

Reforms in the Education System—Follow up the Change in the Role of the School Principal, and Its Impact on the Implementation of the Change of Education

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In the recent decades, the academic literature engages more and more with reforms in the education system. These reforms that are worldwide seek to create change in education (Adler, 2010). If it's regarding the position of the school principal as designer leader has significant role in the reforms management, but, moreover the role of this article is to the change of the role of the school principal over the years. The functions of the school principal integrate managerial aspects and leadership aspects and its importance is immenseness of the operation of the school organization, both in the terms of the organization customers, the pupils, and in the terms of the organization's staff—teachers. Not less important is the operation and implementation of educational reforms. We have to see the role of the school principal as the most significant to the implementing of the reform in the education system.

Keywords: reforms, change, management, school principal

Introduction

The declared purpose of educational reform is to improve the achievements of more and more pupils and to enable them to be better integrated in society. In organizations are required to survive in the environment Educational organizations in particular. Reform is major way to maintain a level of innovation in education, to preserve the issue of education at the center of public interest, and of course to change the way, method, and outcome of public education (Adler, 2010). Due to the occurrence of the reform as processes of change in a democratic society is summoned exit from the routine, undermining the existing, activities of identifying of needs, an opportunity for public discussion on values, examining alternatives, construction of consensus on priorities, harnessing the stakeholders, coping with objections, developing of activity strategies and etc. On the other hand, there have braking forces such as: explicit and implicit objections of different stakeholders, political struggles for power and influence, weaknesses of the reform in terms of the requested change itself and its nature, conflicting interests of interest groups, socio-political mechanisms and structures, failures in performance and so on (Oplatka, 2010).

Grimmett and Wideen (1997) define educational reform as planned change process that is aimed for

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achieving purposes (objectives), which are praiseworthy from the perspective of its initiators. Reform of education is therefore a change that is usually motivated from top to bottom. In other words, from the policy makers to the operation level, this level is under pressure to make changes in the system and to adapt it to the expectation of the responsible level and the environment. But it is impossible to talk about educational reform without discussing the changes that were applied in the role of principal of the school in the recent years. This article will present the change in the role of the principal and how the principal can assist in implementing of the reform and the changes that are dictated from the top.

It can be said that the school principal is a role with a crucial importance to the success of the school (Murphy, Elliott, Goldring, & Porter, 2006). The success of the schools involved in the formulation and implementation of educational purposes (Inbar, 2000). From the middle of the twentieth century, and especially the last three decades, the purpose of the school was focused on the success of all of the pupils who come within it—their education, their learning, and their achievements (Elmore, 2004), hence, the principal of the school has primary responsibility for the success of the all pupils and it is important to cultivate his/her commitment for this. The study shows that the principal has an important role in improving the teaching and increasing of achievements of the pupils (e.g.: Leithwood & Riehl, 2003; Wallace Foundation, 2007; Leithwood, Day, Sammons, Harris, & Hopkins, 2008). The role of the school principal is a busy and complex role, and it includes tasks of diverse nature. One of the main reasons for this is that the schools and their principals work in changing, uncertain, and unstable reality (Cuban, 1988; Fullan, 2001; Leithwood & Riehl, 2003). Among the functions of the principal we can mention, for example, organizational developing of the school, management of decision-making processes, systematic and systemic planning, design of safe climate and environment, managing of the curricula system, design of schedules, professional developing of the teaching staff, budgeting and financing of school activities, formulation of educational vision and its implementation, recruitment of employees and human resource management, management of relationships with the school community, the developing of learning communities, evaluating teachers performance, and finally—improving the achievements of the all pupils.

The Beginning of the Era of the Reforms in Education and in the Roles of the School Principal

The post modern era and the last decades are characterized by a high frequency of changes. A lot of information, the global communications, the improved accessibility, the knowledge, and the technological progress, have a significant impact on institutions and organizations in general, and public organizations and schools in particular. In the recent decades, most of democratic countries in the West acted in order to promote reforms in the public sector. The common denominator among all of them is dissatisfaction on the part of the citizens in relation to the providing of governmental and municipal services that are provided by the state. Such as: conflicting demands for reducing the costs and expanding the services, constant increased price in the cost of key public services, preferring interests of sectors than the public interest, expanding of the personnel in the public sector that requires a financial investment, moral corruption and bureaucratization: multiplicity of the procedures, lack of managerial flexibility, fear from changes, great workload, profound politicization, rigid hierarchy and so on.

