



Trinitatskaya O.G.

Organizational - pedagogical conditions and criteria of efficiency of formation of the developing environment of general education establishment

In the article problems of formation of the developing environment of general educational establishment are examined by means of intraschool management. The special attention is given to research and distinguishing of organizational - pedagogical conditions and criteria of formation of the developing environment of innovative school which can become a basis for realization of effective administrative activity in conditions of upgrade of modern education.

Key words: *the developing environment of general education establishment; the intraschool environment; means of intraschool management; intraschool system of improvement in professional skill; participative management; matrix model of management; organizational - pedagogical consulting; parameters and indicators of pedagogical efficiency of the developing environment.*

Expansion of functions of a modern school, perfection of the contents and conditions of its activity have caused significant changes of organizational aspect of life of a school collective, complication of work of the head and have determined requirement for search of new forms and methods of the organizational - pedagogical activity directed on the solution of problems of creation of conditions for development of all subjects of educational process of school, both teachers and pupils. One of the perspective means of realization of these problems is the intraschool developing environment. Modern researches of M. Bashmakov, L.A. Bodenko, S.D. Derjabo, P.I. Dzegelenk, V.A. Karpov, O.I. Kochetkova, S. Pozdnyakov, N. Reznik, V.I. Slobodchikov, I.M. Ulanovskaya, V.A.Jasvina are devoted to research of its various aspects.

At the same time, the analysis shows that by present time the generally conceptualized theoretical approach to formation of the developing environment of educational establishment by means of intraschool management in a national science of management of education still is not developed, complete aggregate of organizational-pedagogical conditions of its formation is not revealed.

Analysis of experience of administrative and educational practice of modern innovative school shows that processes of acceptance of operative decisions on concrete results prevail in it. Passage to situational management of education by results means the radical change of approaches. 'Management of education will become more effective if heads purposefully improve themselves and the employees in parallel', fairly marks P.I.Tretjakov [1, p. 157]. In accordance with this **first organizational-pedagogical condition of formation of the developing environment of school the organization of the intraschool system of improvement in professional skill operates.**



Improvement in professional skill is 'reception of additional knowledge on the base speciality and perfection of professional skills on a basis of comprehension of own activity in the light of the knowledge received' [2].

The analysis of the literature on this problem realized by L.N.Panova has shown that in overwhelming majority of sources 'there is no concept "intraschool system of improvement in professional skill" which would connect the purposes, aims, trends, methods, means and forms of training the teachers, both with their needs and with requirements of concrete school; management of the process of improvement in professional skill of teachers is examined insufficiently' [3]. We completely support this point of view of the author as soon as in modern conditions, with appearance of new models of schools, with regard for development of variability of educational space, process of improvement in professional skill of teachers should and can be moved to concrete school as a school allows to consider the optimal daily interests and practical needs of teachers.

As practice of our work shows the passage to the intraschool system of improvement in professional skill of teachers allows:

- To overcome distinctive alienation of process of training of teachers from specific requirements of concrete school, i.e. to realize it purposefully, substantially and in detail;
- To transform methodical work at school into complete system of continuous additional professional growth of pedagogical staff;
- To trace concrete result of training of teachers, a varying level of professional erudition and the pedagogical, social and economical importance of system.

The major characteristic of the intraschool system of improvement in professional skill of innovative educational establishment is development of collective pedagogical creativity within it, which is shown in development and realization of various discrete innovations. The intraschool system of improvement in professional skill is characterized by certain autonomy, independence in a choice of directions and technologies of training obligatory for school collective.

Management of school is the major system regulator supporting the expected mode of functioning and development of the intraschool system of improvement in professional skill of teachers. As practice of some innovative schools of the Rostov region shows, the bodies of the intraschool system of improvement in professional skill may be presented by: administration of school, heads of methodical and cyclic associations, scientifically methodical council and problematically creative groups.

