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The school principal as a manager and a pedagogical leader

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Abstract

The school principal plays a very important role in the proper management of the educational institution, i.e. he should actively participate in all aspects of school life, provide all the necessary information and offer support to both staff members and students.

The position of school principal unites two roles; the role of a manager and that of a pedagogical leader. This, in practice, signifies that the person working in the position of a school principal should possess management skills, elements of leadership and competence for pedagogical guidance. Pedagogical leadership is the key element for the school's success and should be aimed at:

- teachers' work, mainly teaching and learning by following the school's curriculum;

- providing a positive learning environment as an important prerequisite for learning;

- providing the necessary work equipment and conditions;

- providing professional development for teachers.

If the pedagogical leadership enables teachers, students and other interested parties to participate in the decision making and the implementation of such decisions in the process of teaching and learning, then all of the above mentioned requirements will be successfully fulfilled. Therefore, the school principal should focus on the quality of teachers' work since it greatly affects the quality of students' knowledge and their advancement, which in turn contributes to a successful realization of the principal's role as a manager and a pedagogical leader and a successful management of the school as well.

Key words: school, principal, manager, pedagogical leader.

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1. Introduction

Conteporary schools are complex organizational system. It is an enviornment characterized by specific organizational climate and organization of the school work. The process of creation a contemporary school the contribution is given by the head, teachers and pupils with their attitudes, way of thinking as well as their views, like in the school and outside of it.

[1] *The aim of our research in this work is to study the role of the head as a pedagogical menager who will gave its best in the achieving quality in the teaching-educational process as well as the role of a leader of this organization, more precisely the role of the manager that is crutial, complex, deciding for the overall success and realization of the aims and tasks.*

It is qute important to point out that in the schools, especially in those with non-developed organizational and leading structure, the both roles are united. [2] Leading in to misunderstanding and mixing the head and manager as notions.

2. MANAGING AND LEADING WITH THE EDUCATION

Managing and leading the education is stratecigal notion and it gaves an opportunity to the educational institutions and the leading people to become opened towards new ideas, initiatives, visons and enreaching the individual capacities.Due to that the manager-the head it is neccesery to posses all those values of a person for leading position and manageering qualitatively.

In the educational frames of the management bunch of tasks are realized: crithical and ethnical thinking development, defininf the aims and errands, making decisions, the ability to introduce the the institution, creating working climate, ability and skills for leading and etc. [3]

Having it into an accont, the meaning of this complex process from one hand, in another hand the tasks accomplishing with responsibility, it is needed to be done the election of the head who will lead, managing the educational process of the school. The principal of the school must have skills and abilitis to manage in the right way. To be skillfull and capable. Skillfull is the one who works effectively and not loosing time, and capable is the one who communicates with multiply people in the same time and showing skills in his work.

Due to it the need for choosing the principle is appearing to be done into the school, having the right for vote from the colective that knows the best and it is able to access the abilities, skills and the professional notion from the preson who is voted, in one hand, in another hand choosing the appropriate one based on the programme that must be verified internally and externally. Regarding from the choice from the principle is affecting the quality of leading and the development of the professional standars and criteria

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[1] https://core.ac.uk/display/35343327
[2] Петковски,К.(1998) Менаџмент во училиште, НИРО Преосветен работник,Скопје.стр.184
[3] Shala, S.(2016)Menaxhimi i shkollës në arsimin e mesëm të lartë në Kosovë, Prishtinë Instituti Pedagogjik i Kosovës.

School administration among the supervisory it is neccesary to obtain developmental role. The attendees are people from the local municipality who are responsible for the schools in the municipality. Although, the law is giving highly competencies to the principle, it is evident the presence of anomalies in practice afecting the teaching process, maintanance of the school, kinder garten, the relationship with the local municipality, the parents and the society.