The professional literature that engages with schools management sees the school as an organization which has to conduct in accordance with the theories of management. Accordingly, the school and the school

management engage with the requirements, the needs, and the roles of the school principal as an organization manager, in accordance of the theories of modern organizational management. This literature engages with the importance of the systemic view, with reference to the learning organization, which copes with the changing environment, with contradictions, and with complexity (Oplatka, 2010). In addition, the emphasis on the position of the school principal as a leader, includes decisions that he/she makes, his/her daring and his/her resourcefulness in coping with the changing environments and with challenge of change leading (Hefetz & Linsky, 2007). The classic literature of management refers to the skills and the talents that are required from the manager, including technical skills alongside social skills such as staff leading and interpersonal communication and also conceptual abilities that are associated with seeing of the vision as a complex of the components of the organization. However, there is an argument presented that the school principal, compared to owners of management positions in other organizations, has a central and unique role in leadership and educational work of the teaching staff. The school principal is perceived as the leader of the education system, a major leader of pedagogic guidance of the school, who has overall responsibility for the success of the pupils at the institution that he/she manages, when by all these he/she has a crucial influence on the improving teaching and increasing achievements of the pupils (Leithwood & Rihel, 2003).

According to these perceptions, we can see the development and the changes that were applied in the last decades regarding the role of the school principal and the expectations from him/her:

1. From the perception of the principal as who has professional authority, the pedagogical leader who uses transformational leadership and who places the vision and the purposes and recruiting the staff for their fulfillment to the perception of the manager as participating leader, who develops processes of participation of teachers and the officials in the professional discourse, in the decision-making, and in the dividing of tasks and responsibilities.

2. From the perception of leadership of the manager as functioning that is focused on the inputs and on the processes of teaching, through personal guidance for teachers, attendance in the classroom, follow-up of achievements of the pupils and fundraising to a leader who is focused on the management of culture and the culture of learning of teachers and pupils, emphasizing the results, the empowering of the group as a community with unique identity that includes values, symbols, beliefs, and intentions that are common to all its members (teachers, parents, pupils) and managing of professional discussion on the main issue of which is the quality of teaching, promotion of learning, and mutual commitment among the all members (Avidov, 2011). Hence the responsibilities of the school principal are anchored in the leading of processes of teaching, education and learning in the design of the future image of the school-vision and change management, in the leading of the staff and its professional training, in focusing on the individual and in managing of the relationships between the school and the community. All of these roles of the principal are to create the moral infrastructure that connects between the organization members and their environment, to activate mechanisms and processes, including enforcement of discipline, which will develop the capabilities of the school to manage itself, to determine its objectives, and the ways how to achieve them and to act for their implementation and to promote the individuals as leaders and skilled professionals (Avidov, 2011). This approach for the role of school principal integrates aspects of management and leadership. However, conceptually there are two different dimensions: the management has one significant aspect of preservation and daily operation of the school, while the focus of leadership indicates fields such as values, ethics, inspiration, purposes design, renewal and motivating of people towards a common and agreed purpose, on these aspects there are added

balancing leadership management components that are relied on the theory of “the full range of transformational leadership” that specifies terms such as: the realization of ideals, inspiration, consideration of the individual and the intellectual stimulation.

On the basis of these transformational terms, the principal of the school has to develop the common organizational educational vision that creates “department pride” for the entire school community, to create a working environment that supports teaching and learning with the optimal conditions that enable teachers to learn and to be developed, to challenge them to experience with new ideas, to involve them in decision-making and in management, to encourage independence and autonomy in their work, to provide them with attention and personal attitude that combines providing of positive feedback and recognition in performing of their tasks. By these actions, the school principal may grant to the teachers a sense of self-worth, satisfaction, belonging, and involvement in decision-making process in the organization (Elmore, 2004). These senses increase the level of commitment of the staffs, their willingness and motivation to perform their tasks that are requested from them by significant gestures of sacrifice and willingness to optimal performances in their teaching methods and learning methods that promote the achievements and the growth of the pupils.