Activity of the foregoing bodies of management of the intraschool system of improvement of professional skill begins with the analysis of a status of a level of professionalism of teachers and development of the program and regulations of the intraschool system of improvement in professional skill including the purposes, aims, stages, directions, technology and stimulus of training and prospective result. The bodies of management of the intraschool system of improvement in professional skill of teachers should be organizationally performed, relatively independent and effectively operated in order to solve the problems required.



The special role of administration of a school consists in teacher's choice of a subject of research, stimulation of his search, support of a motivation level. For the administration it is necessary to create at school conditions so as the internal need for improvement in professional skill would become intrinsic feature of each teacher.

The constructing elements of the intraschool system of improvement in professional skill can be the purposes and problems, the contents of teaching material, group and individual forms of training, problem and creative groups, methodical associations, scientifically methodical council, etc. Each of the components of the system should have the modular program of training with a special-purpose designation of information material, combination of complex integrative and individual didactic purposes, optimum transfer of information and methodical material, terms of training and realization of feedback.

Creative associations of teachers can participate in elaboration of author's programs, individual programs of training and development of pupils and teachers, carry out methodical, experimental work, generalize the advanced pedagogical experience, review works of each other and partially control a course of training and influence on administrative decisions.

The second condition is the creation of the organizational structures providing participative management at school.

This condition corresponds with a principle of development of partner relations. To increase an inclusiveness of teachers in the management of development of a school, it is required to define organizational structures through which collegiate management and ways of their work will be realized, and also to create necessary motivation of the teachers. Hence, in the number of corresponding methods should be included: methods of formation of new organizational structures of participative management; special methods of collective work; methods of motivation of active participation of teachers in management of school.

Thus, the leading role is played by methods of the collective work which allow an activity of employees in preparation and realization of administrative decisions to increase. Even within the traditional collegiate bodies of a school, such as teachers' council, meeting of methodical association, etc., it is possible to achieve high efficiency of participation of each participating teacher and to avoid subjectivism while choosing the collective decision if their work is organized according to special techniques.

T. P. Afanasieva and I.A.Yelisseyeva I.A. distinguish two methods of organization of collective work; those allow a greater feedback from activity of collegiate bodies at school to be received: a method of nominal groups and a method of group discussion [4, p. 79]. During an experimental part of the present research these methods were used in the work of innovative schools of the Rostov region.

The method of nominal groups is characterized by rigid formalization of procedure that enables to avoid the pressure of the head upon opinions of teachers and in that case when at school the traditions of democratic management are absent and administration is inclined to authoritative style of management. On the basis of the



results of researches in the field of meetings on decision-making, coordination of group judgments and problems of participation of citizens in planning programs this method has been developed by Andre L. Delbek and Andrew Van de Ven. The method allows the individual judgments to be revealed and compared, receiving the decision to which one person cannot come.

One person who is called the organizer or the coordinator undertakes all the functions on the organization of group work according to the established procedure. Main participants of the work are the employees competent in the field of the solved problem; optimum number of employees is 8-12 people. The group work on this method proceeds consistently and passes six stages: prologue, generation of suggestions, formation of the general list of suggestions, explanation of suggestions, estimation and ranging of suggestions, final part.

The method of group discussion demands certain experience of a democratic management of pedagogical collective from the head or, at least, readiness to get it. It assumes great freedom of actions of both organizers and participants, but thus generates the unique atmosphere of the collective discussion promoting formation of unity of opinions in the collective and satisfaction of each participant from the work realized. The aim of group discussion is the reception of certain result such as interchange of information, opinions, elaboration of the decision, achievement of the consent, etc.

The organization of discussion assumes the realization of some external preconditions: number of participants should be no more than 15 person so that they could communicate among themselves; general time-limit of discussion, time of its termination is fixed in advance; the spatial organization of participants, the best variants of an arrangement of participants, a circle or a horseshoe is thought over; room should exclude handicaps and have convenient landing places and a necessary equipment. Phases of course of discussion are: definition of the purposes and subjects of discussion, explanation of a problem; gathering of the information (knowledge, judgments, opinions, new ideas, suggestions of all participants, revealing of positions); ordering, substantiation and joint estimation of the information received during work, choice of alternative; summarizing of discussion (comparison of the purposes of discussion with the received results).

