

**SUPERVISION AS A DEMOCRATIC COMPONENT OF
THE NEW UKRAINIAN SCHOOL MANAGEMENT: BASIC PRINCIPLES**

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Abstract

The issue of democratization of education management becomes of particular relevance in the context of the implementation of the "New Ukrainian School" Concept. Transition from the authoritative model of the institution of secondary education management to the introduction of democratic principles of management involves the use of modern support forms for participants in the educational process, in particular, - supervision as a democratic component of school management. The key to supervising in education is following to the principles of voluntarism,

humanity and humanocentrism, openness, confidentiality, objectivity, partnership interaction, individual approach, responsibility, predictability, reflexivity, which is the basis of democratic management of the New Ukrainian School. Survival in education is a support tool and scientific and methodological conduct of professional development of pedagogical and educational heads of educational institutions, trainers, educators-trainers, whose tasks are implemented through such forms and methods as mentoring (tutoring), counseling, psychological support, training (coaching), modeling, coordination, correction, warning, forecasting, leadership and facilitation (moderation), based on the dialogic interaction. The study of the teachers' opinion, heads of secondary education institutions, and heads of local educational authorities confirms the importance and necessity of supervising as a democratic form of personnel management of educational institutions, and the successful implementation of educational reforms.

Key words: supervision, democratic component, management of education institution, New Ukrainian School, principles, forms and methods.

Problem statement

Democratic changes in Ukraine within the implementation of administrative and territorial reform, decentralization of central state power have become a new challenge for education. The industry modernization, which takes place under conditions of transformational changes, implies first on the implementation of the "New Ukrainian School" Concept [1], which has become a key reform of education. It is important to build a democratic model of industry management at the regional level and at the local communities and educational institutions that involves moving away from the authoritarian style of governance and control to a democratic one. Such democratic style is observing the rights and freedoms of the educational process participants, promoting the disclosure of the educational actors' potential, form and develop each of them the sense of duty and responsibility for their activities. Supervision as a way of support and scientific and methodological conduct of professional and personal development of every teacher and head of educational institution, trainer, teacher-trainer is aimed at professional development of personnel and improvement of the quality of education. Supervision is intended to become a significant component of building a democratic model of the institution of general secondary education management (IGSE) in its activities on the implementation of the "New Ukrainian School" Concept (NUS).

Analysis of recent research and publications, which put the beginning of the solution to this problem.

In the works of foreign and domestic researchers issues of educational management are thoroughly disclosed. The problem of supervision in the humanitarian sphere occupies an important place in the scientific search for many foreign countries. However, its influence on the formation of a democratic model of personnel management is not the subject of a study of a wide range of Ukrainian scientists. The interest growing to study the problem of supervision had fixed in the second half of the twentieth century and was analyzed by a large number of following foreign researchers (Brown, Allan and Ian Bourne, 1996; Bulter and Elliot, 1985; L. Danbury, 1986; K. Ford and A. Jones, 1987; Friedlender M.L., Ward L.G. 1984; D. Gardiner, 1989; B. Humphries et al., 1993; M. Hunter, 1984; Kadushyn, A., 1992; Marshall, 2009; Moon, A. 1988; D. Petters, 1979; Rikard, L., 1990; Sergiovanni, T., & R. Starratt, 1979; etc.). All the researches were mostly concentrated on the problems of psychoanalysis and social work. Fundamentals of supervision in education are laid by Wilm G. Peyn in the work of "Heads of School Supervision" (1875), which became the starting point in the study of supervisory problems in general and in education in particular [2]. In the Ukrainian scientific school, the supervisory issues are fragmentary and for the most part, devoted to the problems of social work (I.V. Astremkaya, O.A. Baidarova, A. Budnik, I. Grig, O. Ivanova, O. G. Karagodina, T.I. Kolesnichenko, G. Popovich, T. Semigina, etc.). In particular, the supervision in general secondary education has not become the subject of studies of a wide range of scientists yet as a part of the democratic model of sector management including the principles and forms of its implementation, and requires the deployment of scientific research in the context of the implementation of the "New Ukrainian School" Concept.

