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REALITIES OF TRAINING OF EDUCATION MANAGERS IN KAZAKHSTAN

Relevance of the research: the quality of education depends not only on the teacher, but also on the principal. For this reason today in the developed countries increasing emphasis is made on the problem of training for school leaders.

Purpose of the article – to analyze the Kazakhstani practice of managerial training in education, to carry out comparative analysis of the best foreign models of training of school leaders.

Research methods: comparative analysis, questionnaire for principals. Results: the summarized understanding of functions of the manager in education, completion of analysis of foreign models of training of managers of education, substantiation for the necessity for development of leadership skills in principals, presentation of questionnaire results and recommendations on the improvement of the system for retraining of education managers in Kazakhstan. Most of the respondents are focused on specific goals and achievements, but relate their effectiveness to successful control over educational process and quality of teaching staff. The importance of the research is that the presented results can be considered when designing programs of training and retraining of education managers.

Key words: school leadership, design of programs, training system, strategies of development manager, education manager, program design, training system, technology development.

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Білім беру менеджерлерін даярлаудың қазақстандық шынайылығы

Зерттеудің өзектілігі: білім сапасы тек мұғалімге ғана емес, мектеп директорына да байланысты. Сондықтан да дамыған елдерде мектеп көшбасшыларын даярлау мәселесіне бүгінде үлкен көңіл бөлінуде

Мақаланың мақсаты: білім беру менеджерлерін даярлаудың қазақстандық тәжірибесін талдау, мектеп көшбасшыларын даярлаудың үздік шетелдік үлгілеріне салыстырмалы талдау жүргізу.

Зерттеу әдістері: салыстырмалы талдау, мектеп директорларына сауалнама жүргізу. Нәтижелері: білім беру менеджерінің функцияларын түсіну жалпыланды, білім беру менеджерлерін даярлаудың шетелдік үлгілері қаралды, мектеп директорларында көшбасшылық қасиеттерді дамыту қажеттілігі негізделген, сауалнама нәтижелері және Қазақстанда білім беру менеджерлерін қайта даярлау жүйесін жақсарту бойынша ұсыныстар ұсынылған. Респонденттердің көпшілігі нақты мақсаттар мен жетістіктерге бағытталған, бірақ олардың тиімділігін білім беру процесін табысты бақылаумен және оқытушылар құрамының сапасымен байланыстырады. Зерттеудің маңыздылығы ұсынылған нәтижелер білім беру менеджерлерін даярлау және қайта даярлау бағдарламаларын жобалау кезінде ескерілуі мүмкін.

Түйін сөздер: менеджер, білім беру менеджері, бағдарламаларды жобалау, даярлау жүйесі, дамыту технологиялары.

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Казахстанские реалии подготовки менеджеров образования

Актуальность исследования: качество образования зависит не только от учителя, но и от директора школы. Именно поэтому в развитых странах проблеме подготовки школьных лидеров сегодня уделяется все большее внимание.

Цель статьи – проанализировать казахстанскую практику подготовки менеджеров образования, провести сравнительный анализ лучших зарубежных моделей подготовки школьных лидеров.

Методы исследования: сравнительный анализ, анкетирование директоров школ.

Результаты: обобщено понимание функций менеджера образования, рассмотрены зарубежные модели подготовки менеджеров образования, обоснована необходимость развития лидерских качеств у директоров школ, представлены результаты анкетирования и рекомендации по улучшению системы переподготовки менеджеров образования в Казахстане. Большинство респондентов ориентированы на конкретные цели и достижения, но связывают их эффективность с успешным контролем образовательного процесса и качеством преподавательского состава. Значимость исследования заключается в том, что представленные результаты могут быть учтены при проектировании программ подготовки и переподготовки менеджеров образования.

Ключевые слова: менеджер, менеджер образования, проектирование программ, система подготовки, технологии развития.

Introduction

Compiling public ranking of schools, necessity in continuous interaction of institutions of secondary education with the society, increasing dependence of quality of educational services on the quality of human resources, working challenges in the environment of change and competition underline the relevance of training for education managers.