The third condition is transition to matrix model of management of school.

This condition corresponds with a principle of development of structure of management of school. Alongside with sector, linear, collegiate, modular models researchers distinguish matrix model of management of the organization [5, p. 50]. Besides professional mastery of teachers it demands presence of precise strategy of development of school. Strategy is the result of consultations of experts (scientists and methodologists, see further the eighth organizational-pedagogical condition) and coordination of actions with employees. In concrete expression strategy represents the code of the general rules accepted by all members of educational establishment.

Using matrix structure, the educational establishment avoids a choice of one basic direction of realization of its activity. By virtue of this, the matrix model of manage-



ment is optimum for realization of discrete innovations at mass school. Application of a designing (problem) method is typical for the school with the matrix organization.

The matrix organization is designed by differentiation of two directions of activity – teaching and management. The division of teaching is created for satisfaction of various needs and interests of pupils. If in a situation of developed intersubject communications the border between subjects is washed away, the coordination between teachers is necessary. The designing approach to teaching demands the mixed groups of subject-teachers. By virtue of these two circumstances, the teaching division has complex structure and consists of chairs and temporary design groups which work on creation of new kinds of curriculums (the integrated and problem oriented courses).

The division of management includes teachers who have passed special course preparation (a reserve of heads) or several experts working at school in combination. They are grouped in specialized departments of management. The division of management realizes functions of training and personal and social development.

The additional (infrastructural) division is to provide two above-named divisions with necessary means and information (methodical cabinet, library, media library, computer information department), to coordinate activity of services (social-psychological, methodical, economic) and to distribute budgetary funds.

One of the members of the administrative command (director or his assistant) responds for the work of each division. Initiators of new strategy can be various departments or employees. New strategy of activity of the educational establishment is collectively discussed in detail. For this purpose the temporary working groups which realize research functions are created sometimes.

The double basis of the matrix organization finds expression in the ideas, concerning educations, i.e. establishment of balance between teaching and management. The more coordination is at a level of strategy, the less there are mismatches in activity. The matrix organization has more opportunities to cope, and do it at a high level, with three organizational functions:

- Management of temporary creative collectives, tutor groups;
- Management of complex educational processes (realization of the integrated educational programs);
- Development of processes of organizational changes (transfer of administrative functions, their division or combination).

The fourth condition is the joint programming of forthcoming innovative activity through conducting of organizational and active games and arrangements similar to them (seminars, teachers' councils, etc.).

Collective programming allows avoiding of many problems which otherwise would arise already at a stage of realization of activity. Interaction of the members of pedagogical collective, taking place during the joint programming enables everyone to influence on ideas of others, changing them and thus changing the future.

Assimilation of ways of interaction, experience of organization of mutual understanding in the communication allowed us to distinguish and assimilate new forms



and ways of preparation and realization of various arrangements of the joint programming, in particular, faculty meetings in a number of innovative schools of the Rostov region. There are three stages in such faculty councils: preparatory; basic (actually teachers' council); final (final reflection).

The primary tasks of the preparatory stage: problematization (formulating of a problem); actualization (demonstration of importance of a problem); discussion of a problem, understanding of the present status; search of ways of decision, points of purposeful influence. A place and time of realizing this work is the director's council. Mode of work is set by the methodological schemes used in the work. At this stage the command of preparation for the teachers' council is formed. As a rule, it includes administration, teachers realizing self-education in this direction, and also the teachers having difficulties in this question. Collective mental activity during preparation for the teachers' council allows teachers to promote in understanding of a problem question, to generate common views about the further activity, and also to improve individual and professional competence (problem, communicative, cooperative).

