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Abstract

PRINCIPAL-PARDIGM OF PROFESSIONAL ETHICS

Primary task and responsibility of all subjects involved in the educational process, depending on their role are with persistence and mutual cooperation to participate and influence at the improvement of work of the school. Modern trends in education posed by the necessity of re-conceptualization of traditional principal role like school authority in a new, responsible, complex pedagogical role of a leader that is based on interoperability, empathy, professionalism, interactive influence on attitudes, opinions, behaviors of all subjects involved in education, in order to ensure progress, quality and effectiveness in the teaching process.

The quality school promotes a broad list of personal, professional, ethical and human qualities of the school principal. Many authors believe that it is easily their determination. It is obvious that there are many different opinions and partial solutions, but common too many is that school principal needs to pay much attention to the professional, ethical and professional skills.

It would be interesting to learn: What are the requirements of teachers, parents to the school principal? How many current models of leadership are focused on humanitarian dimensions of education? What are the desired qualities of leaders in our schools?

Keywords: Pedagogical leadership, traditional school, school quality, professional ethics

Our leadership is one of the most important characteristics of successful schools that can never be emphasized enough.... The changes that are exposed to high schools will set requirements, particularly the leadership.

(National Commission on Education, 1993)

Starting from the meaning and nature of the school as pedagogical, coherent and flexible educational organization tasks of the principal like managing authority is characterized as very responsible, profession which requires professionalism, expertise, and ethics in all areas of its operation.

The director is a representative of the school, representative of the local community and society, executive person, the people who is responsible for the implementation of normative act, coordination, and controls all of the entire educational work. The quality school promotes a broad list of responsible principal roles. Many authors believe that it is not easy their determination... It is obvious that there are many different opinions and partial solutions, but common to many is that school principal needs to pay much attention to keeping pedagogical leadership because the work focuses on the success of students, teachers and the success of the general success of the school.

What are the basic dimensions of professional ethics of leadership?

In recent years the modern world introduces a new term as a key element of management, **leadership**. The notions of leadership are derived from the English word that signifies leadership management, conduct, or establish relations and relations within the organization. This form of management differed significantly from others because it is based on interoperability, team work and often referred to as ethical management. Besides excellent education managers need to have all the characteristics of a quality and successful leader. Leaders are not create apriority, they are revealed and through educational programs to improve. (Brekich, 1994)

According Ammelburg (1992) leadership is influence people with the intention to change its view and guidelines of conduct.

The leader is not enough just to use their knowledge and skills necessary to be fully cooperative, it is not enough to perform the work in the lead, but should be like work, you need the leader to be a paradigm of professional ethics, to have high ethical qualities, the highest rating in the organization, known pedagogical worker, high level of written and verbal communication.

According to Plato (Steyer, 1993), the ideal leader tends to knowledge, loves truth, is measured not aspire to wealth, it is below our average, is fair, humane, well remembers and makes sense for good.

(Steyer, 1993) to have a talent for leading means to be capable to others, to want to organize, coordinate, to take responsibility , to progress hierarchically and to fight for his reputation. All that required intelligence and desire for self-evince, confidence in themselves and determination. It is necessary to possess a sense of initiative and require a certain degree of maturity.

Starting from the sources of some analysts and statisticians, the principal of the school is necessary to characterize approximately 50 personal, moral, professional qualities and abilities, qualities of which 20 related to personal qualities, the moral qualities 10, 20 of professional quality and cooperative -participatory skills.

According Stogil (1993) there are five basic characteristics that should have the leader:

- Ability - intelligence, power of reasoning, verbal ability, originality;
- Excellent education - school success and knowledge;
- Accountability - initiative, stamina, aggressiveness, confidence, desire for emphasis;
- Interoperability - participation, social interaction;
- Status - social and economic position and popularity;

The successful leader is original, creative, tolerant, robust, and able to influence attitudes, opinions, behaviors of the members to achieve set goals and tasks.

Gossen, D; Anderson, J; (1996) aside three characteristics of quality leader:

- The ability for perception;
- Self-control
- Courage

According Windermann (1992), important characteristics of the leader are:

- Creativity
- Severity
- Toughness
- Resistance to stress
- Adaptability
- Readiness for change

- Control of emotions
- Self responsibility
- Courage

According to the results obtained from research conducted in the Republic of Macedonia (D. Hristovska, 2002), as desired characteristics of the pedagogical leader in our schools were identified as follows:

Characteristics of pedagogical leader: honest, empathy, righteous, exemplary, humane, tolerant, creative, intelligent, original, durable, self-responsible, stable, communicative, honest, flexible, professional, determined, open, fighting, practical, portable, initiative, emotional written, equable..

