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*Zhorova Iryna*

ORCID ID 0000-0003-4304-4962

Researcher ID AAA-6136-2020,

Scopus-Author ID 57210890765

*Doctor in Pedagogy, Professor, First Vice Rector,  
Professor of Department of Pedagogics and Management of Education,  
Communal Higher Educational Establishment  
«Kherson Academy of Continuing Education» of Kherson Regional Council,  
(Kherson, Ukraine) E-mail: zhorova.ks@gmail.com*

## CURRENT TRENDS OF EDUCATION MANAGERS' PROFESSIONAL DEVELOPMENT: NATIONAL AND GLOBAL EXPERIENCE

*Modern trends of education managers' professional development in Ukraine, Finland, Singapore, and the Czech Republic are investigated in the article on the basis of the analysis of the features of managerial activities.*

*The aim of the article is to analyze the trend of education managers' professional development in terms of modern educational transformations.*

*Methodology.* During the coverage of modern trends in education managers' professional development, a number of methods were used that contribute to the awareness and analysis of the problem, in particular: analysis of regulatory-and-legal documents and educational-and-methodological sources on the problem of education managers' professional development; comparative analysis – to study the peculiarities of managerial activities in Ukraine and abroad; systematization and generalization – for formulating conclusions.

*The scientific novelty* consists in the systematization and generalization of the specific features of managerial activity in Ukraine and abroad and, on this basis, the determination of trends in education managers' professional development in the context of modern educational transformations.

*Conclusions.* In the process of research, it was concluded that managers' professional development is determined by the specific features of their professional activities. In the national education system, the educational paradigm expands and modifies the content and mechanisms of management activities, the implementation of the autonomy of the educational establishment (financial, academic, personnel and organizational) and provides for the implementation of the following types of management: organizational, educational, financial-and-economic, personnel, quality system. In foreign educational systems, there is a trend towards the globalization of management activities, which involves projecting the impact of management decisions at the local school level on other educational establishments and the development of the country as a whole, and the experience of implementing the systematic involvement of heads of educational establishments in the formation of national educational policy.

*In this way, the professional development of the head of an educational establishment is formed on the basis of the relevant state priorities for the development of education, professional standards, public demands, regional characteristics and individual educational needs.*

*Keywords:* an education manager, professional competence, management, global management practices.

**Statement of the problem in a general form and its connection with important scientific or practical tasks.** The national education system at the beginning of the third millennium is characterized by a change in the educational paradigm, updating the content and technologies of education. In connection with this, the problem of modern education managers' training for management in the context of new educational transformations is brought up to date.

The topicality of the problem of developing of education managers' professional competence is explained by the need to resolve the contradiction that has arisen between the modern requirements for professional activities of an education manager as a complete individual, a subject of the educational process capable of self-development, the construction and implementation of humanistic pedagogical systems and technologies, and the real level of his/her professional competence in solving educational tasks and making management decisions. It is education managers who should become the driving force behind the revival and creation of a qualitatively new national education.

**Analysis of the main researches and publications on the raised problem.** The management of the staff of the general secondary education establishment, the peculiarities of managerial activities, the functional competence and professionalism of the head of the educational establishment are studied in the works of O.S. Bodnar, O.I. Marmaza, T.M. Sorochan [1; 4; 9].

In the study of management activities, O.I. Marmaza defines, on the basis of the analysis of job requirements for managers (professional, qualification, socio-psychological), the manager's functional competence as a system of knowledge and skills: methodological, normative, substantive, managerial, pedagogical, psychological, social-and-legal, financial-and-economic [4, 142].

The results of the study of the specific features of education managers' professional activities, conducted by T.M. Sorochan, showed that the professionalism of managerial activities is a set of competencies (functional, socio-pedagogical, socio-economic, innovative, facilitative), which enable the head of the school to professionally carry out managerial activities in modern socio-economic conditions, taking into account the features of the object of management, related to the solution of pedagogical tasks (with learning, education and development of the student's personality) [9, 171-172].

**The aim of the article** is to analyze the trend of education managers' professional development in terms of modern educational transformations.

**Highlighting of the procedure of theoretical-and-methodological research with an indication of methods.** During the coverage of modern trends in education managers' professional development, a number of methods were used that contribute to the awareness and analysis of the problem, in particular: analysis of regulatory-and-legal documents and educational-and-methodological sources on the problem of education managers' professional development; comparative analysis – to study the peculiarities of management activities in Ukraine and abroad; systematization and generalization – for formulating conclusions.

**Presenting main material.** In the modern sense, an education manager is a professional manager who organizes and coordinates the activities of the team on a scientific basis. It is he/she who is responsible for the development, adoption and implementation of decisions aimed at ensuring the effective performance of the tasks that teachers and the educational establishment are facing.