The basic stage. As a rule, the general scheme of realizing of teachers' council includes: the adjusting report, the task and specification ("outlining") of subjects; a reflection of the adjusting report in small groups, self-determination of each of participants towards the subject of teachers' council; plenary work, statement of main lecturers on a subject of teachers' council; work in small groups, discussion of reports, attitude, suggestions; plenary work, statements from groups; discussion, specification and decision-making of the teachers' council. Participants of spadework of the teachers' council are either lecturers on a subject, or heads of small groups. Heads of small groups organize the communication, provide mutual understanding in the communication, keep up a schematization, assist to complete another's logic, make opposition, etc.

The group of preparation of the teachers' council realizes its reflection answering the questions: What did we wish to receive? What have we received? Where are concurrences and places of break? Due to what was it possible to achieve concurrences and what is the reason of discrepancies? The reflection is made on the contents, modes of work and its organization.

The fifth condition is the organization of innovative work on realization of a national and regional component of the contents of education at school. This condition corresponds with a principle of succession of the basic directions of development of various educational levels: federal, regional, municipal, school.

The national and regional approach is actualized in conditions of formation of the federal system when the center of solution of many problems moves on a regional level. Processes of decentralization and regionalization have changed the character of interrelations of subsystems and objects of influence or management: federal, regional, municipal and a level of educational establishment. Unlike former system where the bottom three levels were not able to manifest the subjectivity and individuality, putting into practice available decisions, the present



position of subjects demands conducting of own politics, presence of strategy and tactics registered in the programs of development of education of the corresponding level.

The notion "region" defined as a 'combination of the reserved in certain geographical, natural frameworks (the geographical environment) and the dynamic, mobile (the social environment)' [6] has the features. Regions differ from each other by geographical, social and economic, demographic, climatic, natural and other indications. The understanding of the structure of these indications and the processes occurring inside of regions is a basis of determination of regional features and their regard in construction of educational systems.

As V.D. Shadrikov notes, 'the national school should differ not by "national arrangement" of general values but by the national culture added and enriched by knowledge of culture of other people' [7, p. 112]. Works of A.A. Barbolina, T.I. Berezina, A.L. Bugayeva, G.N. Volkova, Z.P. Tyumentseva, etc. point out the necessity of taking into consideration the correlation of general and national bases of consciousness and vital activity and the ethnic approach at construction of educational systems of national traditions. 'People as the historic figure cannot be sovereign without own ethnic educational system. Moreover, people cease to be that, turning to the unified social phenomenon called the population', emphasizes G.N.Volkov [8].

The sixth condition is the ensuring of active and versatile interaction of internal environment of educational establishment with external environment. Realization of this condition includes:

- Strategic, tactical and operational planning of development of school on the basis of statistically reliable data of change of the social educational order and, as a whole, a demographic, ecological, social and economic situation in region and city;
- Formation in micro society of inclination of school of demand and new requirements in sphere of education;
- Two-way exchange of a school with environment by various types of resources, including innovative educational development – products of activity of a school.

Let's examine the idea of "socially active school" as a typical example. In a basis of this idea lays the notion that a school by the nature is the center of resources for local community and collective of professional organizers [9]. The local community is objectively interested in getting the access to it and using these resources. Counter interest of school consists, in particular, in that at absence of sufficient state support more significant public support is necessary for it to remain in the capacity of educational establishment. In other words, for the survival the school has to begin construction of local social structures around of itself, at a local level. Already in the beginning of this work the school receives additional, including legal unbudgetary financial resources for material support and improvement of quality of education.



Possibility of accumulating of other diverse resources, including grants from foreign funds, the budgetary and unbudgetary means allotted according to the municipal or state social order, independent earning money resources by way stipulated by the legislation for the noncommercial organizations, having essential tax privileges; these are the features of really working “socially active school”.

The main thing thus is the achieved by such a work social result. Involving of parents and pupils and also members of pedagogical collective of school in noncommercial activity increases their social activity, civil initiative, trains in their skills of social partnership, constructive civil self-organizing, and social self-management.