The Perception of the Role of the School Principal According to the Approach of the New Public Management

For many years, the private sector was managed independently, distinctly, and uniquely. However, from the late 1980s, there begun to appear liberalization of the public administration that is now known as the phenomenon of “new public administration” that relies on the assumption that collaboration between the two sectors will benefit many individuals of society. As the essence of this phenomenon the public sector adopted behavior rule, management methods, codes of culture, norms, and values that characterize the business sector and the private sector (Talbot & Johnson, 2007). As part of the reforms of new public management we can see characteristics and different expressions of business organizations infiltrate to the public field. For example we can see an emphasis on quality of service and the product, as well as striving for performance management including setting of measureable objectives, developing of metrics and standards, and repeated measurement for the purposes of comparison and improvement. At the same time, the organizational structure is flatter, i.e., headquarter has increased, and there are also complex and multi-channel collaborations and teamwork compared to the past (Elmore, 2004). Similarly to the private sector, the model of new public management poses for the managers, challenges and expectations that are larger than in the past, and in accordance, enables providing of consideration and extensive authorities to the managers in order to enable them to managerial flexibility and ability to adapt to changing situations. This approach assumes that perceptual change regarding the values in the basis of the activity of public sector: efficiency is perceived as more important than the action, effectiveness is more important than the process, flexibility and adaptability more important than the principles of certainty and obedience. These work patterns provide the managers with greater maneuvering space and enable them to direct the activities of the institution in accordance with cost-benefit considerations and to examining of inputs versus outputs. Parry, Rosenzweig, Iglesias, Livermore, and Fisher (2004) argue that in the public administration organizations there is a tension between the demand for change managerial strategy in order to improve the organization’s capacity to cope innovatively and flexibly with the changing reality and the requirement to hold a national standard in providing services fairly and legally for the all citizens. This tension is expressed in:

1. The transformational principles of leadership that create change positions and set whenever higher requirements for its implementation.
2. The transactional principles of the leadership that are based on economic and social exchange relations that the implementation of which requires ensuring of clear and precise procedure for implementation and rewarding.

From these, the most important components of the leadership of public management are managerial responsibility, accountability, transparency. All those motivate organizational processes and working processes, speed up tasks performing, streamline priorities, reduce costs, and encourage focusing in goals and objectives that are essential and most urgent. In addition, they encourage teamwork and responsibility of unified staff that shows responsibility and leads the organization to the desired results. (Talbot & Johnson, 2007)

Gadot (2003) creates a distinction between the administration that is focused on policy implementation and management that is generally attributed to empowering of individuals and groups and aimed to achieve organizational effectiveness and efficiency. In order to promote the new public administration reform we have to develop and encourage appropriate leadership, which is flexible and modern processes and will encompass both the processes of administration and the processes of management. It is proper that this leadership on the one hand will cause the necessary changes that are derived from the perception of new public management and on the other hand, will continue to act within the framework of the existing system and relying on it as it extracts the best as possible from it. For the leveraging and promoting of such leadership, it is necessary basic conditions, with structural and cultural characteristics that are suitable for the new public management.

The School Principal as Transformational Leader—in the Postmodern Era

Today, there are two prominent educational ideologies in the education systems in the country and worldwide: the traditional stream and progressive stream. The traditional stream is based on the culture of traditional teaching with instrumental approach, learning of skills and the expectation of usefulness. This teaching exists because the cultural and the social contexts that affect the daily life at school do not stimulate critique or questions. This arrangement is the result of traditional conservative approach, according to which teachers perceive the tradition and the culture of the school obvious (Sangren, 1988). The progressive stream, reflects new educational arrangements that focus on professional developing and humanistic teaching and learning methods of the teachers, on developing of intellectual, emotional, and moral resources of the teachers and the pupils, on the design of their identity, and on the guidance for the design of their perspectives about the life, about themselves and about others. This stream is characterized by intellectual and judicious use of the results of educational studies, simultaneously with the implementation of the results of psychological studies of learning, particularly with regard to the position of the pupils at the center, developing of their personalities and realization of their uniqueness in the educational process. The difference between the two streams, is in the basic issues in education such as: determining of the educational purposes, the role and the position of the teachers and the pupils in the process of teaching, assessment, and learning, the characteristics of curriculum, organizing of the educational environment and the pedagogical beliefs of the teaching staffs that determine the school's culture and its belonging to the traditional conservative stream or to the progressive innovative stream (Elbaz, 1981). The progressive pedagogy was primarily focused on position of the pupil in the center of the educational process. Other approach developed in the UK and in the US radical educational approach, the critical pedagogy that has challenged the existing cultural, social, and educational arrangements and has