A manager's main tasks at any level and in any organization are the definition of the management goal, stimulation, communication and control. Management involves the performance of such functions as planning, organization, coordination, motivation, control, and others, which provides conditions for productive and effective work of employees employed in the organization and obtaining results that would meet the set goals. At the same time, it should be emphasized that the direction of the managerial activities of the head of an educational establishment is pedagogical in nature, because even when the head solves economic or financial tasks, he/she does so with the achievement of the ultimate pedagogical goal in mind [3].

In view of this, the professional activities of the head of an educational establishment are characterized by the following features:

- the results of managerial activities are delayed in time, socially important and expressed indirectly in indicators of the quality of educational activities;
- the subject of managerial activities is information and subjects of the educational process (of different ages and social status, with gender imbalance);
- wide-ranging content of managerial activities (pedagogical, economic, etc.) [4].

In the context of reforming the national education system: the implementation of the Law of Ukraine «On Education», the Concept of the New Ukrainian School, which provide for the increase of the autonomy of the educational establishment and the teacher's academic freedom, the trends of transformation of the requirements for the professional qualities of the head of the educational establishment are followed. The Law of Ukraine «On Education» [7] changes the educational paradigm, expands and modifies the content and mechanisms of management activities, and therefore requires the updating of the content of the professional competencies of the head of the educational establishment, which must ensure the implementation of the autonomy of the educational establishment (financial, academic, personnel and organizational) and provides for the implementation of the following types of management: organizational, educational, financial-and-economic, personnel, quality system.

At the legislative level, the professional standard «Head (Director) of a General Secondary Education Establishment» defines the content of the labor functions of the head of a general secondary education establishment and a list of professional competencies: regulatory-and-legal; strategic management of an educational establishment; strategic personnel management; ensuring the quality of educational activities and the functioning of the internal system for ensuring the quality of education; organization of educational establishment activities on the basis of the external system of ensuring the quality of education; leadership; emotional-and-ethical; pedagogical, social and network partnership; health-preserving; inclusive; design; ability to learn throughout life; information-and-digital; innovative [8].

The analysis of the competencies and content of labor functions defined in the professional standard shows their correlation with the areas of activities of the head of the educational establishment defined in the Law of Ukraine «On Education». In view of this, the content of educational programs for education managers' training and continuous professional development in Ukraine is formed on the basis of the standard of higher education in the specialty 073 «Management», relevant professional standards, state priorities for the development of education, public requests, regional characteristics and individual educational needs. A multifactorial approach to the formation of the content of managers' continuous education ensures their

preparation for the implementation of the main areas of activities of the head of an educational establishment in accordance with the Law of Ukraine «On Education».

A constructive search for ways to train future managers of education, improve the quality of managerial activity, its organization in accordance with the requirements of regulatory documents, priorities for the development of the national education system, actualizes the research of the best world practices with the aim of implementing constructive experience in the modern education industry.

The study of the Finnish experience in the management of educational establishments indicates a paradigm shift from the management of social relations and the development of intellectual capital to the pedagogical management of the educational ecosystem of an educational establishment, taking into account financial capabilities, ensuring the quality of education. With this in mind, the main priorities and trends in managers' professional development in the Finnish education system are:

- pedagogical management of the school;
- professional decision-making within the limits of current regulatory legislation;
- strategic management as a condition for long-term consistency of school work;
- financial management;
- economic management;
- creating a safe educational environment;
- participation in the development of national educational policy;
- planning of an educational establishment activities with the involvement of participants in the educational process [6].

The paradigm of educational managers' training in Finland has changed from regulatory-and-legal and managerial to multi-faceted training, multi-dimensional mentoring and thorough practical familiarization with the work of a school director. In educational programs, the trends of focusing attention on the most important areas of managerial activities, such as pedagogical leadership, staff training, and finance are followed [6].

Considering the high results of international research on the quality of education in Singapore, it is appropriate to consider the distinguishing features of management activities in the educational system of this country.

The implementation of the principle of competitive cooperation forms the globalization of managerial activities in managers, which involves projecting the impact of management decisions at the local school level on other educational establishments and the development of the country as a whole. The driving force of competitive cooperation in educational establishments is ensuring a balance of accountability and responsibility.

School leaders' horizontal professional mobility provides an opportunity to spread the best management practices in different schools, to develop professional competences in conditions of new challenges [5, 126].

The specific feature of school management in Singapore is «centralized decentralization», which consists in the implementation of national imperatives determined by the Ministry of Education and the implementation of school autonomy. In this way, leaders have to adapt the national educational policy to the unique context of the school. That is why future educational managers undergo mandatory intensive professional training.

In the Czech Republic, school management is focused on combining the role of a leader and a manager. With this in mind, educational management programs in the field of school management specialists' training are built on the basis of a utilitarian view and include the following components:

1. Normative-and-legal and economic (module «Law and Economy»).
2. Studying and comparison of work practice of various educational establishments (practice).
3. Development of specific managerial skills (modules «School Management in the Knowledge Society», «Pedagogical Process Management», «People Management») [2, 99].

