

Leadership, Pedagogy and Change in education

As a school leader it is critical for you to find and create your own pathway to this kind of knowledge. For me, it is about conversations before school, staff events that include spouses and kids, self-deprecating humour, service to staff, sharing my journey, asking for help, and a million other little things that technically have zero connection to my job as principal. I also use polls and Google forms, and take photographs and make notes — all the standard things that supervisors do. It is the intersection of these observations and data and conversations (sounds familiar doesn't it?) The research considers the theoretical aspects of the problem of forming the leadership qualities of a future school teacher in the process of professional training in the institution of higher education. The analysis of scientific approaches to the disclosure of the essence of concepts «leader», «leadership», «leadership qualities» and features of their formation are revealed. The future school teacher during his studies at a higher education institution must deeply master a certain set of leadership qualities that will allow him successfully realize his creative potential in practice. The components of formation of leadership qualities of the future school teacher, namely: theoretical component, organizational-practical and value-oriented, are considered. The pedagogical conditions of formation of leadership qualities of future school teachers in the process of professional training are singled out.

In the context of global social change on the path to European integration, the transition to European educational standards of quality, especially innovative processes in Ukraine, aimed at upgrading social life, stabilizing the socio-economic situation, modernizing education, introducing fundamentally new demands on the personality of the younger generation. The modern world requires young people with a new thinking, a new vision of the situation, an ability to adapt to new conditions, capable of fruitful cooperation, the production of extraordinary ideas, ready to make non-standard decisions that allow us to make radical changes in society. Professional

development is learning, and learning should be about transferable skills and competencies. It is not enough to simply buy a new resource, or send someone to a conference. Based on what you know about the teacher, based on what you have observed in teaching with them, and based on what they have told you about their approach to the art of teaching, their current wonderings, and their profile, where do you think they need to journey to next? Just as important, where do they think they need to go next? When you can answer those questions, then the conversation should move to what they learning will look like in the classroom and how it will support student learning and achievement. Make them independent and accountable, just like we expect from our students. Be clear with them that learning isn't about success, but growth. Professional development that doesn't result in a bump on test scores is not a failure, and you aren't looking for a silver bullet or magic wand — they don't exist! The analysis of scientific literature shows that the problem of leadership is one of the most urgent philosophical problems. The treatment of the phenomenon of leadership can be found in the writings of Confucius, Plato and Aristotle, and other thinkers of antiquity, who pondered the ideal state and its rulers. If the first attempts to comprehend the phenomenon of leadership were made by the classical theorists, then at the beginning of the twentieth century. The problem of leadership has become interdisciplinary – the problem began to be studied in political science, sociology, psychology, management, etc.

To analyze the scientific approaches to revealing the essence of the concept of «leader», «leadership», «leadership qualities»; to reveal the peculiarities of their formation and to distinguish pedagogical conditions of formation of leadership qualities of future school teachers in the process of professional training. The root of the English word «leader» comes from the concept, which means «leadership», «lead», «path». This word is relevant to the motion. The leader in the literal sense is always the person who goes ahead. They are waiting for him to point out the path. This is evidenced by typical statements about leaders: «A leader can not become the result of appointment ... you are a leader when and only when people follow you voluntarily» «Leaders awaken people in energy, generating and supporting creative

tension, encouraging the desire to realize their dreams, while also telling the truth about what's really about»

Researchers in different ways determine the essence of the concepts of «leader» and «leadership». Most definitions of leadership are interpreted as a group phenomenon: the leader is unthinkable alone, he is always an element of group structure, and leadership is a system of relations in this structure. Leadership is the ability of an individual to induce others to act, to inspire them to engage in active activity, and therefore involves achieving leadership in the leading position (individual leadership) or part of group members (group leadership) with respect to the rest. In this case, we can say that leadership is a mechanism for both the differentiation of social activity and its integration. According to Ukrainian research, L. Danilenko and L. Karamushka, leadership assumes and prepares the changes, introduces and adapts them, shapes the position, attitude to change. One of the key characteristics of the leader is his emotional potential – the ability to manage his emotions, feelings, feel and understand the feelings of other people, especially children. A person can have first-class training, an acute mind and constantly generate new ideas, but in the absence of emotional intelligence, she will still not become a leader. The components of emotional intelligence are self-awareness, self-control, motivation, empathy and social skills. Having these qualities means understanding your own and another's emotional state, and so good to lead people to achieve common goals. Achieving the real goals of higher education helps to attract students to such training and extra-curricular activities in which the ability of the leader can be maximally manifested and developed. As studies of the problem show, ideas about leadership are shaped more by students based on personal experience (being included in leadership or observing other leaders) than, for example, under the influence of social conditions, so often the image of leadership has the character of a stereotype. Therefore, the formation of leadership qualities of future school teachers involves the creation of appropriate favorable conditions, the direction of students' activities to develop leadership motivation, the expansion of knowledge about leadership in pedagogical activities, the development and inclusion of leadership

skills in their own pedagogical tools, the observance of a stable leadership position, even under the influence of negative life phenomena. When forming the leadership qualities of future school teachers, one must take into account the components of leadership – a group and the achievement of a common goal; a process in which a future preschool teacher has an influence on the group. The end result of the leadership process is a social change that is achieved through a constant value exchange between the leader and the group. Today, the future school teacher – the leader who assumes responsibility – exercises his influence on the principles of risk, efficiency, autonomy, collegiality and honor. Professional growth doesn't happen in a vacuum; it happens in community, and the work should be shared with and felt by the community. It is important that you are transparent with other stakeholders about what is going on. You should make sure that there are entry points for other staff if it is appropriate. You should provide opportunities at staff meetings for educators to share their learning, to get the kudos and support they deserve, and to let their excitement for their learning flow out to their peers. You should invite community members in to see and feel what is going on in the school, and engage them proactively in conversations about the instructional work being done. Everyone's context is different, and this is mine, I fully admit. I would challenge you to consider yours. It is very easy to say that something can't be done, or build a tower of obstacles that prevent you from making an attempt. But as we tell our students, no attempt is wasted. Learning is about failure and growth and risk even more than it is about success. Make the attempt. Make an attempt for goodness sake, and keep at it. Look at pedagogical change in your school directly, take a deep breath, and make the first step on the journey.

The study does not exhaust all aspects of the problem. The prospect of research is seen in the analysis of ways to build leadership skills and abilities; diagnostics and correction of the level of formation of leadership qualities of future preschool teachers; research of the influence of individual-typological peculiarities of personality on the process of formation of leadership qualities of the future school teacher.

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