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MONITORING OF MANAGEMENT ACTIVITIES OF THE HEAD OF AN INSTITUTION OF PRESCHOOL EDUCATION

Abstract. The article presents the results of monitoring the activity of the head of a preschool education institution. The purpose of the article is to present the results of monitoring the activity of the head of an institution of preschool education

The goal was realized in the following tasks: 1) to define and substantiate the criteria for evaluating the activity of the head of a preschool education institution as one of the conditions for ensuring the quality of preschool education; 2) to describe the results of monitoring the activity of the head of the preschool education institution. To solve the above-mentioned problem, the following methods were used: analysis of pedagogical documentation; methods of pedagogical diagnostics (teacher questionnaires, surveys).

To monitor the managerial activity of the head of a preschool education institution, a diagnosis was developed according to four criteria: 1 – the formation of the development strategy of the preschool education institution (quality activity of the institution is impossible without understanding the directions and ways of its development, which must be formulated in the development strategy; the transition of the educational institution to the regime development means the search for new forms in the development, education and upbringing of children); 2 – the head of the preschool education institution contributes to the creation of a psychologically comfortable environment (an important task entrusted to the head of the institution is to create a comfortable psychological climate for all participants in the educational process); 3 – the effectiveness of personnel policy and provision of opportunities for the professional development of teaching staff (the head of the preschool education institution forms the staff of the institution, attracting qualified teaching and other staff in accordance with staffing standards and the type of institution); 4 – creation of conditions for the realization of the rights and responsibilities of participants in the educational process and the development of public self-governance (in order for the institution to work as a single organism, the leader must unite many very different people).

The institution of preschool education as a component of the education system, although it has features in common with various educational institutions, differs in the specificity of functioning, which makes it impossible to directly transfer general theoretical positions and technologies of quality management of educational services from other educational systems to the practice of preschool education. They should use the content, adequate to the modern features of the functioning and tasks of the preschool education institution.

The development and improvement of a modern preschool education institution is based on the methods and technologies that the manager should use to organize the work of the institution. However, in education, such concepts as “targeted influence”, “implementation”, “management”, etc. are still often used. Instead, the modern management of a preschool education institution requires an orientation towards interaction, cooperation, reflective management, scientific justification and a change in the philosophy of education, which is the main condition for ensuring its quality.

Key words: monitoring, head of a preschool activity institution, professional activity, quality of preschool education.

Introduction. With the beginning of the full-scale military aggression of the Russian Federation against Ukraine on February 24, 2022, the socio-economic system of Ukraine was subjected to an enemy attack, significant destruction and damage was caused to infrastructure facilities, buildings of public and social purpose, including quite a few educational institutions. Thus, according to updated operational data, as of October 10, 2022, 920 preschool education institutions were damaged, in particular, 85 institutions were destroyed, 835 were damaged. Unfortunately, this number is constantly increasing. According to the conclusion of UNICEF experts, the Russian attack on Ukraine created a direct and growing threat to the lives and well-being of 7.5 million Ukrainian children. Some of the institutions ended up in the temporarily occupied territories of Donetsk, Zaporizhzhia, Luhansk, Kharkiv and Kherson regions. That is why the work of preschool education institutions under martial law is organized depending on the specific situation and taking into account the measures and tasks determined by the military-civilian administration and the founder.

Research by such scientists as V. Behei, V. Bondar, L. Danilenko, H. Yelnikova, V. Zvereva, Yu. Konarzhevskiy, V. Kremen, T. Lukina is devoted to the problem of improving the quality of the educational process at the state and regional levels, O. Liashenko, V. Panasiuk, V. Pikelna, M. Potashnyk, T. Shamovata, etc. Researchers agree that the quality of education is a national priority and a prerequisite for the national security of the state [1].

One of the means of ensuring the availability and quality of preschool education in the conditions of martial law is organized management processes. Preschool education institutions are interested in cooperation with public organizations, scientific institutions under the policy of transparency and information openness, which will be able to assist in the restoration and organization of the educational process in the preschool education institution, including for children from the number of internally displaced persons, taking into account the factor of their location and the institution's ability to provide educational services under martial law conditions; creation of a safe educational environment in the preschool education institution for all participants of the educational process (arrangement of shelters). With joint efforts, it is possible to rebuild destroyed and repair damaged preschool education institutions.

We note that managerial competence is the presence of professional knowledge and practical experience in the field of institution management, organization of collective educational, methodical, scientific and social activities [1]. Behind this definition is the willingness and ability of

the head of a preschool education institution to act in a stressful environment, the talent of an organizer and psychologist, and ultimately, the charisma of a leader [2].

