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The Role of the School Principal in the Context of Possible Transformation of the Educational Curriculum

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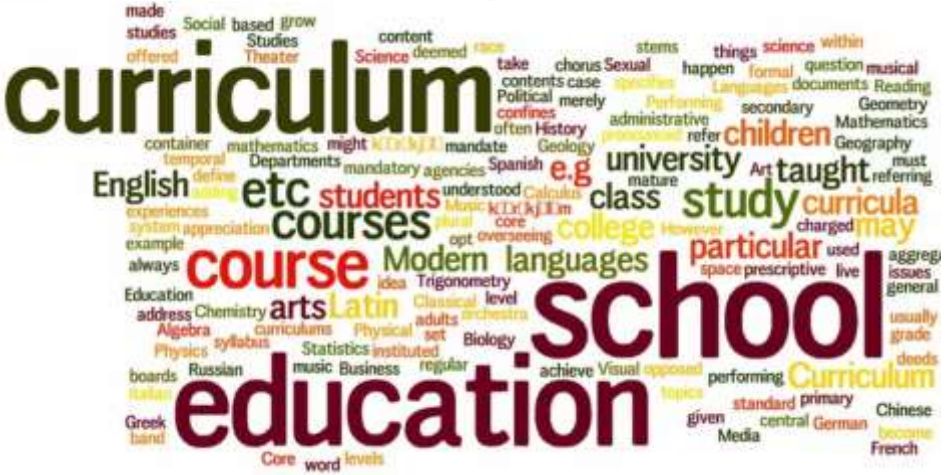
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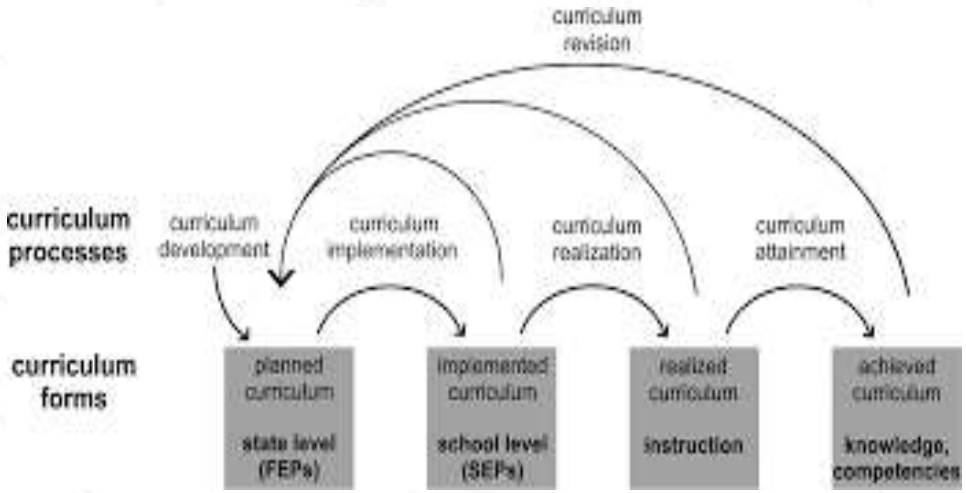
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Introduction

- we focus on the role of the principal in the context of the current curriculum reforms and how and to what extent the principal can influence the transformation of the educational curriculum in relation to its reflection in the real pedagogical situation

- first part: competences of the current school principal according to the current Czech school regulations and present the competence model of educational managers
- second part: the possibilities of optimizing the legal regulation of education and the possibilities of its effective implementation in the practice of schools





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School principal of the current school

- “The current form of the principal's position is unsatisfactory. The school principal is permanently overloaded, his attention is diverted from pedagogical work and its management, he does not have time, space, or adequate conditions for it”. (Trojan, 2015, p. 13)