emphasized the educational contexts outside the classroom and outside the school and the complexity of the relations between education and society. The educators in the postmodern era should persist in position of the pupil at the center of education being, to examine their educational activities constantly, to develop critical attitudes of them and of their pupils towards the system, to examine the effects of the education system on the figure adult, and to implement accordingly the changes in their teaching methods (Avidov, 2011). In Israel the National Task Force to Improve the Education (Dovrat Commission) pointed out the school principal is responsible for providing high quality of education for the all pupils, the empowering of the educational staff, the constant improvement of its professional functioning and its success in fulfilling the tasks and achieving the purposes of the school. The program attributes great importance to the measurement and professional evaluation as tool and as a most significant means of the school principal to improve performances of the teachers and educational processes management. Hence there is growing and strengthening understanding that it is impossible to improve efficiently and for the over time the learning of pupils and their achievements without improving of teachers' teaching and recognition that the responsibility for this is imposed on the school principals. The demand for transparency and accountability from the Ministry of Education, the local authority, and the school community reinforces the need for assessing teachers' performances (Avidov, 2011).

In accordance with the above, it is important that school principals as pedagogical leaders will lead evaluation processes, reflection, feedback, and measurement regarding all that is actually related to the teaching and learning in the school and the creation of responsibility and joint commitment to these processes among the teachers (Goldring, 2008). Specific skills are needed today more on the background of demand from the graduates of the education system to show a substantial degree of autonomy, focusing, self-control, self-direction, higher order thinking skills, ability to adapt to frequently changing conditions, the ability to act in an environment where there is an abundance of sources of information and knowledge, environment where the culture of lifelong learning dominates, thinking and informed choice of assessment tools that are appropriate to assessment purposes and transformational leadership. The transformational leadership of the school principal is reflected in motivating of staff to take an active part in determining the criteria of success and evaluation that will be used to examine the performances, for classroom observation, for joint discussions on the curriculum and the teaching strategies (Darling-Hammond & McLaughlin, 1995).

Changing Trends in the Roles of the School Principal

Evans (1991) argues that the deep significance of the school principal task is inherent in the pedagogical aspect of his/her role. The key to the success of the principals is changing the emphasis of their duties: from management of education until the 1980s the research of leadership was based on the social sciences, and the principal's role was based on scientific, business, and managerial images (Cuban, 1988). The basis of management was considered as universal and not dependent in the educational context (Murphy, 1991). The features approach, the situational approach, and the behavioral approach are examples of this general paradigm (Gonen & Zackay, 2000). In the last 20 years, academic literature has been interested in the relationship between the organization's leadership and culture, especially in formative and empowering leadership. A module has been proposed to examine this topic. Avolio and Bass (1990) emphasize the role of the manager as a designer of the culture. These models focused on the influence of the leader on people—their tendencies, attitudes, and beliefs, as well as the design of optimal relationships among members of the organization (Murphy, 1991). The model of transformational leadership specifies terms such as realization of ideals, staff

developing based on inspiration, taking the individual into account and intellectual stimulation (Avolio, Waldman, & Yammarino, 1991). The special importance of transformational leadership is emphasizing the need to create a healthy school culture. According to Barth (2002), the founder and the manager of the “Center for School Principals” and professor at Harvard University, school culture has great influence beyond the life and the learning at school, more than the State President, the State Department, the district supervisor, the board of trustees of the school, or even the principal, the teachers, and the parents have (Barth, 2002). The school culture is based on the system of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are ingrained in the core of the institution. A school culture based on all of these forms an inspiration for learning and provides support for the teacher and the student, and hence its importance. The school principal has to constantly examine the culture in his/her school and to ensure that it invites and encourages learning.

From the 1980s we have witnessed an effort to change the main characterization of the role of the school principal and to put it in the context of education and the learning objectives of the organization. If we accept the assumptions that the central role of the school is involved in improving of the education and the learning and the school principal has a very important role in fulfillment of this objective, the obvious conclusion is that the principal has to dedicate his/her best efforts for the teaching and learning fields.