Key criteria for evaluation of the principle shoud be:

- accessing the succes of the school by exterior notions

- the reputation of the school in the society;

-pupil's achievements: parent's opinion and munucipality's opinion. [4]

3. **The principle as a manager of the school**

Every organization, as well, school with its educational organization has its own structure, working domain, dictating the behaviour and acting of its leader, more precisely in which manner they respond towards the problems and opportunities.[5]

The principle as a leader, on its own is having impact of the research trough three ways and types of actions:

1. Trought the aims and the standards of the performances set up at the beginning. "The successful organizations have leaders who settle high standards and aims.

 2. The value system of an organization set up. "Values are reflecting the care for the clients, workers, investitors, societ."

3. The conceptions of the stuff and the working process. The conceptions are determine who and what kind of outputs and services are offered by the organization.

Those aims and standards, values and conceptions are giving an overview for the organization, how is it seen by people, otside, as well as inside the organization. This is denotiong the roles, ceremonies meet in the organization.

 The roles are the positions and places devided by the expectations towards every duty of the employee.

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[4]https://kirilbarbareev.com/2016/06/04/%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D1%83%D0%B2%D0%B0%D0%B0%D1%9A%D0%B5-%D0%B8-%D1%80%D0%B0%D0%BA%D0%BE%D0%B2%D0%BE%D0%B4%D0%B5%D1%9A%D0%B5-%D0%BD%D0%B0-%D0%B2%D0%BE%D1%81%D0%BF%D0%B8%D1%82%D0%BD%D0%BE-%D0%BE/

[5] Петковски К. и Алексова М. (2004) Водење на динамично училиште,БРО.Скопје стр.20).

Every educational organization is characterized with three dimensions or elements: activity, culture and structure. Copmared all the school have familiar aims and tasks who are accomplished with previous planning. [6] The governing body is the principle of the school who is responsible for the law and material-financial work of the school.[7] The separate edducational activities or the realization of the educational planning and programme are affected by the interpretation of those aims and tasks inside every institution. Those shared values are constitutiong the school culture, the culture of the people in the institution and the top aims from the overall organization. *The key point and function of the school as an educational organization is its ruling and leading on the behalf of the principle like a key power source which is the most important for the society develeopment.*

Acording to Edvard and Moris in correlation to this, a succesfull leading of the an educational orgranization is implementing the teaching and maintaning a balance berween those both structural and cultural elements.[8]

Having this into account, qute enormous amount of trying for complex approaches in the structure of the schools as a system are promesing. According this the schools are characerised by three components:

- ☐ School's external structure;

- ☐ The principle's behaviour;

- ☐ School's internal structure.

 The external structure is compund by: institutional frame of the school, believs, values and expectations from the society, believes, values and expectations of the principle

The internal structure is compund by three elements: organization and realization of the teaching process, school clime and school culture.

Neverthelles, the director (manager)[9] in a primari or secondary education is chosen a person who among the basic conditions set by the law, is fulfilling the conditions for a teacher, pedagogy or psyhologist, has university level of education, at least five yers of experience in to the education, verification from the Ministry of Education for passing the exam for principle. The mandate of the principle is with duration of four years. Choosing and dissmises the mayor of the town. The mayor, three months befor the time past of the mandate is giving decision the school board to publish public ad for principle election. After the ad Is pop up, the school board is evidenting the documents from the candidates and getting a decision for one of them as a suggestion to the mayor- due to 15 days the principal is elected.

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[6] Бен Брдздејл.(1994) Трансформација на училиштето, Семинар-СОРОС, Охрид. Превземено од К.Петковски (2004)

[7] (Гоцевски,Т.(2007) Образовен менаџмент,Киро Дандаро Битола. Стр.273.

[8] (Prochaska-Cue C.(2002) Managing Yourself,USA Mercury Books. Превземено од К.Петковски (2004) стр22.)

[9] *Закон за основно образование,Сл,Весник на РМ, бр.63/04*

The principal has enourmous warrants towards the duties and leading the school:

Suggesting the yearly programme and realizing it trought.

