

IGOR MAREK BYKOWSKI

THE HEADMASTER OF A VILLAGE SCHOOL AS AN EDUCATIONAL LEADER
IN THE LOCAL COMMUNITY - BIOGRAPHICAL PERSPECTIVE.

THE SUMMARY

The subject of the research described in the doctoral thesis was the socio-professional experience of rural school principals. It was particularly important to both determine and describe the essence and importance that headmasters attribute to educational leadership in the local environment. The aim of the research was not so much to resolve, but rather to learn, analyze and discuss the experiences of headmasters of rural schools located on the border of social and professional practice, with embedding in the subjectively personal context of the headmasters' lives. The cognitive purpose of the work was therefore to bring out the depth and diversity of biographical contexts affecting the essence and meaning of educational leadership in the local community.\

In the theoretical part, it was assumed that for the purposes of the conducted considerations, educational leadership should be understood as the entirety of processes taking place in a given organization, related to both constant change and continuous training of employees and leaders, also consisting in mutual learning. This means joint building of a vision and mission, persistent pursuit of jointly set goals, as well as proper, and thus effective motivating and setting an example for subordinates and members of the school community. The theoretical context of the considerations was the analysis of philosophical concepts regarding both the leadership itself and the role of the leader, as well as the styles and ways of managing the facility, and what is inseparably connected with it is personal experience, choices made by the respondents and the social roles they played in life. All this in a holistic approach was intended to show the connections and dependencies of the method of leadership with the context of the local community. The presented ways of perceiving and understanding the social role indicate that it is closely related to the occupied social position as well as to the social or material status. The research problems indicated in the work oscillate around life experiences, the way of human search, choices, motivation - generally speaking, they concern human nature, which is why it was decided to choose qualitative methods and narrative research.

The structure of the work consists of three parts (theoretical, methodological and research results). The first of them shows the theoretical framework of the discussed issues. It began with describing the definition of the social role of teachers over the centuries, the changes taking place, primarily in relation to the social role of the headmaster. Efforts were made to define and analyze the contemporary role of the teacher in order to discuss the substantive aspect of the function and legal requirements for headteachers and their social roles. Current expectations (including in the formal and legal dimension) towards school principals in the constantly changing socio-cultural environment have been indicated. In addition, the work discusses the types and ways of cooperation of the director with the local environment.

The theoretical part ends with an attempt to define the concept of educational leadership with an indication of the difficulties in this area. Not only the competences of headteachers were analysed, but also their opinions on broadly understood educational leadership.

The second part of the work is the methodological basis of own research along with a description of the selection of the research sample.

The last part of the work presents the result space, which is the analysis and interpretation of the obtained research material. According to the interviewees' narratives, by appropriate training of managerial staff, it is possible to increase the potential of educational leadership in every organization, and therefore leadership understood as a continuous process (proving the high quality of the functioning of the school, where everyone is equally involved in achieving the set goals and solving any problems that may arise).

The work would not be complete without synthesizing the research results and recommendations formulated for the purpose of improving the educational and leadership practice of schools in rural areas, but not only. The summary and final conclusions can also be considered in order to improve the functioning of other educational institutions.