The purpose of the article

Taking into account relevance and unresolved of the problem described above, its insufficient study, the main objective of this study is to characterize the key principles of supervision of the implementation of the NUS Concept as a democratic component of the management of the IGSE. In order to achieve this goal was formed the following main tasks:

- to analyse and define a categorical apparatus on the interpretation of the pedagogical and managerial nature of supervision;
- characterize the key principles, forms and methods of supervising the implementation of the "New Ukrainian School" Concept as a democratic component of the management of the educational institution;
- to study the level of awareness and acceptance of the principles and forms of supervision by different categories of workers in the field of education, and to reveal the ways of deployment of further research on the problem.

Main results

Alfred Kadushin, founder of the theoretical basis for social work (USA), identified supervision as an "intervention conducted by a senior member of the staff (representative of the profession) with respect to a younger member of the staff (a representative of the profession). Their relations are evaluative, expanding over time, and at the same time, aimed at expanding the professional functions of the younger representative of the profession by monitoring the quality of providing professional services to clients, as well as checking those who only intend to enter the profession "[3, p.45]. Among the different approaches to the supervision's interpretation it is worthwhile to highlight a model of mixed supervision, which is developing in its content (D. Pawel) [4, p.139-147], as well as the submission of supervision as the main means by which the supervisor determined by the institution facilitates work personnel individually and collectively and provides standards of work. Models of analysis and competent resolution of situations that arise in interaction with clients (A. Brown, A. Bourne) determine the concept of supervision [5]. At professional social services, supervision is an element of assistance since it is aimed at ensuring quality standards and support for social workers in their daily activities. It helps to identify personal qualities, responding ways, behaviour peculiarities and workers' value orientations, facilitates their acquisition of theoretical knowledge, abilities and their adequate use in professional practice, preventing occupational stress and burnout (I.V. Astremenskaya) [6].

Authors of the supervisor's manual on social work considers this concept to be human-oriented, which considers it equally important as supervisor relationships, the feeling and personnel development, and also the realization of tasks, regulation and control function [7].

During the process of literary sources analysing, authors consider different approaches to the "supervision" concept in education. In his book "Heads of School Supervision" (1875), American researcher William H. Paine writes that the main goal of supervising is to control the effectiveness of teachers in schools [8]. Over the course of the century, the concept of "supervision" acquired a different meaning and transformed into one of the components of a democratic approach in educational management, aimed at accompaniment and professional staff support. As P. Hawkins notes, "supervision has continued to spread from the professions of counseling, psychotherapy, and social work, into all medical professions and more recently in education, coaching, mentoring and human resource management" [9]. Back in 1943, the Association for Supervision and Curriculum Development (ASCD) had established in the United States, which eventually became a global leader in the development and implementation of innovations in education, support and conduct for the professional development of teachers,

aimed at ensuring the successful advancement of each student. The importance of education as the main resource of development indicated in the study "Medium-term plan, 1996-2001 (International Institute for Educational Planning)" [10]. The paper focuses on the importance of the development of the subjects of education in the logic chain "learning-research-distribution" among target groups as forms of supervision in education, which include heads of institutions and educational institutions, educators, trainers. Noting the importance of decentralization, emphasizes the need to support local authorities in the development of education, various forms of personnel training (short-term seminars, workshops, projects, distance training, etc.). Research «Trends in School Supervision. Current issues in supervision: review of literature», became a logical continuation of the work above, reveals the main areas of scientific research and practice in the area of supervision. In particular,

- as supervision and support organized in different countries;
- what are the main problems of supervision and support that arise in the process of solving organizational issues;
- to what extent and under what conditions these services have a positive impact on the quality of the educational process in schools;
- what are the key innovations in supervising and maintaining school facilities [11].