- ⊃ Having duties in the school board;
- ⊃ Making election for teachers, professional associates, educators and administrative-technical stuff.;
- ⊃ Deciding for termination of employment of teachers, professional associates, educators and administrative-technical staff according to the law and the collective contract;
- ⊃ Administering activity report for the success and achieved results in eucational occupation to BRO,
- ⊃ Administering report for the material work during the school year adressing the school boars and MON;
- ⊃ Administering report for realising the school program addressing the mayor, the founder, and MON;
- ⊃ Compleating other works according to the law with the schools' statute and acts.

    In the schools are constructed other proffesional organs: teachers' council, department council анд managers.

    Leading with a school will be successful if the head: Is familiar with the schools' mission, is ascheiving agreement and affiliation towards the mission and is offering ideas and aims for work.[10]

- ☞ Is coordinating the school work with deviding roles and delegating authorization, power and influence;
- ☞ Activly and visionary present into the planning and implementing the changes;
- ☞ Is well eduacated and skillfull communicator who informs the stuff for crutial steps and events;
- ☞ Have ability to separate its private life with an aim to offend the secure, to initiate problems and discover solutions;
- ☞ Is dedicated completely to the school, its memebers and reputation;
- ☞ Objectivlly assesing the pros and cons of the school due to building a school which will be modern with no harms;
- ☞ Is boosting the quality of the teaching at the school day by day;

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[10] *Joan, D. (1995) Managing the Primary School , New York ,by Rutledge. P.5*

☞ Have high expectations from the stuff and the students;

☞ Is openly conffesing the need for support and courage needed by every individual daily as they become eligiable to gave its maximu;

This position the head of a school like in the primary as well as in secondary schools among the privilegies is covers a spectrum of duties, tasks and responsabilities. In that context, Fulan and Hergenivs [11] precisely are giving directions for the principles of the schools, what they should do to be able to respond towards the tasks and duties. According to them: to be familiar with the schools' culture: to appriciate the teachers and to promote theirs success, should tell the memers how it will validate, should promote coworking not closeness: to create not to requres: shoud make up the relationship with the enviornament.

4. The principle of the school as a pedagogical manager

The pedagogical leading for learning is a key factor for schools' success. It is effective if it is adopted in the enviornment, is adjusting the present and the future needs for wuality working of the employee and affording them proffesional development.

Leading towards better work and achievements of the school is multi-dimensional and it is including more concepts:

- preparing and gaving conditions for succeed in realization of the programme.

- backing, analyzing and assesing of the educational work

- offering solutions for overcoming the problems with the teaching process.

- evaluating the needs for the professional development of the employee and the school as an organizational system

- organizing activitis for growth of the stuff using the resources of the school in and outside of it

Implementing different principles of motivation onto the employee

If the school is dedicated for succeeding high quality, then the principle with its work must be focused on qualitative work from the staff in the classroom, due to their work is sinergically connected with the quality of the knowledge and the progress of the students.[12]

Quite significant for the school is to be produced slogans that should be placed on viewable places at the school. Trough this, constant reminder of the stuff and the students will alarming their role into implementing the mission of the school in general.

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[11] *Fullan, M. hargreaves(1995) What's worth fighting for in your school? Open University Press Bachingam,p 112.*
[12] *USAID (2008)Прирачник за раководење со училишта.*

5. Conclusion

The principle of the school as a leader of an educational organization must be a role model for the working stuff with his way and principles of acting in the organization. In future, every organization shod be committed towards succefull harmonization of the profitability with ethics due to its basic conditions for enviornamently responsible operation and it is a synonym for success in the modern way of working, indicating that the school as an institution must be strive towards realizing those aims which are secure way towards successful school like a root for progressive society.

For the general success of the school, the principal must to implement this kind of strategy of work ethics, which will enables to be developed a system of collaboration between the educational faculties on regional level with schools and educators and teachers giving capability to realizing the positives and cons, to have a discussion about the challenges, problems and to find a solutions with the teachers regarding to educational plans and programs. The implementation of this strategy for collaboration will enable and improve the possibility for the principles of the schools to develop their vocation, and in the same time to successfully doing the both functions as a pedagogical principle and manager.

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