It should be noted that in the educational systems presented, the positive trends are the existence of future educational managers' professional training for the globalization of managerial activities, the implementation of national educational policy taking into account the peculiarities of the educational establishment, the organization of the work of the educational establishment in the development mode, pedagogical partnership and as a result the training of a competent student who is able to act practically, to apply the acquired knowledge, skills and abilities in life situations.

**Conclusions.** In the context of reforming the national education system, a manager's professional competence determines the effectiveness of his/her actions in educational, managerial, financial-and-economic, administrative, project, innovative activities, etc. The content of the professional activities of the head of an educational establishment is defined in the Law of Ukraine «On Education». The effectiveness of ensuring the implementation of the main areas of managerial activities is made possible by the system of professional competencies defined by the professional standard. In the studies of Ukrainian scientists, the importance of the formation of methodological and facilitating competences is also emphasized.

The study of the best world practices of the organization of managerial activities shows a manager's multifaceted professional activities in the Finnish education system: pedagogical management of a school, professional decision-making within the limits of current regulatory legislation, strategic management as a condition for long-term consistency of school work, financial management, economic management, creation of a safe educational environment, participation in the development of national educational policy, planning of an educational establishment activities with the involvement of participants in the educational process. Distinctive features of managerial activities in the educational system of Singapore are the implementation of the principle of competitive cooperation, ensuring a balance of accountability and responsibility, horizontal professional

mobility of heads of educational establishments. It should be noted that in foreign educational systems, the globalization of managerial activities is positive, which involves projecting the impact of management decisions at the local school level on other educational establishments and the development of the country as a whole, and the experience of implementing the systematic involvement of heads of educational establishments in the formation of national educational policy.

**Prospects for further research.** The carried out analysis does not exhaust all aspects of the investigated problem and proves the need for further study of the scientific foundations of managerial activities and world experience regarding the content of educational managers' professional activities in order to improve the quality of education.

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Жорова Ірина

ORCID ID 0000-0003-4304-4962

Researcher ID AAA-6136-2020,

Scopus-Author ID 57210890765

Доктор педагогічних наук, професор,  
перший проректор, професор кафедри педагогіки й менеджменту освіти,  
Комунальний вищий навчальний заклад  
«Херсонська академія непервної освіти» Херсонської обласної ради  
(м. Херсон, Україна) E-mail: zhorova.ks@gmail.com

### СУЧАСНІ ТЕНДЕНЦІЇ ПРОФЕСІЙНОГО РОЗВИТКУ МЕНЕДЖЕРІВ ОСВІТИ: НАЦІОНАЛЬНИЙ І СВІТОВИЙ ДОСВІД

У статті на основі аналізу особливостей управлінської діяльності досліджено сучасні тенденції професійного розвитку менеджерів освіти в Україні, Фінляндії, Сінгапурі, Чехії.

**Мета статті** – аналіз тенденції професійного розвитку менеджерів освіти у вимірі сучасних освітніх трансформацій.

**Методологія.** Під час висвітлення сучасних тенденцій професійного розвитку менеджерів освіти було застосовано низку методів що сприяють усвідомленню та аналізу проблеми, зокрема: аналіз нормативно-правових документів та навчально-методичних джерел з проблеми професійного розвитку менеджерів освіти; порівняльно-зіставний – для дослідження особливостей управлінської діяльності в Україні та зарубіжжі; систематизації й узагальнення – для формулювання висновків.

**Наукова новизна** полягає в систематизації та узагальненні особливостей управлінської діяльності в Україні та зарубіжжі і на цій основі визначенні тенденцій професійного розвитку менеджерів освіти у вимірі сучасних освітніх трансформацій

**Висновки.** У процесі дослідження зроблено висновок про те, що професійний розвиток управлінців визначається особливостями його професійної діяльності. В національній системі освіти освітня парадигма розширює й видозмінює зміст і механізми управлінської діяльності реалізацію автономії закладу освіти (фінансову, академічну, кадрову та організаційну) та передбачає здійснення таких видів менеджменту: організаційного, освітнього, фінансово-господарського, кадрового, системи якості. В закордонних освітніх системах прослідковується тенденція до глобалізації управлінської діяльності, що передбачає проєктування впливу управлінських рішень на локальному шкільному рівні на інші заклади освіти і розвиток країни в цілому та досвід реалізації системного залучення керівників закладів освіти до формування національної освітньої політики.

Таким чином професійний розвиток керівника закладу освіти формується на основі відповідних державних пріоритетів розвитку освіти, професійних стандартів, суспільних запитів, регіональних особливостей та індивідуальних освітніх потреб. передбачає

**Ключові слова:** менеджер освіти, професійна компетентність, управління, світові управлінські практики.

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Рецензент: доктор педагогічних наук, професор С. С. Данилюк