This conclusion has led many researchers to determine that pedagogical leadership is one of the characteristics of the principal’s role: leadership that emphasizes the behavior of the teachers and is aimed directly to influence the growth of the pupils (Leithwood, Doris, & Steinbach, 1998); leadership that defines the pedagogical purpose of the school, manages of the teaching and the learning, and creates a school climate that supports learning (Hallinger & Murphy 1985); leadership that directs and guides the improvement of the teaching and the learning (Elmore, 2004); leadership that designs educational-scholastic vision and implements it by collaboration with the school staff and the community (Leithwood & Riehl, 2003); and leadership that is based on procedures that create sustainable relationships with the class action (Coldren & Spillane, 2007), in other words, is based on the interrelationship of teacher-pupil-learning materials (Hopkins, 2001; Hargreaves & Fink, 2006).

How are these general statements translated into action guidelines? It turns out that one of the problems that have characterized the literature that engages with pedagogical leadership is that it has no detail, but contentment in general and ethical characterizations. This trend has been changed recently, and a comprehensive review of the research has enabled to present based detailed models and of pedagogical leadership (Hopkins, 2001), these models indicate the effectiveness of the steps below:

- Definition of the pedagogical designation of the school and formulation of its purposes;
- Management of teaching and learning system, in which there are guidance and evaluation of the teaching and diversification of the teaching methods;
- Leading and involvement in the curricula determination for the purpose that they will be significant to the learners and will develop their thinking;
- Identification of the learning progress of the all pupils and its monitoring on the basis of data;
- Cultivation of positive learning climate with emphasis on allocation that is adapted to the teaching time and developing of the organizational structure to the educational needs;
- Management of the professional development of the school staff in relation to teaching and learning action.

The Roles of the School Principal in the Modern Era—Now

The roles of the school principal integrate managerial and leadership aspects. Conceptually, these are two different dimensions (Inbar, 2000). The managerial aspect includes prominent aspect of preservation, arrangement, and daily operation of the school, in contrast, the aspect of leadership emphasizes the internal things like values, ethics, inspiration, purposes design, regeneration, and especially motivating of people towards a common and agreed purpose (Murphy et al., 2006). In practical terms, too sharp distinguishing between management and leadership is not productive (Friedman, 1992; 1993). The principal's role integrates management and leadership: according to Bennis and Nanus (1985) it is involved with the design of vision and leading of changes alongside with regular and effective maintenance, and according to Friedman (1993) it is based on "leadership of transformation" and "routine leadership" respectively and they both are necessary for the organization. Thus, the effective management of the school is a function of leadership characteristics that rely on a managerial basis (Inbar, 1987).

Transformational leadership is something necessary, but it alone is not enough to lead to sustained school improvement (Hopkins, 2001). The transformational approach as other general leadership approaches, reflects far too long from the "core technology" of schools means teaching and learning. If the central role of the school is to grow young people—empowering of their learning and their achievements—it is proper that the principal will focus on this purpose, will serve as a pedagogical leader, and will direct towards changes in the teaching and learning actions. Recent studies indicate that the pedagogical leadership is the core task of the school principal (Wallace Foundation, 2007), and principal who is a pedagogical leader who influences the improvement of teaching and the achievements of learners (Murphy et al., 2006). It turns out that pedagogical leadership is not a common and structured phenomenon in the educational systems. No one time there are schools in which there is a division of work according to which the teachers are responsible for what goes on behind the closed classroom door closed, while the school principal engages with action such as budget management, determination and maintenance of the organizational structure of the school, managing relationships with the school community, handling with conflicts and crises, enriching of the human capital, design of the school climate as well as marketing and management of daily routine of school (Elmore, 2004). The principal finds it difficult to connect these activities and the teaching and learning action, and therefore does not design for a central role for himself/herself as pedagogical leader. While there is inclusion in this description, but the argument which must be considered is that there is no systemic construction that supports systematically the pedagogical leadership. From the 1980s we see an effort to change the central characterization of the role of the school principal and to bind it in the educational context of and the in the learning objectives of the organization. If we accept the assumptions that the central role of the school involves in improving of the education and the learning and that the school principal has a very important role in realizing of this purpose, the obvious conclusion is that the principal has to dedicate the best efforts to the fields of teaching and learning.