Pedagogical conduct constitutes one of the most important and simultaneously one of the hardest tasks in the work of the director. Pedagogical leadership is a process of interactive influence on behavior, opinions, views, behaviors of the entities involved in the educational process. Pedagogical leadership as a process is directed towards optimal utilization of emotional, ethical and spiritual human resources. Integrating all these identified qualities, skills, values, beliefs, at the personality of the leader, would enable to the improvement of work of the school and achieve high educational outcomes, but possible, otherwise it comes to distortion in the functioning of the organization.

Which inconsistencies characterized the role of director in the traditional school?

Among the many comments that were directed at traditional schools are separated and those relating to the role of director. According to current synthetic description of the tasks, the director of the school is focused on organizing, coordinating, controlling, managing, monitoring, pedagogical-instructional work, advocacy, presentation, control.

This set of tasks leads to a nurturing style in which dominated hierarchical, authoritarian relationships between different roles in the educational process with emphasis on individualism, stereotype, isolation, none transparently, non cooperation in operation and direct supervision and control to all entities involved in the school environment.

This leadership position in our schools is still characterized by an autocratic style of leadership where the principal has full authority in decision making, supervision and control.

This style of management built conventional culture where for the school thinks as a professional medium for the isolation, fear, without enough time and desire for interoperability, teamwork, interaction between members of the organization.

The initiative was carried by the principal based on acceptance of the powerlessness of the people, or their lack of personal vision and ability to accept change.

Excessive involvement of the director as a manager in the conduct of disciplinary, financial - administrative work, management of school facilities, prevents the director to rule principles, techniques of leadership, and therefore to demonstrate their abilities like a leader.

What is the role of director in a quality school?

New concept about the role of the director gives a new, modern guideline that allows the director to govern the principles and techniques of leadership, and therefore to demonstrate their abilities to professional-ethical leader:

- Building a school climate for learning where the goal is focused on activities that ensure progress, quality and effectiveness in the teaching process;
- Building an organization where members are willing to meet the clear and certain important educational purposes;
- Principal to produce, organize and guide social interaction and interpersonal-emotional adjustment of members with open, accountable, honest, cooperative, friendly co-payment;
- To develop new opportunities, original and creative processes in creating a working environment of high positive, but realistically attainable results;
- To guide and influence the development of students in school and outside of school activities;
- To coordinate, cooperate, participate and organize emotional and spiritual resources;
- To accept different opinions on the democratic way partnership;
- To develop and realize a vision that is the direction for building a friendly culture, and creative work environment in which the individual will learn to respect themselves and others ;
- To promote permanent education, responsibility, discipline, empathy, self-criticism, pleasure from social interaction;

Comparative pedagogical display of traditional leadership in school and school quality

traditional conceptual structure of leadership	Contemporary conceptual structure of leadership
<ul style="list-style-type: none"> • hierarchical • Autocratic • conventional • Static • stereotype • lack of vision • Lack of challenge • mediocrity • critically • Exchange of views • formal communication • indifference • individualism 	<ul style="list-style-type: none"> • participatory • Democratic • friendly • Dynamic • Creative • creating vision • motivated • Originality • self-critical • problem solving • Communication • cooperation • teamwork

Who and what are the expectations of the directors of the schools?

Just on this matter we conducted the survey. During the survey was used research technique nonstructural interview. Using this quantitative technique was to get to know

the opinions, views of parents, teachers, for the professional ethics of the director of schools.

Often the talks were informal, free, in the form of an open conversation, discussion. Talks were previously agreed and were conducted in the organizations themselves. During the conversation informal protocol used for respondents who were informed. The protocol consisted of several sections: general data (which determine the sex of respondents, age, level of professional training, place of residence). Other features included informal, flexible themes that were often supplemented and altered by the respondents themselves. Topics usually relate to the role, duties of the director, the desired characteristics of the pedagogical leader of the respondents thought about what and how you can raise the quality of pedagogical leadership in our schools.

The basic structure of the sample consisting of respondents from primary schools in the Republic. Macedonia. The interviews were conducted in the municipalities of Stip, Bitola, Resen, Demir Hisar, Skopje, and Ohrid. (Table 1)

	Parents		Teachers		Total
Residence	W	M	W	M	
Stip	2	3	2	2	9
Bitola	3	2	3	3	11
Resen	2	3	3	2	10
Demir Hisar	2	2	2	2	8
Skopje	3	3	3	3	12
Ohrid	2	3	3	2	10
Total	14	16	16	14	60

Table 1 - Respondents by place of residence

Upon the subjects of the sample are given only by their initials, name and surname.