A modern preschool education institution is the result of the manager's work on its development. The way he organized management processes affects the quality of education in the preschool he heads. The head of a modern educational institution must be able to motivate employees, work on their development, and know how to interact with the founder and all participants in the educational process. A good leader does the right thing, but the head of an exemplary preschool education institution does the right thing.

During the active implementation of digital technologies in a modern preschool education institution, information management is present. The head of such an institution uses reliable Internet resources or the internal network of the institution, which contains normative and legal, instructional and methodological, diagnostic, educational-methodical, didactic, and other means. They normalize, organize, direct and coordinate, fill and update meaningfully, and correct the activities of all services of the institution: administrative and economic, medical, pedagogical, psychological, etc. The head of a modern educational institution is immersed in the search for means of ensuring the quality of education, where control plays an important role. It creates an effective system of internal control over the quality of the educational process, which: does not destroy the democratic style of management; makes it possible to cover all areas of activity of the institution; contributes to the adoption of constructive management decisions [4].

Aim and tasks. The purpose of the article is to claim the results of monitoring the activity of the head of the preschool education institution. The goal was realized in the following tasks: 1) to determine and justify the criteria for evaluating the activity of the head of a preschool education institution as one of the conditions for ensuring the quality of preschool education; 2) to describe the results of monitoring the activity of the head of the preschool education institution.

Research methods. The following methods were used to solve the above-mentioned problem: analysis of pedagogical documentation; methods of pedagogical diagnostics (teacher questionnaires, surveys).

Research results. 16 preschool education institutions in Ivano-Frankivsk, Kyiv, Poltava, Ternopil, and Chernihiv regions took part in the study. To monitor the managerial activity of the head of a preschool education institution, a diagnosis based on four criteria was developed [3]:

Criterion 1 – formation of the development strategy of the preschool education institution –

the high-quality activity of the institution is impossible without understanding the directions and ways of its development, which must be formulated in the development strategy. The transition of the educational institution to the development mode means the search for new forms in the development, education and upbringing of children. The traditionally closed institution of preschool education has recently acquired the characteristics of an open educational system related to the social environment.

The development of the institution can be achieved as a result of management actions based on strategic planning approaches. Three requirements were selected for this criterion: a) the preschool education institution has a document defining the institution's development strategy; b) the preschool education institution has a work plan for the academic year and the summer period; c) an internal system for ensuring the quality of education is formed and functioning in the preschool education institution.

To evaluate the first criterion, the documentation of the preschool education institution was studied: the order, minutes of the meetings of the pedagogical council, the development strategy, as well as surveys: interviews with members of the working group, employees and parents of the institution; questionnaire for parents, employees of the institution. The high-quality activity of the institution is impossible without understanding the directions and ways of its development, which must be formulated in the development strategy.

At the same time, they drew attention to the fact that the Development Strategy is a document that forms the basis for improving the quality of education and the quality of educational activities for a long period. Whether the principles of state policy in the field of education, current legislation, provisions of the institution's charter, the city or district development program were taken into account during its development [5].

The analysis of the documents and websites of preschool education institutions showed that 89 % of institutions have a development strategy. 38 % of them are posted on the institution's website and 51 % of preschool education institutions have it in printed form). 11 % are absent because 5 % of managers believe that it is not on time "we will do everything when the war ends", and 6 % argue that they are in the position of manager for a short time and did not have time to do it.

The following points were analyzed: whether the institution's work is planned and the effectiveness of its activity is monitored; whether the work plan for the academic year and the

summer period has been developed taking into account the priorities defined in the development strategy, based on the analysis of activities (self-evaluation) for the past period. They reviewed the minutes of the meetings of the pedagogical council and found out whether the results of the institution's work are considered at the meetings of the pedagogical council. At the same time, the following points were assessed: whether the annual planning covers all areas of the institution's operation and development; whether the tasks of the work plan are clear for teachers and parents; whether task performance is measurable.

The analysis of the documentation convincingly shows that in all preschool education institutions the necessary documentation is available.

Criterion 2 – the head of the preschool education institution contributes to the creation of a psychologically comfortable environment. An important task entrusted to the head of the institution is to create a comfortable psychological climate for all participants in the educational process. The created psychological climate in the collective should ensure effective interaction of the educational collective as a whole and, in particular, of each of its members with the environment. In a team with a favorable psychological climate, due to achievements in professional activity, close interpersonal contacts and the absence of conflicts, the employees have a feeling of satisfaction with their status, a positive attitude toward themselves, which, in turn, promotes the activity of employees and the manifestation of their creative energy. At the same time, the demanding attitude of employees to each other, benevolent criticism contribute to the formation of adequate self-esteem, self-regulation and self-control.

