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THE CONCEPT OF THE MODERN HEAD OF THE EDUCATIONAL INSTITUTION

The article considers the problem of practical educational institution management; the need for managerial competencies of the educational institution head along with basic pedagogical or other professional abilities is substantiated. The key aspects of educational competition as a driving force that forms the need for effective educational institutions management are studied; the facets of competition in education are built. The necessity of directing the head's efforts on the positive team microclimate formation, which will ensure the functioning of the educational institution that will satisfy the critical stakeholders of the institution, is substantiated. The essential features of an effective head of an educational institution are highlighted and the dependence of his or her success on key personality characteristics is modeled.

Key words: educational institution, educational institution effective management, educational institution head, leadership, time management.

Research problem. In order to achieve the proper level of economic competitiveness, the formation of a conscious civil society, ensuring the social and intellectual development of Ukrainians in a stable increase in the welfare of the population, there is a need for professional management of various spheres of life.

For years in Ukraine, state-owned enterprises, hospitals, schools, and cultural centers were managed by specialists of highly specialized activity of this institution. On the one hand, it is perfect that the person who manages, for example, a hospital is a good doctor with experience and understanding of the content of the health care facility. On the other hand, however, the ideal doctor is not always a good leader. In order to organize the work of the institution staff, it is necessary not only to understand the difficulties of its work but also to be able to build effective teamwork, organize the time, understand the psychology of personality. That is, the leader must be a manager.

Literature review. The subject of management of educational institutions has long been of interest among the scientists in pedagogy or psychology, as well as management. Various aspects of the topic have often been the subject of

research, such as M. Oksa [10], who has studied the influence of school management on the quality of education.

Modern management narratives in the field of education have been investigated, in particular, by N. Stetsenko [14] – formation of individual style educational institution management; B. Chyzhevskiy [1] – methodological principles of educational institutions democratic management; V. Novakovets [9] – strategic management of an educational institution.

Since management in the pedagogical field is very closely related to psychology, the psychological aspects of such activities were studied by T. Kuzmich [5] and E. Piatakov [13].

T. Dobko [3] has paid particular attention to the cooperation of the educational institution with donors, and O. Mykhasiuk [8] considered legislative changes in introducing the secondary education institution public-state management.

The management of educational institutions in the inclusion conditions was not overlooked either; this topic was chosen as the object of scientific research by T. Matsapura [6] and A. Panchenko [12].

Finally, I. Mosiakova [7] has posed the pedagogical problem of autonomy as a form of management of out-of-school education, and L. Kalinina [4] has built a factor model for secondary education management effectiveness evaluating. Along with this, the importance of the topic as a scientific field in general, and effective implementation of practical aspects of ensuring educational institutions' effective management in current conditions, require special attention.

Research aim. In the research process, we aim to identify the existence of educational institutions' effective management problems and develop ways to eliminate or minimize them.

Research results. The educational sphere of our state is characterized by considerable conservatism and has some essential features. The educational institution staff consists of mentoring, training and educating the younger generation as their vocation and daily task. This in some way leaves an imprint on the work of teachers. In order to be convincing in front of students, to gain the authority of an educated person who has answers to all questions, teachers must be perfect professionals and people. Accordingly, it can cause some difficulties with self-development and learning. Furthermore, if there is a need to manage such a team, the educational institution head must show great perseverance and restraint in speech, find the right words and arguments, develop the ability to encourage and authorize fair and balanced. That is to become a leader.

The post-Soviet practice of educational institution management was primarily focused on an authoritative (or even authoritarian) leadership style. However, this approach already raises doubts about its effectiveness in today's challenges.

In our opinion, such a leader, who would always correspond to a particular style of leadership, cannot be found. Moreover, to develop his or her style, an effective leader must consider his or her psychotype, character, capabilities, desires, and features of work [2, p. 338].

A common problem of the head of any state or municipal institution is the fear or unwillingness to delegate authority. The wish to solve all the issues on their own, the lack of trust in colleagues and the desire to influence everything can play a nasty joke with such a leader because they may simply not have the ability to build teamwork at all. Such a leader performs many organizational tasks, constantly gives everyone instructions and scolds misunderstanding tasks or incorrect performance. Thus, over time, such a person gets tired of the fact that he or she feels like doing everything alone. Simultaneously, the subordinates nearby lose all initiative and become thoughtless executors of very narrowly specialized and specific instructions. In addition, such a leader mostly does not understand what is wrong; why there are no expected results against the background of the enormous efforts.

The current practice of holding competitions to fill vacancies or select candidates for management involves considering and promoting the acquisition of management skills. However, a significant proportion of managers still

work according to the old rules because they cannot or do not want to change.

The competition in education, which has a multifaceted nature, has significantly deepened recently (Figure 1).

From the moment when parents started to send their children to the best school (even despite the distant location) and the time when higher education institutions began to compete for the entrant (more than entrants for the desired institution); when qualified teachers began to choose to move to another place to work, where are more advantages and opportunities, the educational sphere became a market.