- ❑ the burden of many duties on the principal;
- ❑ hhospitalization analysis;
- ❑ differences between principals of different types of schools;
- ❑ limited number of tools and methods used;
- ❑ teachers' expectations - concerns about hospitalization x requiring feedback;
- ❑ working with mediated information

Table 1: School principal´s involvement in the pedagogical process

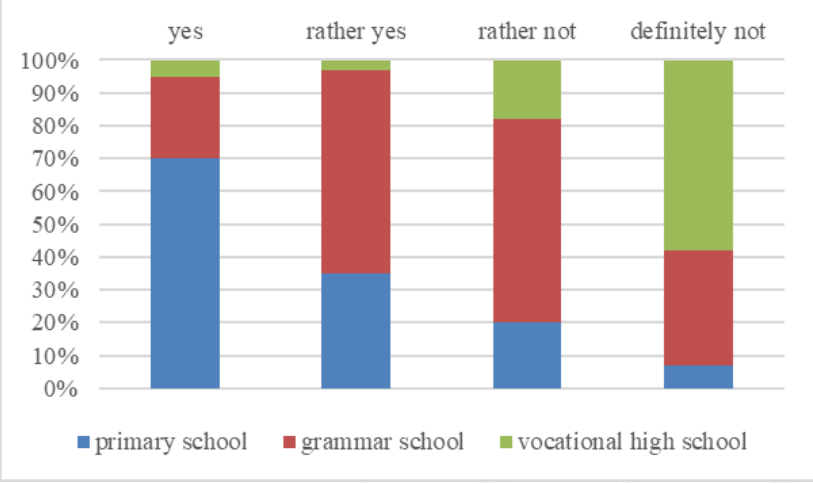
School principal	joint teaching with another teacher
	attending a lesson
	actions of multiple teachers outside the classroom
	school principal’s demonstration lesson
	hospitalization with another hospitalizer

Source: Trojan, 2015, p. 16

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School principal of the current school

Figure 1: Principals´ views on the direct teaching obligation



Source: Trojan, 2015, p. 79; modified



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The school principal in the Czech context

- "...he/she is responsible for designing, innovating, as well as implementing and evaluating the school´s educational programme, setting adequate criteria for its evaluation, selecting staff and providing support and conditions for their work." (Trojan, 2019, p. 75)

- According to Trojan (2019), the role of the Czech director can be seen in two senses:

  1) the first one is based on team roles related to relationships between people;

  2) the second is based on the concept of the division of activities (the circle of pedagogical management).

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Competences of the head teacher according to school regulations

1) the competences of the principal as a statutory representative of the organization, who acts externally on behalf of the organisation and thus gets involved in diverse interactions with other legal and natural persons;

2) the competences of the director as representative of the employer, i.e., in employment relations;

3) the competences of the head teacher as an educational institution, in the sense of the ´education´ regulations...

- those established by primary regulations (duties of the principal);
- granted to the principal by legislation