The seventh condition is the usage of monitoring of development in management of school which is focused on specially developed system of parameters considering the specificity of the educational environment of concrete school. Generally, monitoring can be guided by following parameters of development of general education establishment: innovative activity of GEE; the organization of educational process; efficiency of educational process. To each parameter there corresponds a number of indicators. We shall examine each of the parameters in more detail.

To one of the important parameters which is the *innovative activity of GEE* there correspond following indicators: renovation of purposes, missions and contents of education (base and additional components, programs of training and education); renovation of techniques and pedagogical technologies, prevalence of the individual and/or group forms of organization of cognitive activity over the frontal; a combination of self-examination, self-planning and self-organizing, self-control and self-appraisal with an appraisal of partners on joint cognitive activity; quality and efficiency of management of development in educational establishment, etc.

Following indicators will help to reveal features and *a level of the organization of educational process*: self-management, cooperation of teachers, pupils and their parents in achievement of the purposes of training, education and development; joint planning and the organization of activity of the teacher and the pupil as equal in rights partners; sharing of responsibility for results of educational process between the pupil and the teacher; a high level of motivation of participants of pedagogical process; comfortable spatial and psychologically pedagogical environment for all participants of integral pedagogical process.

Following indicators will help to define the efficiency of educational process: a degree of satisfaction of educational needs of the main customers; providing of success of graduates on a labour market and/or during reception of the further education; efficiency of solution of the basic social problems (health of children and teenagers, the children's and teenage criminality, harmful addictions of children and teenagers) by the means of school education.

It is necessary to emphasize, that at construction of monitoring of development of school it is necessary to make it not only on the estimation of parameters of results, but on the basis of a complex of criteria that include not only quantitative and quality indicators of educational results – erudition, good breeding, development of pupils,



their social adaptedness, orientation on national and general values, etc., but also essential characteristics of the educational process itself, its contents, organization, technologies of training and education and created for its realization material, educational and methodical, personnel, sanitary and hygienic and other conditions.

On the basis of the general parameters and indicators of efficiency of development of educational establishment we had been defined criteria and indicators of pedagogical efficiency of the developing environment of educational establishment. On their basis it is possible to estimate a degree of efficiency of the developing environment at a level of a class, a parallel, school. Periodically made estimations are a necessary component of monitoring of a management efficiency, formation and maintenance of the developing environment of educational establishment. The set of indicators allows to analyze an actual level, that is to reveal sufficiently and insufficiently developed parameters and on the basis of the received information to determine administrative steps of correction of process of formation and maintenance of the developing environment of school.

We have defined three criteria: *requiremental-motivational, cognitive, emotional-willed*. The certain indicators correspond to each criterion. Depending on the formation of characteristics according to criteria indicators of pupils and their groups (classes, parallels, school collective of pupils) it is possible to distribute on three levels: low (inadmissible); average (critical); high (optimum). Thus the level of formation of characteristics is defined:

- For the individual pupil, on the basis of a method of independent pedagogical examination;
- For the group of pupils, on frequency of occurrence of a high level in the sum of parameters: 80 % and more is a high level of whole group; 60-79 % is average; less than 60 % is low.

Criteria and indicators of pedagogical efficiency of the developing environment of educational establishment are presented in table 1.

Table 1

**Criteria and indicators of pedagogical efficiency
of the developing environment of educational establishment**

Criteria	Indicators	Levels of manifestation of indicators		
		Low	Average	High
Requiremental-motivational	1. Development of the purpose and problems of receiving of education	Does not realize	Realizes vaguely	Realizes in full measure
	2. Development of need of self-education	Is absent	Is shown incidentally	Is shown regularly
	3. Development of personal sense of training	Is absent	Motives have unstable, external character	Comprehension of clear motives