The central role of school principals is to lead educationally and pedagogically the school in order to improve the education and the learning of the all pupils. Four other management fields enable this role and support it: design the future image of the school—vision and change management; staff leadership, its management and its professional development; focusing on the individual; managing of the relationships between the school and the community. As his/her being a school leader, the principal has to see the school

system on a variety of its dimensions and fields and to create close connections between them for the sake of the success of the all pupils.

The Field of School Management Today

It is possible to summarize and say that we can divide the role of the school principal to four fields of management.

1. Education, teaching, and learning processes leading

Due to the responsibility of the school to the education of the pupil, his/her being a person with a passion to know, autonomous learner, with self-direction for learning (self-regulated learning) and provides meaning for it—the constant improvement of the education, the teaching, the learning, and the achievements of the all pupils are a priority for the school. As a pedagogical leader, principal plans, leads, and is involved in major educational tasks of the school, in collaboration with the school community. Details of the main actions:

- Design of the educational-school perception that emphasizes requirements for high achievements in the educational, social, and personal behavioral fields; developing of a sense of individual and collective efficacy; high motivation for learning; encouraging learners involvement in learning processes; promoting of qualified educational products that are significant to the growth of the learner;
- Developing of the school culture and ethos in the ethical-moral field and of civil-democratic behavior that accompanied with emphasizing the commitment of the individual and the group to work based on the recognition of the diversity and equal opportunities of extraction ability of each individual and to establish a lifestyle that is based on the recognition of the rights and obligations of each individual and social group, community, and society; definition of educational and scholastic goals based on the mapping of the needs of the pupil and the needs of the school community and continuous monitoring of all related to the achieving of the goals, the processes, and the means for their fulfillment;
- The developing of basic skills, of familiarity with cultural assets and with knowledge of the world and of research processes and higher-order thinking skills through adaptation of teaching-learning methods and appropriate and varied learning environments for the purpose of support of learning that is considerable to the all pupils;
- Design of the school for being educating institution that cultivates the company of children and the company of youths company based on mutual respect, attentive and open dialogue, collaboration and encouragement of active initiative;
- Acceptance, professional accompanying and leading of teaching staff that is directed to renewal and change that is focused on education, teaching, and learning;
- Leading of evaluation processes, reflection, feedback, and measurement in the school regarding the action of teaching, education, and learning in the classrooms, in order to support the improvement of teaching, learning, and the educational achievements.

2. Design of the future image of the school

Vision and change management in the schools work in the complex reality and the environmental context that are affected by the complex of permanent changes and transformation in their close and distant environment. The nature, perceptions, goals, and ways of life of the schools are affected by these changes and transformation in the present, but will be also subjects of unexpected conditions in the future. As the school principal will be wise to lead strategic efforts of thinking, based on information collection, intelligent prediction,

systematic learning and planning of the objectives and long-term and data-guided ways of action, in participation of the school staff and the officials of the Authority and the Community, will increase the chances that his/her school will succeed to fulfill the needs of the partners, to adapt itself flexibly to the future changes flexibly, and to gain recognition and appreciation for his/her efforts and his/her achievements on the part of entities that act with him/her. Details of the main actions:

- Clarification of the pedagogical, educational, and ethical identity of the school and of its leaders and its partners in the community;
- Developing of thinking patterns and mechanisms for information collection, surveillance, for studying of the changes and for construction of predictions in variety fields of life, regarding the relationships of human-environment, human-technology, human-knowledge-society, and human-society-community, which can have an impact on the nature and the functioning of the school in the future;
- Formulation of school vision that relies on the existing and on the system of expectations, the needs and the desired values that are appropriate from the perspective of the principal, the school staff, and its community;
- Translation of the vision to pedagogical, organizational, and budgetary work plan, which is based on analysis of data inside and outside the school;
- Evaluation and re-examining of the vision and educational policy based on aggregated information regarding changes and varying predictions that influence the pedagogical objectives and the work plan during its implementation.