The data obtained from nonstructural interview enabled us to promote discussion with the participants and on the basis of data obtained for their views, attitudes, thoughts, to define a concept of ethical paradigms of directors.

Common to all considerations is that considered:

- school principal has an important and responsible role in the school and all have high expectations of the director, especially from the intellectual, social, moral, spiritual aspect of his work;
- Parents expect the responsible role of the director at the school, particularly in improving the success of students, improving the conditions in which students learn, collaboration with students and parents, solve problems of students, greater tolerance and democracy to the students.

E.P: "My expectations of the director are directed to professional and moral aspect of the operation. The director must be involved in solving problems that are present in school, it matters in terms of discipline, conflict situations with teachers, students, poor success which can often be of a personal nature, students who have problems, difficulties, the principal is the person who should be present in teaching, to identify problems and to solve problems or neutralized. He must be a man of high moral qualities."

- Teachers expect from the principal to be fair, honest to them, there is a high level of interaction and communication with them to build an atmosphere of mutual trust and respect, not coercion and fear, to recognize expertise at the teachers with frequent encouragement, motivation, rewarding the success of teachers and newcomers teachers to be more active and more involved in the educational process.

C.M: "I personally think that the school principal should be representative of the school, a man with high moral and professional qualities. I expect to have honest and fair attitude towards all teachers, particularly to stimulate newcomers teachers to work properly working and gives an example in the school with his constant activity and presence in the school. "

The next group of questions related to determining the desired characteristics, features of the principal. Very creative, original and real thoughts of the respondents were of the desired characteristics of the leader.

Data can be grouped into two groups according to the views of respondents.

In the first group cited the views of those respondents who reported that the school principal has responsible and subtle role that requires time, energy and desire, responsibility, professionalism and perseverance in planning, organizing, managing and controlling the overall operation of the school.

Desirable possible principal characteristics of this group of respondent's lists are: authority, ambition, ambitious, ability, pugnacious, endurance, determination, forcefulness.

The second group of data is categorized as modern thinking and expectations of the principal. Thus, according to them the complex role of the principal is directed to:

- Building a school climate for learning;
- Initiate and implement change;
- Directing and influencing the success and development of students in school and outside of school activities;
- Rational and functional organization of working time.

The analysis shows that these respondents as very desirable characteristics of the director to give tolerance, transparency, self-criticism, communication, creativity, flexibility, professionalism, charisma, stability, honesty.

On the question of what is and how you can raise the quality of pedagogical leadership in our schools, respondents gave the following responses:

- Current situation is not shiny. We cherish the concept of work in which the prevailing hierarchical, authoritarian relationships between members of the collective. There individualism, stereotypes, isolation, no transparency, no cooperation in the operation. Always we are in a dilemma what to do further, how to resolve certain problems, whom to address. Collective us a unique whole, but we are divided into groups according to some of our personal interests ... I think that to go forward, to overcome this situation, which to overcome a key role would be played the manager of our school.

S.ZH. We have an autocratic style of leadership, the principal has full authority in decision making, supervision and control. There is no desire for interoperability, teamwork, interaction between members of the organization.

K.G. From the principal as a leader can not even too much to expect. He is busy with the completion of disciplinary, financial - administrative work, management of school facilities. Despite the desire can not answer all things. He is a man, a teacher

from our school, knows the problems we face. There are generally the human and moral qualities as a person, but we must recognize that change should take place primarily in our consciousness and our conscience.

Answering the question of how to raise the quality of pedagogical leadership in schools are directed towards:

- Changes in metania "all factors are relevant to the life and work of the school;
- A clear vision for the future development of schools;
- Education in the field of "Living Skills" for all subjects of the school;
- Seminar on organizational skills and management schools;
- Introduction of a system of reward based of the principal criteria;
- The management seats to put competent persons who know the educational problems and have excellent organizational abilities;
- Permanent professional development;
- Adoption of ethical codes in schools;

Conclusion

The analysis of theoretical debates about this problem and empirical data to which we, as a result of using interviewing techniques do not lead to the following conclusions:

- Questions that set the home on introduction part and the examination and found the answer in theoretical discussions and results from survey:

- The conclusions of the research should not be accepted because they are explicitly related to the specific sample and specifically for some time. This means that they should take to find ways and means to improve the quality of pedagogical leadership;
- Principals of schools should govern the principles, techniques of leadership, and therefore to demonstrate their abilities in a leader.
- In this regard the possession of high moral and human qualities, the direction towards a permanent, professional training is needed and necessary to incorporate in the personality of the leader as a pedagogical paradigm of professional ethics.