To monitor managerial activity according to the second criterion, the questionnaire for pedagogical workers “Psychological Atmosphere Among Teaching Staff” (A. Fidler) was used. The obtained data are presented in Diagram 1 (figure 1).

The analysis of the responses of teaching staff shows that, in general, the majority of heads of preschool education institutions treat them objectively – 23 %, and only 12 % – subjectively, although only 7 % of teaching staff stated a valuable attitude towards people and work. In the majority of preschool education institutions – 19 % of teachers feel joint responsibility for the result of their work. This is also confirmed by the unacceptability of the position “your shirt is closer to your body” – 17 %. At the same time, only 10 % of educators testified about mutual assistance at work, and 9 % about sincere joy at the success of colleagues, only 3 % of newcomers do not feel like “strangers”.

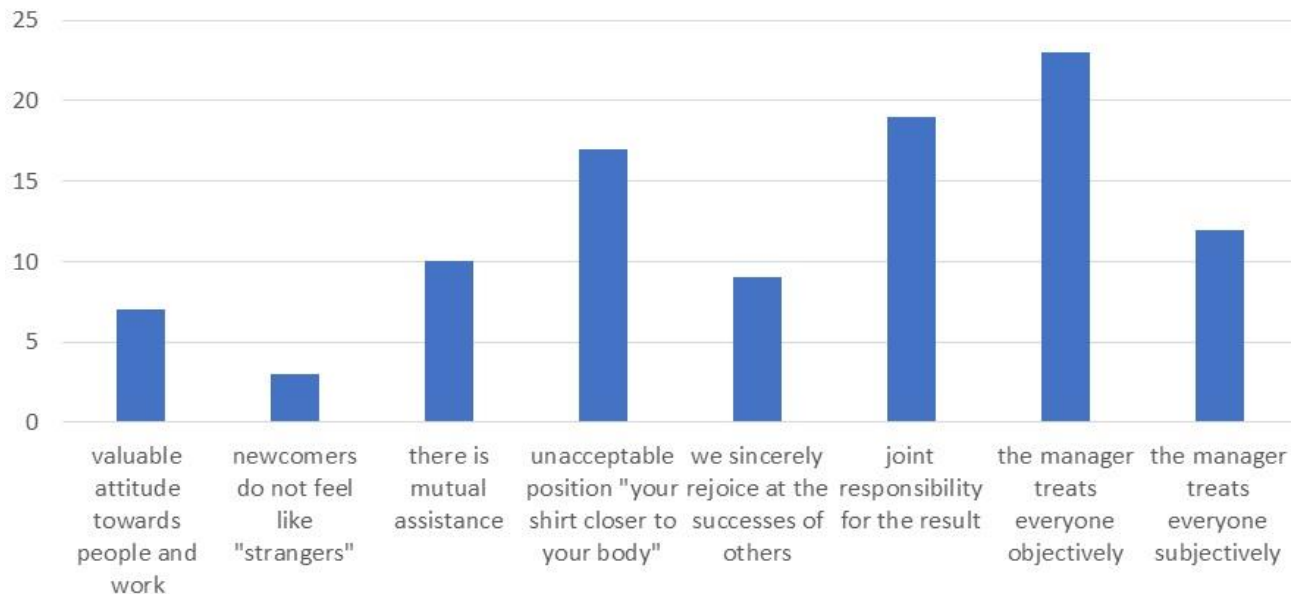


Figure 1. Analysis of the responses of teaching staff to the questionnaire “Psychological Atmosphere among Teaching Staff” (A. Fidler)

Criterion 3 – Effectiveness of personnel policy and provision of opportunities for professional development of teaching staff. The head of the preschool education institution forms the staff of the institution, attracting qualified pedagogical and other employees in accordance with staffing standards and the type of institution. Therefore, the personnel policy of the institution should be built in such a way as to help each employee activate one’s professional qualities, to satisfy all requests and aspirations for self-development.

For this purpose, the following were evaluated: whether the number of full-time employees of the preschool education institution ensures the fulfillment of the state standard of preschool education; whether all teaching staff have the relevant profession; whether the staff is fully staffed with appropriately qualified teachers. Using the analysis of pedagogical documentation, it was found out which recruitment resources are used and how effective they are. They studied the staff list, while paying attention to the extent to which it reflects the division of labor between employees, determines the number of employees, monthly and annual salary funds.