The research is focused on the manager as a key school figure ensuring sustainable development and quality of educational process. The special importance of human capital improvement and competitive growth of teaching staff is noted by the President of the Republic of Kazakhstan N.A. Nazarbayev in the stepwise national plan of implementing five institutional reforms “100 concrete steps”, and also reflected in the main documents of the state in the field of education of the last decade (The law of the Republic of Kazakhstan “On education”, the Concept of development of continuous pedagogical education in the Republic of Kazakhstan, etc.). Therefore, insufficient development of management in education and necessity in improvement of corporate management involving public agencies, advanced training and retraining of the managerial personnel are all included in the State program of development of education of the Republic of Kazakhstan for 2011-2020.

Who is an education manager?

There are many definitions of the education manager. However, we will settle on the most often -quoted definitions. Usually definitions of management are focused on the functions that have to be performed, on the purpose of managing an organization, or on the competencies which manager has to obtain. For example, in the dictionary “Professional education” the following definition of the education manager is given: “the worker who professionally performs education management functions on the basis of modern scientific management methods”. Three levels of education managers are identified. They are as follows:

– the administrative personnel of educational institutions and governing education bodies belong to the highest level;

– the heads of methodical, legal, financial and economic and other services of an education system fall into the intermediate level;

– the teacher as organizer of management of student learning and cognitive activity belongs to the third level (Professional education. Dictionary, 1999).

In traditional management literature the main managerial functions are planning, organizing, leading and controlling (Zelvys, 1995). More specifically, the manager has to make a plan for achieving certain aims, organize people and resources, lead the staff, compare the results with

expected outcomes and take corrective actions (Zelvys, 1999).

L.A. Shipilina defines the education manager as a figure whose attention is directed to the efficient functioning of organizational structures, including, first of all, the activity determining the success or failure of the external image of an organization and also the quality of internal resources. The education manager develops a program of inter-organizational staff training adequate for the development strategies of the organization (Shipilina L.A., 1998).

I.L. Bulygin believes that the education manager implements the functions related to improving the quality of work by enhancing skills of performers of educational activities, i.e. the personnel of an educational institution. (Bulygin I.L., 2014).

In case we tend to focus on the purpose of managing the organization, the definition of education management may be the following: "Education management is a purposeful set of activities aimed at achieving the expected goals of an educational organization (Zelvys, 2003). Recently education management is often defined in terms of competencies. For example, school manager is required to have the competencies of strategic management, leading the process of teaching, learning and in-service training, managing structures, processes and resources, partnership and cooperation with other educational institutions (Norvilé, 2015).

From our perspective, the manager is also a team leader, a person who knows his/her own ideas, can get his message across to his/her team members, is capable of gaining his point of view and organizing other people for achieving goals.

Academician A.K. Kussainov stresses that the effectiveness of the education management system depends on ensuring continuity in the management of the education system, ranging from the leadership of the authorized body, including the leadership of an individual school (Kusainov, 2013).

In Kazakhstan like in the majority of the post-Soviet countries, there are continuous discussions and disputes about whether the principal is a manager or not have been conducted. Nowadays, under the conditions of modernization of education, introduction of new educational standards and systems of assessment of educational achievements, quality assurance, per capita financing, the principal has to become a manager as he/she will have to plan the development of his organization and its work as an independent financial structure.

Under such conditions, the activity of an education manager shall be directed at managing and

coordinating the activities of educational process participants in order to ensure that a student will achieve significant results in his training, education, development.

In the conditions of qualitative shifts in the development of education, the need to form a new generation of managers becomes more and more obvious. A developing school needs a different type of leader - an effective manager who is able not only to lead the school, but also to be able to transfer it to a qualitatively new level.

Foreign models of education manager training

Practically in all developed countries great importance is attached to management training of executives

In psychological and pedagogical and socio-economic literature they highlight the existence of the 3 best known models of manager training: the American model, the European model and the Japanese model. In the USA management is based on professional competence, delegation of powers and ability to be adjusted to the partner's perception and thinking. Development of organizing skills is fundamental for an American student manager. The leading schools (universities) of manager training are Wharton School at the University of Pennsylvania, Harvard, Stanford. They also offer courses for future managers. Besides, there are special communities helping future managers: American Management Association (AMA) and the System for Award Management (SAM).

Japanese executives and managers build their horizontal careers based on "lifelong hiring". The high performance and continuous self-improvement, discipline and collective work are professionally important qualities of the manager in this country. Training of managers is carried out at the University of Osaka, the University of Tokyo, the University of Kyoto, the University of Nagasaki where there are various courses. The European management integrates the theories and practices of many countries; however, it generally adheres to the American system. Performance disciplines and international aspects are important for a European student manager. The most famous places of manager training are the French Business School INSEAD, the Swiss IMD (International Institute for Management Development), the University of Oxford, London Business School (LBS). (R.S. Kozhin, 2015).

