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Ss. Cyril and Methodius University
Faculty of Pedagogy “St. Kliment Ohridski” – Skopje
Republic of Macedonia

**VI меѓународен балкански конгрес за образование и наука:
СОВРЕМЕНОТО ОПШТЕСТВО И ОБРАЗОВАНИЕТО**

(Охрид, 29. IX - 1. X 2011г.)
Зборник на трудови

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THE MODERN SOCIETY AND EDUCATION**

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MODERN EDUCATIONAL MANAGEMENT, A BASIS FOR SUCCESSFUL FUNCTIONING OF EDUCATIONAL INSTITUTIONS

Abstract

Management should be introduced into the field of education as a modern process that includes the following activities: planning, organizing, coordinating, motivating and controlling, and without these we could not imagine a modern educational system. Therefore the new techno - economic paradigm is a set of interrelated technical, organizational and managerial innovations whose advantage is the new range of products and production systems and services without which the modern economic structure of society could not be imagined. Management in this area should be recognized and characterized by: managers' knowledge, their skills and ability to manage and govern in conditions of market economy.

Key words: *management, planning, organizing, motivating, education.*

Quality education is one of the most significant factors of development of each individual and society as a whole. The quality of education is also one of the priorities of EU members. A high level of knowledge as well as competences and skills are accepted as basic conditions for active citizenship, employment and social cohesion. The quality of education is essential also from the aspect of labor market needs and free mobility of workforce outside the state.

It is more than obvious that the need for higher quality of education is conditioned by the change of the existing system of providing and evaluating of the quality of education. In our educational system there is no comprehensive system for ensuring quality control that would, within and outside the system, timely offer valid and relevant information about the effectiveness of the system, results of activities, conditions in which the educational process takes place, and the quality of students' achievements.

The last decade of the twentieth century was filled with a series of events that will mark the total economic and social relations in our country for a long period of time. Within the overall changes that occurred after the constitution of the Republic of Macedonia as an independent and sovereign state, the change in the pattern of economic system and the introduction of a new one, according to the principles of free market and market economy is of particular importance. This

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change necessarily requires adequate changes in economic relations in the sphere of education, scientific research and educational system in the country.

New relations create competition in this sector also, the labor market opens that will impose constant raising of the level of knowledge and its modernization and adaptation to the supply and demand of labor. This transition necessarily requires the modernization of educational technology, modernization and equipping of educational, scientific-research and educational institutions according to internationally accepted standards and rules of verification of the acquired knowledge.

That is why the new environment of market behavior requires changes in all areas of operation of these institutions, such as changes in the position of educational and scientific research in the country; changes in financial status; staffing changes; changes in planning; changes in organization and management, in coordination and control, etc.

Management as a process, which basically relies on the professional and expert governance and management processes, should become an integral part of the new organization and market orientation of the institutions in this area, which can lead them to successful achievement of the set goals and the performance of its core business on modern bases. This process of introducing modern management in the field of upbringing, education, scientific research and educational activity is neither simple nor easy, given the lack of tradition, personnel, and appropriate normative-legal regulation etc.

Hence, we think that parallel running of activities for the introduction of management in these sectors is necessary, and so is the start of building and training of managerial staff who will bear the risk of successful operation of educational, scientific research and educational institutions in our country in the new market environment.

Importance of management for quality in schools

Teaching staff have one of the most important roles in school. They are the only resource that can provide children with adequate and satisfactory teaching. Teaching staff are obliged to provide quality education from which they are later obliged to expect quality results. It is these results achieved by students that are the only element that testifies to the quality of students and the school itself. Quality can be almost guaranteed only if there is proper management in the school. This kind of management is an extra reason for teachers and students to advocate its cultivation. Apart from this, the most important resource of management in a school is the principal. His/her significance is even greater than that of teachers and students.

The principal is part of the pedagogical management, he/she is obliged to respect and fulfill the pedagogical tasks in school and beyond. The principal's tasks can be divided into two groups: pedagogical – instructive and administrative - organizational group of tasks.

Pedagogical - instructive group of tasks includes duties and responsibilities of the school principal stating that he/she should perform the following tasks:

- organize and monitor the implementation of curricula and programs;
- actively participate in planning and programming of all forms and areas of educational work (teaching and leisure);

- participate in the determination of the proposal for the division of teaching subjects and duties of teachers in connection with leisure activities and work in separate working committees, commissions, professional and other working groups.
- the principal should participate in the preparation of the analysis for students' success and he/she is a member and is managing the teachers' and class council/Council of the school year.
- the principal should prepare and propose the school's annual work program, take measures for its implementation and he/she reports about work, success and results achieved in educational work to the Bureau for Educational Development and the Ministry.
- the principal monitors, analyzes and evaluates the work of teachers, inspects the classes to determine how the teaching material is planned, implemented and interpreted and how various teaching methods, forms, resources and materials are used.
- the principal of an educational institution should direct the employees' efforts toward a successful realization of the goals that were set in advance. Normally, this could be achieved if the principal is trained and knows how to manage situations.

The profile of a trained principal who brings good results to the school and is a good manager functions in the following manner:

- he/she promotes the conditions for realizing the most effective educational service that will be placed and accepted on the market;
- the principal will build a strategy for the development of the educational institution taking into consideration the impact of the environment;
- he/she will model the organizational structure that will ensure an integral approach in managing of all the processes in the educational institution;
- the principal will rationally use the inner potentials of the staff, the educational technical – technological and financial resources;
- the principal will create and develop an organizational culture that encourages employees to participate fully in achieving the objectives;
- he/she will satisfy the requirements of state authorities that control the operation of the educational (Ministry, Bureau for Educational Development, Educational inspection);
- the principal will introduce the educational institution into information systems from respective areas;
- he/she will act as an authority that will competitively and responsibly lead the educational institution

Every successful principal should possess the following five important characteristics:

- **Expertise.** The expert feature is a necessary requirement for a principal to impose himself/herself on employees in their environment. Compared to other employees, the principal must have more knowledge and skills. A good school principal should be a good teacher.

- **Staff.** The principal is required to be successful in the staffing of employees concerning both new hires and the positioning of the right people in the right places. People who are good communicators, fair and honest possess this characteristic.
- **Education.** Principals need to train employees and take care of their professional development. By transferring their experience and by pointing to errors they will constantly teach and support their employees to improve and advance.
- **Symbolism.** This feature is characteristic of successful executives. Through effective communication these principals establish appropriate relations with the public by means of media appearances, press conferences, seminars etc.
- **Culture.** Organizations led by principals with such a characteristic have a distinctive school culture, a way of working and life of their employees, etc.

Professionalism in education is a restructured educational initiative designed to improve schools and students' achievements by raising the status of the teaching profession and greater involvement of parents. From the above mentioned we can conclude that the transition from the old to the new economic system in scope, radicality and depth of change is more complex than all other processes taking place in the country. Hence also comes the question of the length of the period of transition.

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