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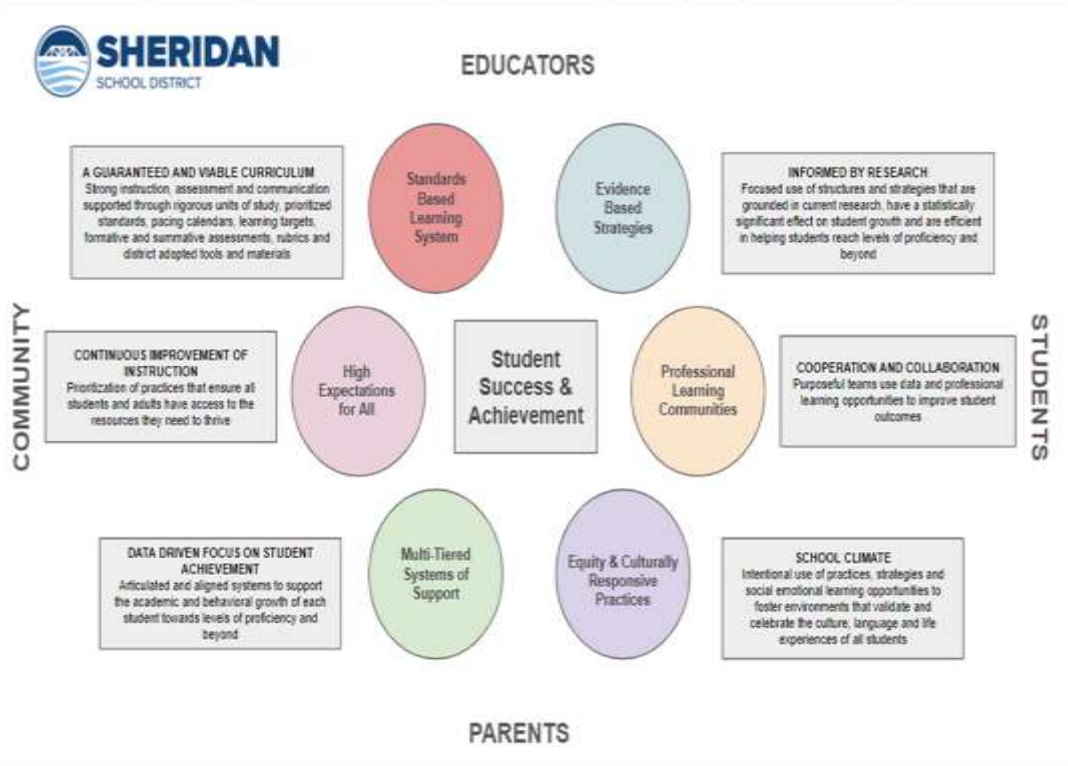
The real impact of the current school standards in force

Overloaded Principals. *Who should relieve them?* Černý (2022)

"The results of the analysis show that the crucial point of the whole adaptation process was the decision of the school management whether the school will be centralized, i.e. the whole school will continue to design teaching and other processes related to teaching in a unified way, or whether the school will follow the path of autonomy of teachers who will implement teaching according to their own plan as experts in their subject and their class" (Šalamounová, 2022, p. 35).

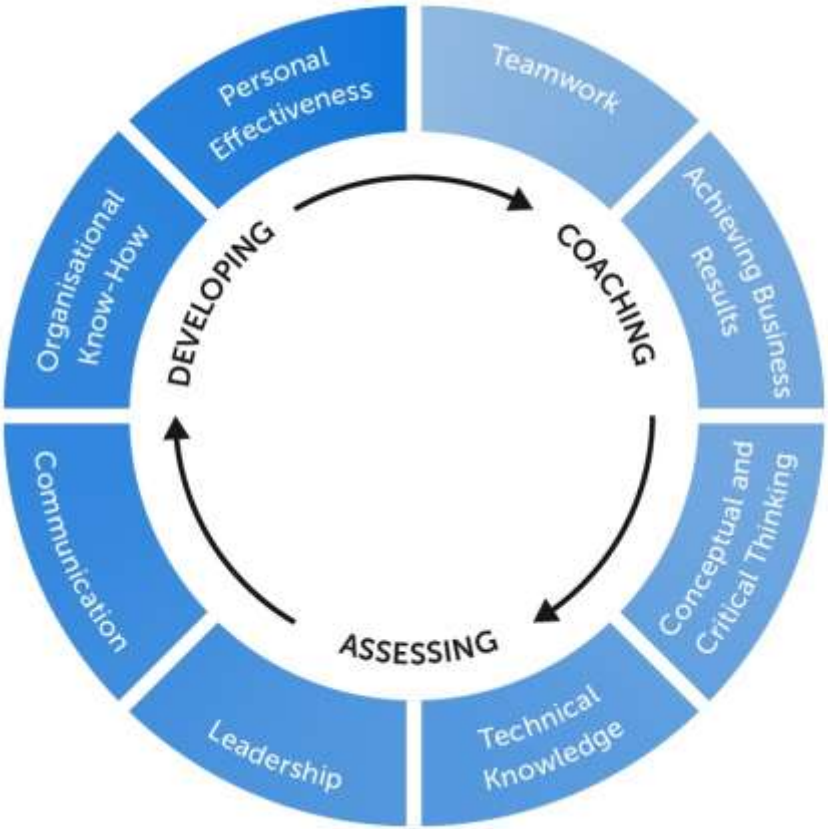
What do parents expect from a school and how do they choose it? (Dačevová and Němec, 2022)