We note that nowadays in many developed countries models of education manager training

have been developed and successfully implemented (Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada; the Hungarian Institute for Educational Research and Development, Budapest, Hungary; the Faculty of Education, Monash University, Melbourne, Australia, National University of Singapore, University of Leicester, Great Britain, etc.).

According to researchers (Bush, Kiggundu, & Moorosi, 2011; Bush, 2008) before 1980 not a single country had a clearly defined national policy concerning the standards of principal training. Only at the beginning of the 21st century the states began to realize the importance of special training of heads of schools. By this time a number of researches had been completed. According to them, heads of schools play a crucial role in improving a school, a class, as well as conditions, and in controlling teachers, not to mention student training (Davis et al., 2005; Hallinger & Heck, 1998; Leithwood et al., 2004; Louis et al., 2010).

In the United States, for example, a teacher acquires the right for promotion to the director's post when he/she has earned the degree of the Master of Educational Management. (Tucker & Coddling, 2002). In the United Kingdom, teachers shall be promoted to the position of a senior teacher, or a "deputy head" and work in this position for at least five years before they are allowed to submit an application for the headship. (Weindling & Dimmock, 2006). In Quebec, to gain the diploma in the field of school management is the only requirement for the director's post. In 2001 the Ministry of Education, Recreation and Sports of Quebec (abbreviated as MELS in French) adopted the New Policy providing for the profile of professional competences for a school principal.

Foreign investigations into the practice of introducing the position of an academic adviser into educational institutions and programs for their training are important in recent years.

At the same time, it is to be noted, that actually in no country of the world training of education managers has developed into a holistic system of continuous professional education of senior executives.

Foreign researchers identify the following key competences of a principal:

- Creation of vision and strategy
- Mobilization of people
- Maintaining integrity and respect
- Cooperation with partners and interested parties
- Advance of innovations and change management

Achievement of results

At the same time, increasing number of researchers highlight the development of leadership skills. The leadership skills include the ability to: inspire and motivate people; manage performance, provide constructive and valid feedback; demonstrate ethical standards, professionalism and security of person; show openness and flexibility for reaching consensus and improvement of results; create and accept the environment which supports challenging ideas, experiments and intellectual risk; mobilize and manage resources for implementation of priorities.

In regards to the development of leadership skills Canadian leadership development programs are of the utmost interest. According to Canadian scientists to improve academic progress of pupils and develop a strong education system innovative spirit, educational leadership and administrative experience for achieving strategic results are required. In partnership with two world-known business schools the Canadian system of training and retraining of education managers offers three programs of training in executive leadership - for "heads" of educational institutions, for "intermediate management" and for outstanding directors of Canada. Two higher education institutions participate in this program. They are Ivey Business School of the University of Western Ontario and the National Academy of Directors at Rotman School of Management, University of Toronto. By participating in this program candidates get acquainted with the theory and practice of leadership. As heads of leading companies regularly take part in the program, participants can gain greater insight into successful leadership in the context of education.

The program is unique in that continuous professional development of education leaders contributes to strengthening of the system of public education and has an effect on satisfaction of students, communities of Canada.

Kazakhstani practice

Appointment of school principals shall be carried out on a competitive basis according to the Rules of competitive replacement of heads of state institutions of secondary education approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 57 of February 21, 2012. Competitive selection for the positions of heads of state institutions of secondary education is carried out by the education authority to which the recruiting educational institution reports.

Further, qualifying requirements for the position of the Head shall be defined according to the Standard qualification characteristics of positions of educators and persons equal to them in status, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan as of July 13, 2009 No. 338. Candidates for the position of a principal shall have at least five years of experience in teaching, including at least one year in a senior position, as well as a clean record of corruption offenses (materials from the website www.inform.kz).

According to the new rules, the vacancy of a school principal shall be announced every five years. At the same time, when considering appointment of principals, competency and creative approach to work should be considered. Likewise, results achieved by the candidate within the previous five years should be taken into account.