Robert J. Marzano, Tony Fronterier and David Livingstone reveal a profound historical analysis of supervisory formation, its purpose and objectives in a study. The authors believe that the goal of supervision should be to increase the teacher's teaching skills with the ultimate goal of increasing the student's progress. The more qualified the teacher, the greater the achievement of students [12]. "Supervision can be called as a method of personal and emotional growth, training and raising the skills of teachers. Its main purpose is to support professionals who have difficulties in their professional activities, or rather to identify problems in the profession, exchange ideas, conduct analyses and assist in the detection of their own development resources, finding ways to solve complex professional problems, and reflects" writes S. Zhitvay [13, p. 52-58]. M. Ponomarenko gives a definition of pedagogical supervision as a dialogical pedagogical process, built on equal rights in dialogue, equal constructive interaction between supervisor and supervised, that based on humane values and understanding of each other in order to jointly develop personal unique knowledge in a particular pedagogical situation and personal growth both of them [14]. The definition of supervision of the implementation of the NUS Concept had formed on the elaboration of scientific sources and the results of questionnaires of teachers, heads of institutions and educational establishments. The supervision is a tool for support and scientific

and methodological conduct for the professional development of teachers, trainers, trainers and managers of Nursery schools whose tasks are implemented through such forms such as mentoring, counseling, psychological support, training (coaching), tutoring, coordination, prevention, forecasting, modeling and leadership in the basics and which is a dialogic interaction. The management of the implementation of the NUS Concept should be democratic in nature and proceed from the need to provide timely assistance to trainers, educators-trainers, educators and administrators in the implementation of the main provisions of the Concept, which uses supervisors as a democratic component of the institution's management process. In this context, it is important to define the concepts of "supervised", "supervisor". Supervised persons can be individuals (trainers, educators-trainers, educators, managers) and institutions of education as legal entities, in relation to which supervision is carried out. Looking at the concept of "supervisor" we must take into account the professional and personal characteristics of a specialist on which the quality of supervision depends. The classics of supervisory theory, A. Kadushkin, gives the following definition: "supervisor" is a member of a team that holds an administrative position and has the power to delegate, coordinate and evaluate labor activities supervised, which is accountable to management "[3, p.24]. Given the human nature of the "New Ukrainian School" Concept, the democratization of school life, and summarizing the materials of the study of the opinions of various categories of industry workers, authors determine that the supervisor is an agent of change. A specialist, with a high level of professional competence who carries out his activities in order to support and scientifically-methodical conduct of professional development of trainers, educators-trainers, pedagogical workers, senior staff of NUS. All this contributes to establishing a partnership between all participants in the educational process and the structure of the democratic model of management of IGSE for the implementation of NUS. A supervisor can be external, that is, invited from another organization or institution, and internal, that is, a specialist who conducts supervision in his institution.

Supervision principles

First, the management of the modern IGSE implies the departure from the function of control as leading in the authoritarian management model (William H. Payne) to the principles of democratic governance of the institution of education, which is clearly enshrined in the "New Ukrainian School" Concept. Democratic ideas and dialogue methods of interaction, which are based on the work of the famous American researcher-humanist John Dewey, became the starting point in the formation of the theory and methodology of supervision as a component of social sciences in the 80's of the last century, and supervisors as a modern democratic component of the

management of the New Ukrainian School. As a result of the study of supervisory problems in social work and education, practical experience with teachers, heads, trainers and educators, trainers of NUS and in accordance with the system approach, we have identified the main principles of supervision as a democratic component of the management of a new school, in follow:

