepts that must be every manager, teacher, staff, students, parents or people with public status. Realities of management education in the field of community development In terms of the meanings made public, school organization has notified the payment legislation develop school partnerships and school levels, school, university, school-community. By 2011, the county school inspectorates levels, active image specialists whose skills aimed at monitoring, modeling and creating institutional news, which emphasized communication with the local environment. The new structural dimensions ignored concerns for public consideration regaining Romanian school. And then, for communication with the community remained the task of director, dean or rector, have no relevance to an assessment or decision designed foreshadowing. Community structures facilitate communication with local school helps identify opportunities to place force educated labor market, increasing confidence that members of society understand the role, mission and purposes of schools, resize networking strategy to members of

institutions municipalities, prefectures, county councils, NGOs in reshaping curriculum and adapt to social dynamics, local, regional or national. So far, plans and programs shall be kept school levels, is valued by the inspectorate or ministry and entered into their database. The concept of community development model shape suggests reviewing the decision creates strengths for teaching and training infrastructure, economic and social development resizing mechanism. Secondary education has difficulty in covering objectives means that stimulate community development. That material and financial resources from the public budget, leading to a dependence of the leadership of parishes that converge on the central budget, which it manages the Ministry of Education. For higher education, were at hand, the structural changes and financial policies conjugation forces for renewal. Therefore, it was easy to establish the structures competent ministry of communication and creating public image, commissions for certifying diplomas, degrees and academic certificates, etc. for social scholarships. For now, we can conclude the assertion, that the Romanian higher education is indeed a strategic resource [5].

Community Development, with the four dimensions of her individual relationship with the state, social participation, membership in the local community associational life may develop educational management strategy, in the manner:

- Individual relationship with the company
 - Professional Studies;
 - Courses and training strategies
 - The exercise of social rights;
 - Communication with representatives of public institutions.
- Social participation
 - Plan, organize and carry out social projects
 - Initiation and development of educational marketing strategies
 - The teaching of the curricular area
- Membership in the local community



"HENRI COANDA"
AIR FORCE ACADEMY
ROMANIA



"GENERAL M.R. STEFANIK"
ARMED FORCES ACADEMY
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER

AFASES 2012

Brasov, 24-26 May 2012

- Design objectives relationships
- Knowledge of formal structure of local community
- Learn, practice and communication standards are validated in the local
- Preparing data to supplement curriculum with information from local, regional or state.

The model adopted current course work increases in relation to increasing the number of students or the amount of knowledge. The new model, the goal is not to transfer knowledge but to build environments and experiences to push learners to discover and solve problems. So, are always looking for more effective learning technologies that are developed, tested, implemented and evaluated by comparison, because focus is more on improving the quality of learning, individual and aggregate, and less on the teaching. Also, the current model promotes rather than facilitating access to higher education success. In this way, changing focus from teaching to learning has a productivity advantage, because it will increase production efficiency of learning outcomes. While instructional design model is that we can increase learning outcomes without increasing investment in resources in this learning-centered model (efficiency) is just the main focus [6].

Feedback on learning outcomes is an important element in the new model, both the teachers and the institutional level. Learning outcomes include everything students performed as a product of the learning experience. From this perspective, any measurement of students' products, obtained

after a learning experience, is a measure of learning outcomes, which are more useful to be taken into account than any other resource type entry.

The paradigm of learning environments and learning activities are student centered and controlled by it. They can exist even without teachers. Since teachers defined learning experiences and environments for students, usually in groups of students or other staff - they do not have to attend or participate in any structured learning activity. Learning Theory in the new model considers that all "students acquire knowledge in an authentic way when they are involved directly in the middle of holistic, comprehensive and meaningful, organized by long-term goals." Learning paradigm promoted by Gardner over to the "education for understanding" which is "a sufficient grasp of the concepts, principles and skills that allow individuals to pass on issues and situations we can decide to what extent the powers held at that time are sufficient and how this can advertising new skills or knowledge." This requires mastery of functional intellectual framework, based on knowledge rather than short-term retention of contextual clues and split" [7].

If the training paradigm, teachers classify and sort students, in the worst cases, those who „cloth” and „who can't understand”, because the intelligence and skills are something rare, the paradigm of learning, teachers and all others in the institution are certainly committed to the success of each student. Concept of the potential of each student, learning paradigm adopted is consistent with

an optimism teaching that each individual is likely to succeed. The learning paradigm teachers find ways to develop those vast talents of each student and to pave the way to success. This way does not mean a struggle for individual win-loss, but challenging learning environments based on win-win mentality, cooperative, collaborative and supportive. These environments are built on the principle that the achievements and success are a result of teamwork and group efforts, even when apparently worked alone.

The paradigm of instructional resources are lost not only institutional, but also time and energy students. This loss comes from time spent at various entry queues at bookshops, by blocking them in the hours that must be spent in classrooms or other courses or redundant requirements. In this way we can't learn effectively and efficiently. The authors consider that income may be the most powerful feedback tool for schools and that is also most powerful item that can cause the transition to the new paradigm. Thus, funding will be made based on learning outcomes and institutional results correlated and not hours of training provided [8].

3.CONCLUSIONS & ACKNOWLEDGMENT

Management education in community development equation is based on arguments and intelligent organization, the examples, reasons and authentic evidence, which smoothes out tactics and strategies: modeling decision-instructional teaching infrastructure reconstruction, economic development resize social mechanism. Opening the school to the local community should not be an option, but an argument for fidelity educational activity extended to: labor reconversion, providing vital human resources

required for local areas, fostering volunteerism initiatives for implementing projects, humanitarian aid and charity, restoring, maintaining and strengthening the school image.

The education system in Romania is now felt the urgent need to develop a programmatic document, proposed by the Ministry to establish a period of 10 years, a number of priorities and directions of action taken by school people, the public sector and civil society, central government and local authorities, by all participants in education and, not least of all political forces. The application of these priorities and courses of action would provide minimal guarantees for education to respond adequately to the challenges and pressures of context problematic, complex and unpredictable. However, we rely on the premise that the proposed changes would contribute to the achievement of quality education and thereby to the economy and culture and personal development of children, youth and adults.

REFERENCES

- 1.A. Kuhn, Thomas S., [1962] (2008), The structure of scientific revolutions, Bucharest, Humanitas Publishing House.
- 2.Muster, D, 1985, Research methodology in education and injured, letter, Bucharest
- 3.Planhard, E, 1978, Research in Education, Teaching and Pedagogical Publishing House, Bucharest
- 4.McMillon, Jones, H, 1992, Educational Research, Harper and Collins, New York
- 5.Stănciulescu, Elizabeth (2002), about the transition and the university, Iasi, Polirom.
6. Ragojinaru, Adela, 2003, public relations fundamentals, Triton, Bucharest.
7. Vlăsceanu, Lazarus (2007), Sociology and



"HENRI COANDA"
AIR FORCE ACADEMY
ROMANIA



"GENERAL M.R. STEFANIK"
ARMED FORCES ACADEMY
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER
AFASES 2012
Brasov, 24-26 May 2012

modernity, reflexive modernity Transitions to
Iasi, Polirom
8.Clark, Burton R., (2008), On Higher

Education. Selected Writings, 1956-2006.
Baltimore: The Johns Hopkins University
Press.