In Kazakhstan, the issue of training of education managers has been reviewed over time by A.A. Zhaytapova, Z.A. Isayeva, M.M. Baymukhanov, Z.M. Sadvakasova, R.S. Karenov, etc. Kazakhstani scholars believe that the efficiency of functioning of a modern school depends on the use of management as the conceptual foundation of intra-school management based on resource-focused approach to management of teaching and educational process and mobilisation of all resources to achieve ultimate outcomes of school activity (T.M. Baymoldayev, etc., 2007). A broad range of complicated administrative skills is required from the principal including the ability to set objectives, express them in the form of tasks, project and plan the work of the entire school, organise educational process, diagnose, analyze, and monitor the educational process and make administrative decisions on the basis of data monitoring (S.V. Vlasenko, 2012).

Z.A. Issaeva believes that the head of a modern educational institution is not only an activity, but also a profession, since this activity has all the attributes of a profession: it is a leading occupation, it requires special personal and professional qualities. In this regard, the management of educational systems of any level - from global to organizational - becomes an activity requiring more specialized professional training (Z.A. Issaeva, 2005).

A.K. Mynbayeva and A.S. Satyvaldiyeva considers the management of educational systems at two levels:

– The first level of management allows, based on the analysis of accumulated experience, to develop norms and criteria for the normal functioning of the education system. The consolidation in the legal

norms of the goals and values of education in the Republic of Kazakhstan, the organizational and economic bases for the functioning of educational institutions, and the improvement of state legislation on education are carried out by the Government and Parliament of the Republic (A.K. Mynbayeva, A.S. Satyvaldiyeva, 2011).

– The second level of management of educational systems is strategic in nature, determining the behavior of the management system for a more or less distant future. Implementation of local state education policy; local executive bodies and local education authorities.

A.N. Mukhtarova sees the scenario of development of educational management in Kazakhstan in the following variants:

1) the study of foreign experience and the introduction of best practices and technologies, which is the easiest option, but the difficulty arises when introducing changes;

2) to study the theory of educational management, while creating its own Kazakhstani practice of educational management, to switch to a new managerialism;

3) the study of the activities of practitioners, to promote science among the managers of educational organizations, the development of cooperation of the academic community and practitioners.

According to A.N. Mukhtarova, it is extremely important to understand the existing and proposed theoretical models of educational management, equally reflecting the school and higher educational systems, for effective management in the organization of education to achieve goals and objectives based on available resources (A.N. Mukhtarova, 2014).

In Kazakhstan, retraining of administrative staff is carried out by the Republican Institute for Development of the Leading and Research-Pedagogical Staff of Education System where regional retrainees from all the Republic study are represented by heads of regional, city, district departments of education; directors and deputy directors of comprehensive schools, preschool and out-of-school educational facilities. In addition, programs of graduate training of education managers are popular. Master's programs and Doctoral programs are offered by leading higher education institutions of the country, such as Al-Farabi Kazakh National University, Academy of Public Administration under the President of Kazakhstan, Akhmet Yassawi International Kazakh-Turkish University, Abai Kazakh National Pedagogical University, including others.

Research methodology

To identify real hurdles in administrative activity of principals and to summarize their educational needs, a questionnaire comprising over 35 questions has been designed made up. The questions are grouped in the following blocks: perception by principals of their own schools as organizations; prevailing style of interaction with pedagogical collective; changes implemented in school through use of new strategies and methods of teaching and education; satisfaction with administrative activity.

In total, 45 principals from Almaty have participated in the survey. The survey among the Almaty principals of indicate that the majority of them have earned bachelor degrees and improved their skills by means of short-term modular programs – 73%; 20% have a PhD degree, and 7% have a Master’s degree in related fields. Gender distribution is as follows: 85% of the participants were female, while 15% of survey participants were male.

Results of the survey

Upon appointment to the position of a principal the majority of the participants, that is 46,7% “were very happy”; 33,3% of the respondents “experienced great joy”, there were also those who “were not absolutely happy” – 6,7% and 13,3%. “had neutral feelings”. Respondents also report that schools to which they were appointed have the reputation of being “one of the best” – 53,3%, “above average” – 46,7%.

The first block of questions concerns the perception of the respective schools by principals

To the question “Do you believe that your school provides members of staff with a safe working environment ? “, the answers were distributed as follows:

I absolutely agree	13,3%;
I agree	53,3%;
I don’t know	20%;
I don’t agree	4,4%.

Meanwhile, 80% of principals responded that they consistently oversee compliance with disciplinary guidelines.