Koldová, Rokos and Hašková (2022) discuss the role of the school principal and individual teaching staff in the implementation of integrated learning in the educational process



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Competence model for managers in education





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Proposal for the optimization of the legal regulation of education and the possibilities of its effective implementation in the practice of schools

proposal for the optimisation of the legal standard	a proposal for its implementation in school practice
compulsory training in current legal standards (teachers and principals)	• during a one-day or multi-day trip, subject matter experts would present to school principals and teachers the current legal norms related to education, with an emphasis on changes in these regulations
compulsory occupational safety training (teachers and principals)	• the implementation of this proposal could take place in the framework of the above-mentioned retreat (first training), which would simulate practical examples that participants may encounter in practice
compulsory participation of the school in the cultural and social life of the town or region	• to avoid the formality of this training, participants would be required to complete a test (exam), which would be recorded • it could be a presentation of the pupils´ achievements in school clubs (e.g., theatre performances, etc.)
development of the school´s teaching concept	• in most cases, teachers have been involved in the postulation of School Curricula, but these do not define the concept of teaching sensu stricto; as part of this innovation, individual subject committees would develop a more detailed concept for their fields of education, emphasizing inter-subject relations, the integration of cross-curricular themes or the presentation of educational results in the context of the school´s participation in the cultural or social life of the city or region
regular inspections of school facilities by representatives of the Regional Sanitary Station	• the representatives of the Regional Sanitary Station would not deal with the consequences of an event, but some of them could be prevented by regular inspections • this proposal foresees active cooperation of school principals (e.g., passing on the number of sick children and staff, etc.)
abolition of direct teaching duties of school principals	• this proposal is a double-edged sword: 1. school principals would have more time for administrative work and other duties; 2. they would be detached from real teaching activities • a possible way out is to provide for voluntary direct teaching work by principals, with the proviso that this would be work that would be paid over and above the principals´ full-time hours
compulsory mutual hospitalization of teachers	• introduction of the obligation of mutual hospitalization between teachers with the same qualification, within the scope of 2 teaching hours per semester • there would be no record of the hospitalization, but there would be an obligation to conduct a reflective dialogue between the participating teachers in the presence of the principal, who would then draw up a short record of the reflection
activities of the Czech School Inspectorate	• the visit of the Czech School Inspectorate, the director of the school would be informed one day in advance • in our opinion, this innovation can lead to a more realistic picture of the functioning of the school
developing the necessary competences of school principals	• offering further education for school principals with an emphasis on developing the competences needed for adequate performance of their work • the training would be practically oriented and would also serve to transfer examples of good practice

Conclusion

- current Czech educational legal norms that set certain boundaries in the operation of Czech primary, secondary and higher schoolsa total of 277 students participated in the research range of abilities and skills are developed in them through this procedure
- it should be about a greater degree of transparency in the training of teaching staff and school principals, about the introduction of an optional direct teaching obligation for school principals, about the introduction of mechanisms that would lead to a greater degree of familiarity of teachers and principals with the current legal educational norms and their changes, or the development of a unified and comprehensive concept of teaching within one school
  - complete results of the presented research, it will be possible to suggest a targeted intervention in the field of implemented of Shoah issues into the teaching of Literary Education at different levels of education in the Czech Republic

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