Based on the above, the educational institution head must create a unique microclimate to achieve a sufficient level of satisfaction with the institution's functioning for all possible groups of stakeholders.

The stakeholders of the educational institution include, in particular:

- teachers;
- students;
- parents;
- employers;
- professional associations;
- regulatory agencies;
- international and domestic donors;
- public organizations;
- charitable foundations and philanthropists.

The teaching staff is the driving force behind the development of an educational institution because it is teachers who form young students' intellectual and competence capital. If the teacher is comfortable working at school, he or she feels the support of ideas and initiatives, gratitude for the efforts, recognition of success, and the motivation to work. A friendly team can function only when its members include:

- common and clear goal;
- vision of development prospects;
- understanding the differences and advantages of each other;
- tolerance and the ability to compromise;
- mutual trust and justice.

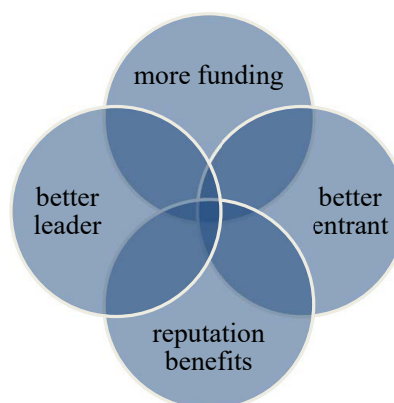


Figure 1. Faces of the competition in education

Source: built by the authors

The groups that are not based on constantly changing guidelines and control but on freedom of thought and action work better than authoritarian collectives, where effective ways to achieve results are public humiliation and focus on the negative (Figure 2).

The modern education development, the desire of Ukraine to integrate into a single European educational space, puts before the educational institution head the requirements that must meet European standards. The main goal of the leader in terms of building a competitive society is to focus on development. The latter, in turn, is possible provided that the manager has such traits as responsibility and professional literacy. A vital element of creating a comfortable, educational space in such an institution is the competent component, which determines the readiness of the head to solve any problems (educational, financial, economic). At the same time, active development of education requires a creative approach in developing a plan to improve the institution, forcing him or her to make much greater demands on the colleagues; and supporting their aspiration to improve and evaluate the results of joint work.

It is essential to understand that each educational institution head builds its management model based on the personal (intelligence, initiative, confidence, sociability) and business (competence, demanding, economic literacy, stress resistance) qualities. The success of the head also depends on the acquired theoretical knowledge and ability to apply it in practice; from the ability to respond adequately in stressful or critical situations and make rational (rather than emotional) decisions; from the ability to encourage the colleagues to diligent work and self-improvement; from leadership qualities that motivate others to follow. In general, the leadership actively influences the development and quality of the educational process, as well as encourages ambitious leaders to improve modern Ukrainian education. The paradox of the situation is that the pursuit of success, the desire to be perfect and avoid mistakes hinder the encouragement of himself or herself, and others encourage

one to avoid the unknown and cause too critical attitude to everything that happens around. In this case, there is a great danger that an unforeseen situation may become too risky, and the reluctance to make mistakes causes apathy, stress, and, as a consequence, inaction.

According to Article 25 of the Law of Ukraine “On Education” [11], the educational institution head within the powers granted to him or her must organize the activities of the educational institution; to solve questions of financial and economic activity of educational institution; to appoint and dismiss employees, determine their functional responsibilities; to ensure the organization of the educational process and to monitor the implementation of educational programs; to ensure the functioning of the internal quality assurance system of education; provide conditions for effective and open public control over the activities of the educational institution; to promote and create conditions for the activity of self-governing bodies of an educational institution; to promote a healthy lifestyle of students and educational institution employees; to ensure the creation of a safe educational environment in the educational institution, free from violence and bullying.

Regarding the style of leadership, it should be noted that the educational institution head in his or her management should rely on democratic principles, focus on productivity and competitiveness of the organization, and authoritarian leadership style based on authoritarianism and pressure is undesirable in this area.

In order to achieve the balance, the educational institution head needs to focus on the following vectors: risk orientation, understanding orientation, order orientation, attitude orientation.

An essential condition for success is the rational planning and use of time, and, therefore, the educational institution head as a leader must have the skills of effective time management. At the same time, the leader must have assertiveness and ambivalence, as well as the ability to give constructive feedback in the process of communication and interaction with colleagues.