The obtained results convincingly indicate that, under the necessary standards of record keeping, the statute and nomenclature, the necessary documents have been prepared in the necessary manner and are available in the institutions.

In addition, attention was drawn to how the head of a preschool education institution motivates teaching staff to improve the quality of educational activities. For this purpose, it was assessed whether the institution has documents that define the principles and procedures of material and moral stimulation of employees, clear criteria for the application of these measures; how regularly and reasonably material and moral encouragement of employees is carried out. It was found out: whether the employees of the institution are aware of the grounds for material and moral stimulation; whether the employees of the institution consider the principles and practice of applying material and moral incentives to be fair. We analyzed the content of the award provision.

A necessary condition for high-quality educational activities of the institution is the professional development and support of each teacher's professional trajectory. There were assessed: how satisfied the teaching staff are with the opportunities for professional development in the institution; whether the institution provide opportunities for professional development to teaching staff; whether the Pedagogical Council considers the issue of professional improvement, which decisions are made; whether the implementation of decisions aimed at increasing the professional level of teaching staff is effective.

Regarding this indicator: in institutions of preschool education there are protocols and decisions of the pedagogical council regarding issues of certification and professional development. However, not all heads of preschool education institutions create opportunities for the professional development of educators (32 % – believe that this is the responsibility of the methodologist – he should supervise; 24 % believe that educators should independently monitor, direct and ensure their professional development; 25 % - and only 19 % create appropriate conditions in the institution).

Criterion 4 – Creation of conditions for the realization of the rights and obligations of participants in the educational process and the development of public self-government. For the institution to work as a single organism, the manager must unite many very different people. Therefore, the manager needs to be able to establish interaction with the team and in the team – to organize business conversations, to captivate the listener(s), to ask questions to obtain more information, to correctly achieve the fulfillment of requirements, to resolve conflict situations, etc.

The value system of the teacher of the institution consists of such important components as the self-worth of preserving and strengthening the child's physical, mental and social health; creating well-being as the ability to nurture, support and create favorable conditions for oneself and others in a safe environment, in the natural, material and social environment. It is the system of

values guided by the teacher that determines the humanistic, civilized, cultural, professional way of activity and interaction with children [9].

Among the modern aspects of professional self-improvement of preschool teachers, a conscious position regarding the recognition of the direct dependence of the result of education (competence) on the enrichment of the child's personal experience in various types of activities, the rights and obligations of participants in the educational process are defined by the Laws of Ukraine "On Education" [6].

For this, the leadership style was determined. Leadership style is not an innate quality of a person but is formed in the process of his activity and changes. Style can be adjusted and developed [8].

Assessed: whether employees and parents have the opportunity to influence management decisions; what procedures for receiving proposals from employees and parents and making decisions based on their consideration are used in the educational institution, how effective are these procedures? Analyzed: whether the institution has created conditions for the realization of the rights and obligations of participants in the educational process. For this purpose, we studied the opinions of parents regarding their rights and the rights of children in the institution.

Any administrative decision can be effective only if this decision is based on timely and reliable information, meets the needs of the institution and takes into account the suggestions of those participants in the educational process to whom it concerns. The team's activities are organized according to the principle of sharing collective responsibility. Therefore, a team is formed by people who know how to and like to work together to achieve a common goal, supporting and encouraging each other.

According to the definition of psychologists, communication is the implementation of informational influence on the opinion of the interlocutor, as well as receiving information from him [8]. Compared to communication, communication involves greater purposefulness, addressability, and pragmatism in the presentation of information. Therefore, the manager's communication skills are a set of conscious actions that enable him or her to use his knowledge flexibly to reflect and transform reality; establish and maintain appropriate relationships with people in the process of management activities. It is possible to establish optimal interaction in each specific team only in the process of work, through trial and error. Consider the following points: joint training on relevant topics, such as the development of communication skills, the practice of

resolving conflict situations, etc., contribute to the unification of the team; the manager's indifference to the needs, views and initiatives of employees gradually leads to the fact that their social and professional position becomes passive, "for a day to evening"; criticism is a necessary tool of the manager, but it is effective only if the subordinate values the opinion and respects the manager, and for this he must see the same attitude from the manager.

The key to effective communication is the leader's desire to communicate with families, to allow them to get to know the pedagogical environment where their child is. If parents see that the manager is in a position of dialogism, openness and willingness to make contact, there is a high probability that they will also be cooperative and constructive.

Discussion. The quality of education is a national priority and a prerequisite for the national security of the state, compliance with international norms and requirements of Ukrainian legislation regarding the realization of citizens' right to education. Material, financial, personnel and scientific resources of society and the state are directed to ensure the quality of education [7].

