

Streszczenie rozprawy doktorskiej w języku angielskim

The educational leader constantly undertakes various trainings and learns about new tasks which he scrupulously carries out. It performs basic functions resulting from various tasks that it must perform and be individually responsible for their performance. Many duties and responsibilities require a leader to be well-organized for his own actions.

The head of the educational unit performs all tasks with the employees of the educational institution, whom he previously convinced to creative work. J. Bendkowski (Jr) defines a manager as a person who is responsible for the functioning of a given organizational unit, that is for the implementation of goals and tasks. As a result, the manager has the right to plan, organize and control the work of the team he manages and to manage the resources at his disposal for the implementation of specific tasks.

The aim of the work is to present a leadership model based on the example of a primary school, based on the competences, personality and leadership skills of the headmaster, conducive to career development, as well as to show the issues of managing the school in the context of the challenges faced by principals. When managing a school, it is worth considering leadership competences, the more so as they can be important in the aspect of the team's work. A leader who has, for example, the competences of managing educational institutions or the competences of building the organizational culture of the school, has a direct influence on the team, and thus has an influence on students.

The work includes an introduction and five chapters as well as final conclusions summarizing the whole dissertation.

The second chapter presents the issues related to the professional development of a director at the level of educational leadership. Earlier it was mentioned that modernity demands from the directors of institutions continuous professional development on a pedagogical and organizational basis. An important element in this chapter is managing your own development, taking into account the deepening of individual professional knowledge through the use of coaching as a leader. Managers in educational institutions were also presented.

The third chapter describes the financial functioning of educational institutions.

The draft budget act is developed on the basis of the principles defined annually by the Minister of Finance. Work begins with consultations and interministerial arrangements regarding the assumptions of the draft budget for the next year.

The fourth chapter presents the research results. Educational leader in education in the light of empirical research. Research results from an individual interview. Tests, questionnaires and polls and justification of the results. The study covered the issues of competences and skills of educational leaders in running and managing educational institutions at the basic level of education.

The respondents - the staff managing the primary school, educational leaders managing the teaching teams responsible for the implemented projects and assigned tasks.

The authors' own research carried out in the Lubelskie Voivodeship on a sample of 90 school principals and 10 principals participating in the interview using the IDI method was presented. The implementation of the goals and research hypotheses formulated in the introduction was possible thanks to the research conducted in the form of questionnaire interviews.

The fifth chapter presents the development of a cause-and-effect diagram as well as the interpretation and analysis of research being the source of verification of the hypotheses. It contains a description of the results generated by the test persons in a specific area of activity. Data summaries in the light of empirical research have been attached to the present work.

The analysis of the research results approved the formulation of conclusions and recommendations relating to the principal of the primary school, who reliably carries out the recommendations of the minister, the board of trustees and the local government unit, and at the same time takes into account the opinion of the parents of his students. Thus, the model of the educational leader has changed, as the school is decided by the people who know it best: the principal, local government authorities representing the local community, and parents and their children.

The director has a huge range of responsibilities, to meet these requirements he must be a real manager who has the knowledge and skills to lead and manage.

The presented work will fit into the field of empirical research, engaged and characterized by a largely rapid pace of change, requiring unchanging professionalism from the educational leader.

Keywords: *leadership, management, leadership style or leadership style, motivation, merits, theory, delegation, rationalization communication, leadership, prerogative, manager paradigm, coaching*

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