3. The staff leading, its management and its professional development

The teachers are the leaders of the action of education, teaching, and learning. Teachers are human capital and the professional asset that the school relies on it. Nurturing and investing in this major and important and will largely ensure the fulfillment of the goals and the achievements of the school in the pedagogical, organizational, and social aspects. The school principal manages the teaching staff. His/her role is to plan and to lead the processes of professional learning and professional development of his/her staff in accordance with the policy of the school, the teachers' professional needs and their aspirations and in congruence with the teachers' career steps. Details of the main actions:

- Developing of mechanisms for recruitment and hiring of qualified teaching staff quality which is adjusted to the needs of schools and its pupils;
- Granting of personal attention, support, and professional support to the all staff members of the school;
- Construction and institutionalization of frameworks and mechanisms that provide support, guidance, consulting and professional accompanying to new teachers;
- Encouraging pedagogical and educational initiatives of teachers and providing professional support for their planning, implementation, and their improvement in the classroom, in the school, and in the community;
- Establishing of a professional school community that is characterized by expectations for high quality of teaching; sharing of professional knowledge that relies on accumulated mutual experience and on learning from the educational practice; developing of a sense of belonging; individual and collective efficacy; respect; mutual trust and ongoing intellectual challenge;
- Growing of the school leadership and decentralization of managerial responsibilities according to the institution's needs, its objectives, and its tasks, and in accordance with the desires of teachers, their skills, and their professional experience;

- Design and management of various school frameworks where the teachers are partners of the decisions making processes and are involved in the processes of learning and their professional development and the professional development of their colleagues;
- Design of the educational and the professional identity of the principal in the framework of institutionalized processes of professional development, deepening of his/her pedagogical and educational knowledge and expanding his/her personal and managerial skills.

4. Focusing of the individual

The school is an organization that engages with education and cultivation of young and different from each other. The focusing on the individual pupils is an expression of caring and of concern, it strives to respond to the loneliness of many of the youths in this age, and is anchored in the commitment to the success of each pupil in the educational, social, and emotional fields. Child under mental distress cannot learn or express with company of children. The principal designs school that is designed to serve as a safe and pleasant personal and human environment and to encourage the growth of the all pupils. Details of the main actions:

- Creating of the school atmosphere and ethos that emphasize the importance of respect, concern, caring, and empathy for the pupil and that encourage self-expression and personal expression of the pupils in the class and in the school;
- Granting of educational, emotional, and social support for each pupil in order to increase his/her self-esteem, his/her identity design, and his/her personal development;
- Construction and institutionalization of the frameworks of personal and group meetings to express positive feelings between teachers and pupils and encouraging of personal and group dialogue between teachers and pupils;
- Construction of formal and informal, consistent and persistent systems, which engage with diagnosis, treatment, and response to the needs of the individual in the school;
- Pooling of resources and construction and implementation of a comprehensive work plan that treats with the individual and provides an optimal response to the variety of skills, needs, and aspirations of the pupils by rational allocation of school resources, staff members and community and authority entities.

Summary

The role of the school principal, as part of the education system has undergone transformations and changes over the years. In the beginning—from the mid-nineteenth century we identify processes of secularization, urbanization, and industrialization, which led to the development of new human society, there was a turning point in the teaching and education methods and in the role of the school principal. From small school that is responsible primarily for religious studies, which has characterized human societies for thousands of years, human society has passed to providing of knowledge and values to the young generation in the large organizational frameworks that are funded by public money, which is now called “the public education” (Sadovnik, Cookson, & Semel, 2001; Oplatka, 2011). The education received additional meaning when the countries have begun to understand that education is a means to increase the competitive power of the country against other countries.

From the mid-twentieth century, and especially during the last three decades, the purpose of the school has been focused on the success of the all pupils who are part of it—their education, their learning, and their achievements (Elmore, 2004). The role of the school principal is a busy and complex role, and it includes tasks

of diverse nature (Cuban, 1988; Fullan, 2001; Leithwood & Riehl, 2003). Among the duties of the school principal we can specify, for example, organizational developing of school, management of decision-making processes, systematic and systematic planning, design of safe climate and environment, managing of the curricula system, design of the schedules, professional developing of teaching staff, budgeting and financing of the school activities, formulating of educational vision and its implementation, recruitment of employees and human resource management, management of relationships between the school and the community, developing of learning communities, assessment of teachers' performances, and finally—improving of the achievements of the all pupils. The role of the school principal integrates managerial aspects and leadership aspects and its importance is immense to the operation of the school organization, both in the terms of organization customers who are the pupils and in the terms of the organization's staff—the teachers. Any reform of education cannot exist without the involvement of the school principal. Expanded discussion of the issue should be dedicated to the providing of tools to assist to the school principal to carry out his/her duties.

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