Requiremental-motivational	4. Development of the positive attitude to educational activity at school	Is absent	The unstable attitude; it is expressed the negative attitude to a number of subjects	The stable positive attitude to the majority of subjects
	Development of interest to additional education at school (elective courses, hobby groups)	Is absent	Participates, but without special interest	Stable, versatile interest
Cognitive	1. Development of attention	The absent-minded attention	The involuntary attention prevails	The voluntary attention prevails
	2. Development of memory	Weak, significant blanks in knowledge	Mediocre and irregular	Good, knowledge on the majority of subjects respond the program or exceed the bounds of it
	3. Development of thinking	The basic functions of thinking (generalization, analysis, synthesis) are not developed	The empirical (inductive) thinking prevails	The theoretical (deductive) thinking prevails
	4. Development of educational activity	Educational activity is developed poorly	The reproductive type of educational activity prevails	The creative type of educational activity prevails
Emotional-willed	1. Development of self-control and voluntariness	Impulsive actions prevail	Tries to be self-controlled, but it is not always successful	Действия произвольны Actions are voluntary
	2. Development of self-discipline	Is absent	Manifests incidentally, only in situations of educational activity	Manifests regularly, including a non-educational
	3. Development of discipline	Regularly receives penalties including strict ones	There are penalties	Penalties are absent

The eighth, final condition is the support of management by development of school by means of external educational-administrative consulting.

Practice shows that such organizational support is demanded by heads of establishments of the education, interested in introduction of pedagogical innovations, increase of efficiency of teaching and educational process at school.

The need of external educational-pedagogical consulting is caused, as practice shows, by two groups of the reasons. On the one hand, active introduction into a life of school of a various sort of innovations demands fast reorientation of teaching and educational



process according to advanced achievements of a science and practice. It can be realized more successfully with attraction of an expert-consulter which corresponds to a direction of innovation. On the other hand, reorganization of subject and technological sphere of a school life is interfaced to overcoming difficulties of psychological character. Organizational and socially psychological consultation is traditionally bound with activity of the expert consulting heads and employees of educational establishment concerning the organization and reorganization of a school life during innovative educational process.

The purpose of external educational and pedagogical consulting is the formation of the united approach to the organization of administrative, methodical, psychological-pedagogical activity of schools, gymnasiums and lyceums, in view of a changing social situation at orientation on achievements of psychological-pedagogical science. The essence of such consulting work is expressed, as a rule, in the help to those persons who are responsible for the solution and/or performance of the certain innovative problem. Thus the expert-scientist engaged consultation tries to improve or change a situation, but does not supervise the performing of recommendations and does not participate directly in performance of an producing problem.

Our practice of management of innovative activity in general education establishments of the Rostov region has shown that this list of conditions is open and can be added, what depends on the specificity of a concrete situation and features of this or either innovative school. However the conditions characterized above are that necessary minimum on the basis of which the head of any school can realize administrative activity on formation of the developing intraschool environment.

The Literature

1. Recommendations on the organization of administrative activity of administration of school / Comp. by E.M. Muravyev, A.E. Bogoyavlenskaya. M.: OS "Pedagogical search", 1998.
2. Krage G. Psychology of development. St Petersburg, "Peter" press, 2000.
3. Petrovichev V.M. Regional education: organization, management of development: Abstract of the thesis of Doctor of pedagogical science. M, 1994.
4. Afanasieva T. P., Yeliseyeva I.A. Administrative competence of heads of schools of region: estimation and perfection. M., 2001.
5. Chigir T.I. Methodical work at school fulfilling the model of a versatile gymnasium // Methodologist. 2002. № 4. p. 30-31.
6. The Modern High School: the Sight of theorist and practical worker. M.: "VLADOS" press, 2000.
7. Shadrikov V.D. Philosophy of education. M, 1996.
8. Volkov G.N. Ethnopedagogical concept of modern national education and training // News of the National academy of sciences and arts of the Chuvash Republic. № 2, 1996, p. 145-159
9. Ulanovskaya I.M. Approach to classification of educational environments. In Psychology and its applications / under the edition of D.B. Bogoyavlenskaya, T.U. Bazarov, E.A. Klimov. M, 2002.