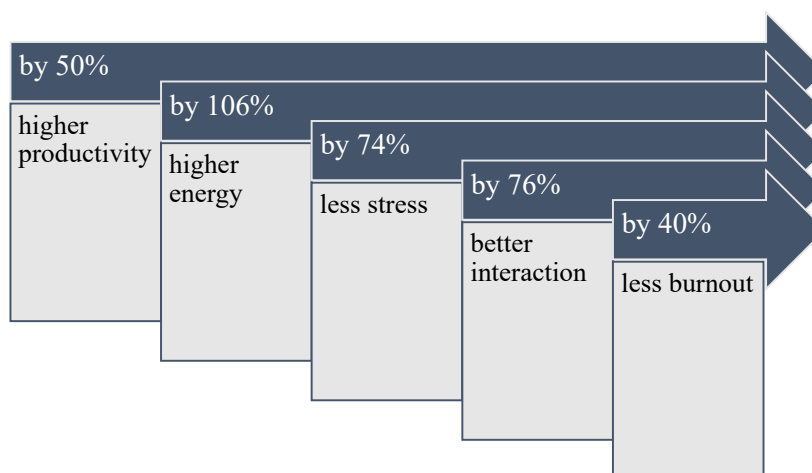


Figure 2. The benefits of a team-based on trust

Source: built by the authors based on [15, p. 24]

The educational institution, as an organization, has its mission, a strategy that is developed by the head. The head must involve in building and implementing the strategy all participants in the educational process. In addition to this, the functions of the educational institution head include the support and development of teachers, strategic management of finance and human resources, as well as the establishment of partnerships.

In the conditions of educational decentralization, the educational institution head acts as the implementer of reforms; accordingly, the sphere of his or her responsibility includes comfortable maintenance of new ideas realization in the pedagogical sphere. Altogether, decentralization in education implies that management in this area must be carried out at the local level, and, therefore, the head of the educational institution, as a manager, must meet European

standards. Consequently, the professional training of future educational institutions' managers is a weighty component of the formation of managerial competence. As practice shows, today, this issue remains open, as not all educational institutions are provided with professionally trained leaders.

Conclusions. Thus, in the 21st century, the managing head must be a leader, put reforms into practice, and unite the team to achieve a common goal: to ensure a quality educational process and train a fully developed personality. At the same time, in building a new Ukrainian school, the director acts as a kind of generator of innovative educational ideas, ensures their implementation, can integrate ideas, technologies, and management. Continuity of development of managerial competencies of the head and formation of his or her leadership qualities is provided by reforms in education.

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КОНЦЕПЦІЯ СУЧАСНОГО КЕРІВНИКА ОСВІТНЬОГО ЗАКЛАДУ

У статті розглянуто проблему формування ефективного управління закладом освіти; обґрунтовано потребу управлінських компетентностей керівника освітнього закладу поряд із базовими педагогічними чи іншими професійними здібностями. Окреслено особливості управління педагогічним колективом виходячи зі щоденних завдань, ментальності, специфіки та труднощів роботи. Виокремлено ряд проблем сучасного керівника освітнього закладу, що походять із радянської традиції та пострадянської звичної практики. Досліджено ключові аспекти освітньої конкуренції як рушійної сили, що формує необхідність ефективного управління закладом освіти; побудовано грані конкуренції в освіті. Обґрунтовано необхідність спрямування зусиль керівника на формування позитивного мікроклімату у колективі, який дозволить забезпечити таке функціонування закладу освіти, що буде задовольняти ключових стейкхолдерів установи. Сформульовано ключові фактори побудови дружнього колективу закладу освіти як рушійної сили розвитку такої установи; доведено переваги колективу, заснованого на довірі. Виокремлено важливі риси ефективного керівника освітнього закладу та змодельовано залежність його успішності від ключових характеристик особистості. Сформульовано парадокс успіху. Перелічено ключові функції керівника закладу освіти, покладені на нього чи неї чинним законодавством. Напрацьовано важливі умови ефективності управління закладом освіти та успіху його керівника, в тому числі в частині орієнтації на ризик, розуміння, порядок та відношення. Обґрунтовано характеристики, якими повинен володіти успішний керівник освітньої установи та додаткові завдання, які виникають в умовах децентралізації освітньої сфери. Таким чином, у статті сформовано цілісну концепцію керівника XXI століття як лідера, що має втілювати реформи на практиці, згуртувати колектив для досягнення спільної мети, генерувати нові освітні ідеї та забезпечувати їх інтеграцію у роботу освітнього закладу, а також застосовувати сучасні управлінські технології та принципи ефективного тайм-менеджменту.

Ключові слова: освітній заклад, ефективне управління освітнім закладом, керівник закладу освіти, лідерство, тайм-менеджмент.

КОНЦЕПЦИЯ СОВРЕМЕННОГО РУКОВОДИТЕЛЯ УЧЕБНОГО ЗАВЕДЕНИЯ

В статье рассмотрены проблемы эффективного управления образовательным учреждением; обосновывается необходимость наличия управленческих компетенций руководителя образовательного учреждения наряду с базовыми педагогическими или иными профессиональными способностями. Исследованы ключевые аспекты образовательной конкуренции как движущей силы, формирующей потребность в эффективном управлении образовательными учреждениями; выстроены грани конкуренции в образовании. Обоснована необходимость направления усилий руководителя на формирование положительного командного микроклимата, который обеспечит функционирование образовательного учреждения, удовлетворяющее ключевых стейкхолдеров учреждения. Выделены существенные черты эффективного руководителя образовательного учреждения и смоделирована зависимость его успешности от ключевых характеристик личности.

Ключевые слова: образовательное учреждение, эффективное управление образовательным учреждением, руководитель образовательного учреждения, лидерство, тайм-менеджмент.