The average level of academic progress of pupils in their respective schools is perceived as “much higher than the national norms” by 13,3% of the principals; 20% of the respondents perceive it as

“slightly above”, and 33,3% see it as “approximately at the level of the national norms”, 22,2% as “slightly below” and 11,2% as “much lower”.

Similarly, 80% of respondents agree and 20% absolutely agree that with the assistance of teachers any principal should be able to improve academic performance of the school.

The second block of questions concerning administrative activity and style of interaction with the pedagogical collective showed the following results.

A high percentage of respondents, 86.7%, absolutely agree to make efforts to enable pupils to achieve academic progress, and 13,3% agree. To the question “What influence, in your opinion, do you exert on the ability of teachers of your school to facilitate effective educational process in a class?” the answers were distributed as follows:

Strong influence	20%;
Significant influence	46,7%;
Significant influence	33,3%.

80% of respondents agree that school teachers regularly take part in the development of school policies.

To the question «Are teachers at your school often involved in activities to improve its performance?» absolute consent was expressed by 13,3%, while consent was expressed by 86,7% of respondents.

Notably, all of the respondents place emphasis on participation of members of the pedagogical collective in decision-making at school.

However, to the question «How often do you make suggestions on improvement of academic progress of pupils to teachers?» only 76% of respondents give an affirmative answer.

80% of respondents noted that they very often communicate informally with teachers and pupils during the school day, 20% noted that they do communicate informally, but not frequently.

To the question «How often do you meet teachers as a group to discuss approaches to improve the training program in your school?»

26,7% of the respondents answered “we meet very often”, with “quite often” given by 73,3%.

The third block of questions concerns principals’ awareness of strategies and active methods of interaction in class applied at his/her schools.

80% of the principals agree and believe that in their schools pupils are trained using methods allowing to connect the studied discipline with their

everyday life; 20% believe that the applied methods have become somehow outdated.

Only 71,7% of principals believe that teachers use various teaching strategies and educational activities to help the pupils in their studies. 24,3% of respondents do not absolutely agree with this statement, and 4% have refrained from answering. In addition, similar results have been obtained with regard to the question on methods of evaluation of pupils' academic achievements. So, as to the question "Progress of pupils is estimated by various methods that provide enough opportunities for them to demonstrate their knowledge" 66,7% of the respondents answered affirmatively, 24,3% of them didn't agree with this statement, and 9% of the respondents refrained from answering.

The fourth block of questions concerned the overall satisfaction with administrative activity.

66,7% of the respondents anticipate the beginning of the working day eagerly; 20% of the respondents view every day at school as a usual working day; 13,3% of respondents go to work feeling concerned.

To the question "If I had a choice to become a principal at another school or to remain here I would remain" 76,7 % of principals agree, 13,3% would choose another school; 10% refrained from answering. 76,7% of respondents often plan actions for professional development together with members of their pedagogical collective, and 23,3% replied that they don't plan joint actions for professional development.

According to 26,7% of respondents the most important administrative duty of the principal of a general education organization is the assessment of quality of teachers' work; for 53,3% it is the assessment of the general quality of work of their school; for 20% it is the management of the school budget.

Discussion of results.

In general, the results of the research demonstrate that in most cases principals do not view their activity from the perspective of

school leadership. Most of the respondents are focused on specific goals and achievements, but relate their effectiveness to successful control over educational process and quality of teaching staff. It is satisfactory in general. However, their answers do not touch upon collaborative learning, coaching, and informal education as effective strategies. We view this fact as rather alarming. Meanwhile, transformative leadership is crucial for success of the organization in our increasingly competitive and rapidly changing environment. It is worth mentioning that the existing practice of linear retraining and professional development of administrative and managerial staff does not ensure development of school leadership.

Conclusions

Today, school leaders shall be the initiators/designers of changes and as well as managers of changes. We are convinced that the competitiveness of our country should be based on the quality and effectiveness of its educational system consolidated by strong school leadership.

In this regard, we believe that training and retraining of education managers shall be carried out on the basis of advanced curriculum that incorporates innovative and reflexive courses, methodological component of retraining being the essential one; application of multiple approaches and multiculturalism in designing the structure of curriculum and education plans; orientation for practical active participation in the processes of change and management in education.

We also share the opinion of Professor K.M. Ushakov, editor-in-chief of the magazine "Direktor Shkoly". In his view, principals should be trained to use technologies of information processing, acquire skills to enhance human resources, to overcome synergetic crisis, to promote diversity, reflect and improve the quality of the organization and ensure its development.

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