

SUMMARY

School facilities performing the role of educational institutions should apply the principles of efficient administration. Since schools are operating in dynamically changing conditions determined by steady progress within the fields of technology and communication, they must respond to the increasing needs of society and ensure that they provide educational services at the highest level.

Professional development of teachers is an essential contributing part of the educational processes in the school. The main objective of the author of this dissertation was to examine the course of the management of secondary school professional development of teachers and to assess its conformity with the management standards reported in the literature. Another author's major concern was to examine the impact of the management of the professional development on teachers' general development regarding their professional skills and competence.

This dissertation is both theoretical and empirical and it consists of two theoretical chapters and four chapters devoted to the empirical part. The theoretical part mainly refers to the formal basis of professional development of teachers and the issue of the improvement of its management in the light of the available literature. This section also refers to developing teachers' professional skills and competence, types of professional development of teachers, its objectives, legal aspects and its condition (status) as well as its structure in Poland. Besides the concept and range of professional development of teachers was analyzed taking into consideration its functioning realized in the form of planning, organizing, leadership and control.

In the third chapter the methodology of personal research is presented. In particular, this part is devoted to discussing objectives, scope of the study, the choice of methods and research tools as well as selection of respondents. Since some secondary schools located in the region of Silesia were selected as the place of research the research also includes their general characteristics.

In the fourth and fifth chapters the results of personal research are presented. They refer to analysis of the teacher training process management carried out in the form of external teacher training, teacher training realized by those schools as well as lifelong learning initiated by teachers in various forms of self-education. Furthermore, the assessment of the

impact of the teacher training management on the improvement of professional development of teachers in terms of growth of their competence is presented. The conclusions drawn in this chapter have confirmed the hypothesis which assumed that the management process of professional development of secondary school teachers including planning, organizing, leadership and control differs significantly from the recommended standards of management and that managing professional development of teachers in a proper way increases their professional competence and significantly boosts their professional development.

The sixth chapter presents the management model using the orientation process in the professional development of teachers. This process modeling has been developed using BPMN notation. The process modeling resulted in the proper conduct of the whole process and helped to define the roles of the participants involved in it. The mutual interactions of all the participants involved in the process modeling were discussed. Besides the impact of all gathered conclusions enabling the optimization of the management of professional development of teachers was highlighted.

Keywords: professional development of teachers, professional skills and competence, professional development, management of professional development of teachers, process modeling, BPMN notation.

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