- *voluntary* - supervision could be provide with the voluntary consent of supervisors only;
- *humanism and human-centeredness* - construction of interaction of supervision subjects on humanistic values, recognition of the priority of human rights and freedoms, personal dignity;
- *openness* - free access of supervisors to learning materials, giving the freely express right to each participant in their own point of view or substantiated proposals;
- *confidentiality* - involves establishing trust relationships between supervisors; the supervisory process, the materials processed, the conclusions and recommendations are confidential and can become public only with the consent of the supervised;
- *objectivity* - unbiased attitude of the supervisor to the results of supervised work, their difficulties and probable problems;
- *partnership interaction* - inter-entity equality and interaction of supervisors, joint solving of problems and search for ways to improve educational and managerial processes;
- *individual approach* - tolerant attitude to each of the subjects of supervision, taking into account their individual characteristics, focus on support and providing specific assistance in solving individual professional problems identified during the supervisory process;
- *responsibility* - conscious attitude of the supervisor to the tasks, functions and roles assigned to him in the process of supervision, awareness of the degree of responsibility for the results of supervision provided;
- *forecasting* - the direction of the process and the results of supervision for the further development of supervised, the motivation of their professional development, self-improvement and self-education, forecasting further actions;
- *reflexivity* - the ability of the supervisor to realize the importance and responsibility of their activities; promotion and support of supervised staffing in their professional reflection skills, the ability to objectively assess the results of their activities, vision and awareness of ways to further their professional development.

The study of the importance of observing the above principles in the process of

supervising the implementation of the NUS Concept had carried out in the course of our research conducted during 2018-2019, which covered the various categories of managers and pedagogical workers. The first group is pedagogical staff, trainers, educators, trainers of NUS. The second is the heads of IGSE. The third is the heads of departments / departments of education of district state administrations, city executive committees, united territorial communities, which offered modeling of supervisory situations, participation in training trainings, questionnaires, thematic discussions, which provide for a free exchange of views on supervisory issues for the implementation of the NUS Concept. As well as role-playing games in which the above-mentioned categories of employees acted as supervised, discussed and determined the weight of the basic principles on which the process should be supervision, forms and methods of its conduction. The results of the work showed a positive dynamics of change: from the lack of understanding of the essence of supervision and its principles (7% - 13%), partial understanding (20% - 27%) in Stage I to almost complete (80% - 95%) understanding and perception of the importance of supervision and observance of the principles of its conduct (Stage II) (Table 1). Given growth, indicators of positive perception of supervision and adherence to the principles of its implementation testify to the effectiveness of the work carried out on clarification, training, involvement of respondents in the supervisory process and the need for such work among a wide range of educators.

Table 1. Dynamics of weighting of supervisory principles by categories of pedagogical workers and heads of institutions, departments of education (First stage of study: January-March 2018 / Second stage of study: January-February 2019).

Principles / categories of employees	Educational staff of IGSE	Heads of IGSE	Heads of education departments
voluntary	35% / 95%	24% / 89%	33% / 91%
humanism and human-centeredness	44% / 71%	53% / 66%	48% / 69%
openness	12% / 59%	27% / 82%	22% / 80%
confidentiality	10% / 87%	26% / 80%	13% / 75%
objectivity	19% / 76%	34% / 66%	53% / 88%

partnership interaction	15% / 84%	13% / 57%	21% / 39%
individual approach	44% / 79%	49% / 73%	34% / 78%
responsibility	22% / 58%	32% / 61%	27% / 60%
forecasting	7% / 50%	12% / 56%	16% / 89%
reflexivity	9% / 44%	14% / 37%	23% / 65%

Based on the analysis of the theory and practice of supervision in education, it was determined that the most **effective forms and methods of supervision** of the implementation of the NUS Concept are:

mentoring (tutoring) - involves long-term individual support for supervised by the supervisor as a competent specialist, aimed at developing professional competencies for supervised, assisting in the development and implementation of individual educational projects and programs, induces him to the process of self-education, self-improvement, self-development;

counseling - involves providing counseling services for supervised in professional activity, building its individual development path;

psychological support, which focuses on emotional support and assistance in difficult work-related situations that helps employees to feel protected [15, p.421];

training (coaching) - conducting trainings for the professional development of NUS staff, based on the results of preliminary study of the quality and potential opportunities for their professional activity;

modeling - co-generation options (models) of professional development of teachers and leaders of NUS;

coordination - the supervisor can act as the coordinator of the supervised professional development process;