Despite the theoretical principles of management developed in science (M. Albert, S. Donnell, V. King, D. Cleland, G. Kunz, M. Mescon, F. Taylor, A. Fayol, etc.), including educational institutions (V. Bondarya, I. Gryshina, L. Danylenko, L. Karamushka, Yu. Konarzhevsky, V. Kryzhko, O. Marmaza, V. Maslov, etc.), pedagogical management (V. Kryzhko, N. Kolomenskyi, M. Prykhodko, etc.), for a long time the activities of a separate preschool institution were carried out without taking into account certain objective factors.

The preschool education institution is a component of the education system, although it has features in common with various educational institutions, but differs in the specificity of functioning, which makes it impossible to transfer directly general theoretical positions and technologies of quality management of educational services from other educational systems to the practice of preschool education. They should use content, adequate to the modern features of the functioning and tasks of the preschool education institution.

The development and improvement of a modern preschool education institution is based on the methods and technologies that the manager should use to organize the work of the institution. However, in education, such concepts as "targeted influence", "implementation", "management", etc. are still often used. Instead, the modern management of a preschool education institution needs to focus on interaction, cooperation, reflective management, scientific substantiation and a change in the philosophy of education, which is the main condition for ensuring its quality.

Conclusions. Improving the management process of a preschool education institution should involve the optimization of the educational process, which in turn will involve the impact on each component of this process. Therefore, our proposed recommendations will help education managers, first, to improve the management process of a preschool education institution. The conducted research does not exhaust all aspects of the problem of the quality of educational institutions, the provision of quality educational services in modern preschool educational institutions.

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МОНІТОРИНГ УПРАВЛІНСЬКОЇ ДІЯЛЬНОСТІ КЕРІВНИКА ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. У статті представлено результати моніторингу діяльності керівника закладу дошкільної освіти. Мета статті полягає в презентації результатів моніторингу діяльності керівника закладу дошкільної освіти. Метою було реалізовано в таких завданнях: 1) визначити та обґрунтувати критерії оцінки діяльності керівника закладу дошкільної освіти як однієї з умов забезпечення якості дошкільної освіти; 2) описати результати моніторингу діяльності керівника закладу дошкільної освіти. З метою вирішення означеної вище проблеми застосовували такі методи: аналіз педагогічної документації; методи педагогічної діагностики (анкетування вихователів, опитування).

З метою моніторингу управлінської діяльності керівника закладу дошкільної освіти було розроблено діагностику за чотирма критеріями: 1 – сформованість стратегії розвитку закладу дошкільної освіти (якісна діяльність закладу неможлива без розуміння напрямів і шляхів його розвитку, які мають бути сформульовані в стратегії розвитку; перехід закладу освіти в режим розвитку означає пошук нових форм у розвитку, навчанні й вихованні дітей); 2 – керівник закладу дошкільної освіти сприяє створенню психологічно комфортного середовища (важливе завдання, яке покладається на керівника закладу, – створити комфортний психологічний клімат для всіх учасників освітнього процесу); 3 – ефективність кадрової політики та забезпечення можливостей для професійного розвитку педагогічних працівників (керівник закладу дошкільної освіти формує штат закладу, залучаючи кваліфікованих педагогічних та інших працівників відповідно до штатних нормативів і типу закладу); 4 – створення умов для реалізації прав і обов'язків учасників освітнього процесу та розвитку громадського самоврядування (зادля того, щоб заклад працював як єдиний організм, керівник має згуртувати чимало дуже різних людей).

Заклад дошкільної освіти як складова системи освіти хоча й має спільні з різними освітніми закладами риси, але відрізняється специфічністю функціонування, що унеможливорює пряме перенесення загальних теоретичних позицій і технологій управління якістю освітніх послуг з інших освітніх систем у практику дошкільної освіти. Вони мають бути наповнені змістом, адекватним сучасним особливостям функціонування й завданням закладу дошкільної освіти.

Розвиток і вдосконалення сучасного закладу дошкільної освіти ґрунтується на методах і технологіях, які має використовувати керівник для організації роботи закладу. Проте в освіті досі нерідко оперують такими поняттями, як «цілеспрямований вплив», «упровадження», «керівництво» тощо. Натомість сучасне управління закладом дошкільної освіти потребує орієнтації на взаємодію, співробітництво, рефлексивне управління, наукове обґрунтування та зміну філософії освіти, що є головною умовою забезпечення її якості.

Ключові слова: моніторинг, керівник закладу дошкільної діяльності, професійна діяльність, якість дошкільної освіти.

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