



Modern Mechanisms For Creating A Pool Of Management Staff In Secondary Schools

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Journal Website:
<http://usajournalshub.com/index.php/tajssei>

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ABSTRACT

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling. The following article emphasizes the importance of school leadership and managing staff and makes suggestions to strengthen school management.

KEYWORDS

Management, managing staff, head teacher, principal, financial management.

INTRODUCTION

The head of a nursery school, school or another educational institution (hereafter jointly referred to as schools, wherever possible) plays a key role in management at the institutional level in both early childhood education and school education. Pursuant to

the legislation, the head of a public school is the only single-person authority who works together with the school's collective bodies: the teaching council, the school council and the parents' council (where established), and

with the pupil self-government (only in schools).

Local authorities delegate responsibility for the administration and management of schools to head teachers. In carrying out their duties head teachers rely heavily on the co-operation of their staff, especially promoted members of the team. The role of the depute head teacher is to assist and, where necessary, to deputise for the head teacher in the conduct of school affairs. Within the terms of A Teaching Profession for the 21st Century, the duties of the head teacher (and of the depute head teacher when deputising for the head teacher) are as follows.

MATERIALS AND METHODS

Within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the local authority under the overall direction of the Director of Education. The head teacher shall be accountable to the local authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- Responsibility for the leadership, good management and strategic direction of the school
- for school policy for the behaviour management of pupils
- Management of all staff and the provision of professional advice and guidance to colleagues
- Management and development of the school curriculum
- Advice to the Parents' Council and participation in the selection and appointment of the staff of the school
- Promotion of the continuing professional development of all staff, ensuring that

they have an annual review of their development needs

- Working in partnership with parents, other professionals, agencies and schools
- Management of the health and safety of all within the school premises

Crucial, however, to the success of any school is the head teacher's management of staff, resources, curriculum, learning and teaching, pupil assessment, liaison, public relations, school ethos and improvement planning. In all of these areas the head teacher's vision, leadership and ability to enthuse and empower both staff and pupils are very important. Management of staff includes identifying their needs through a system of professional review and development and providing access to appropriate Continuing Professional Development activities.

Management of resources is ultimately the responsibility of the head teacher. However, it is common for staff to be involved in agreeing resource priorities for the school as a whole, as well as for individual classes in a primary school or departments in a secondary. Under the arrangements for devolved school management, the local authorities should allocate as much as possible of the available financial resources (albeit with certain restrictions on spending powers) to the schools themselves (in effect, to the head teachers) for expenditure on books, materials and equipment and other aspects of school life.

DISCUSSION

The increased responsibilities and accountability of school leadership are creating the need for distribution of leadership, both within schools and across schools. School boards also face many new tasks. While practitioners consider middle-management responsibilities vital for effective

school leadership, these practices remain rare and often unclear; and those involved are not always recognized for their tasks. Policy makers need to broaden the concept of school leadership and adjust policy and working conditions accordingly.

Encourage distribution of leadership

Distribution of leadership can strengthen management and succession planning. Distributing leadership across different people and organisational structures can help to meet the challenges facing contemporary schools and improve school effectiveness. This can be done in formal ways through team structures and other bodies or more informally by developing ad hoc groups based on expertise and current needs.

Support distribution of leadership

There is a need to reinforce the concept of leadership teams in national frameworks, to develop incentive mechanisms to reward participation and performance in these teams and to extend leadership training and development to middle-level management and potential future leaders in the school. Finally, policy makers need to reflect on modifying accountability mechanisms to match distributed leadership structures.

Support school boards in their tasks

Evidence shows that effective school boards may contribute to the success of their schools. For this to happen, it is crucial to clarify the roles and responsibilities of school boards and ensure consistency between their objectives and the skills and experience of board members. Policy makers can help by providing guidelines for improved recruitment and selection processes and by developing

support structures to ensure active participation in school boards, including opportunities for skills development.

CONCLUSION

Staff management includes leadership of, liaison with and evaluation of the typically wide range of subject departments, principal teachers holding various responsibilities, pastoral and support for learning teachers and non-teaching staff. It is very important in all secondary schools, many of which may have a hundred or more members of staff. As in primary schools, it includes identifying the needs of teachers by means of a system of professional review and development and provision of access to suitable Continuing Professional Development activities.

Management of liaison in secondary schools includes, as well as the school's links with the local authority and its support services, links with the associated primary schools and relations with colleges and universities. In some areas, where certain subjects in the senior classes may be taught in one establishment – school or college – but not in another nearby, liaison about timetabling is particularly important to enable senior pupils to commute.

Public relations are important in secondary schools – with the Parents' Council, with parents and with the community. Relations must also be developed with local commerce and industry, so that places may be found for work experience for senior pupils. Relations also give staff (particularly guidance staff) knowledge of local industrial and commercial concerns.

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