adjustment - involves studying the state and adjusting the individual (collective) trajectory of professional development of supervised;

prevention - timely detection of professional problems in order to prevent and avoid negative trends, conflict situations in the professional activities of teachers and NUS leaders;

forecasting - outlines prospects and predicts the results of further professional development of trainers, educators, teachers and leaders of the New Ukrainian School;

leadership - supervisor acts as a leader in change, motivator and organizer of the process

of professional development, training, promotion of personnel IGSE, individual teachers or managers, building their individual trajectory of development;

facilitation (moderation) - the supervisor, as an independent person, organizes the process of effective collective discussion of problems that are taking place in supervised professional activities and facilitates their resolution by the group.

The dynamics of the importance of forms and methods of supervision is presented in Table. 2

Table 2. Dynamics of importance of forms and methods of supervision by categories of pedagogical workers and heads of institutions, departments of education (Firstst stage of study: January-March 2018 / Second stage of study: January-February 2019).

Supervision forms	Educational staff of IGSE	Heads of IGSE	Heads of education departments
mentoring (tutoring)	43% / 93%	24% / 84%	12% / 64%
counseling	13% / 78%	18% / 89%	20% / 93%
psychological support	11% / 76%	17% / 74%	7% / 82%
training (coaching)	24% / 89%	27% / 82%	25% / 75%
modeling	22% / 67%	28% / 79 %	34% / 84%
coordination	6% / 34%	9% / 57%	24% / 67%
adjustment	15% / 39%	17% / 49%	21% / 44%
prevention	5% / 23%	8% / 48%	13% / 59%
forecasting	19% / 58%	34% / 71%	32% / 78%
leadership	3% / 25%	8% / 44%	16% / 53%
facilitation (moderation)	6% / 51%	12% / 56%	22% / 64%

Analysing the indicators presented in Table 2, authors observe a positive dynamics of the importance of using the proposed forms and methods of supervising the implementation of the NES Concept. From misunderstanding of individual forms and methods of supervision (leadership, prevention, facilitation, coordination from 3% to 9%), partial understanding and perception (24% - 34%) at Stage I to the practically complete (84% - 93%) understanding and perception of the effectiveness of the above forms and methods, and the possibility of their use in the supervisory process (Stage II). It should be noted that the most effective forms of supervisory supervision teachers consider mentoring (93%), training (coaching) (89%), counseling (78%); heads of IGSE - counseling (89%), mentoring (84%), training (coaching) (82%); heads of departments of education - counseling (93%), modeling (84%), psychological support (82%). The obtained results should be taken into account in carrying out a broad educational and educational work with the subjects of the educational process regarding the essence of supervision, the possibilities of its use in order to improve the quality of professional activity of teachers and heads of departments of education. And, accordingly, improve the quality of education, planning and development of strategies, in preparation and supervision, training, prevention and resolution of conflict situations, etc. These democratic practices in education profess to use supervisors as a modern tool for the successful implementation of the NUS Concept.

Conclusions/prospects for further research

Consequently, the development of a democratic component of the management of the New Ukrainian school, and departure from rigorous control over the activities of teachers and supervisors as an instrument of support and scientific and methodological support for the professional development of teachers, trainers, educators, trainers, heads of educational institutions, based on the principles of voluntariness, humanism and human-centeredness, openness, confidentiality, objectivity, partnership interaction, individual approach, responsibility, predictability and reflexivity use the modern forms and methods of such support, improves the professional work of teachers and heads of educational institutions, the successful implementation of the tasks of reforming the educational sector of the State, NUS. Prospects for further research in this direction are: the deployment of a different scientific research on the methodological and theoretical foundations of supervision in education; the definition of essential characteristics of external and internal supervision; the writing of State standards of supervision; the development and implementation of programs for the preparation of specialists in the master's degree in the specialty "Supervision in Education"; courses for advanced training and personal development training for those who are planning to professionally deal with supervisory issues at

different educational levels.

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