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Managerial competencies of school principals. Socio-educational study of Polish school management

The issues in the thesis concern the managerial competencies of modern school principals in light of the scholarly literature and my empirical research. The work aims to deepen the knowledge about the specific predispositions of headteachers as competent and professional leaders who are simultaneously managers and leaders of the school. Research in this area is aimed at getting to know the opinions of head teachers on this issue, analysing the obtained material and developing conclusions additionally extended by practical implications aimed at attempting to construct a category of managerial competencies. The components of this category are comprehensiveness and interdisciplinary knowledge and skills, active listening, openness to change and planning a vision for the institution's development, time flexibility, emotional intelligence, and responsibility. The conducted research is qualitative and falls within the field of explanatory study. The research procedure used the technique of individual in-depth interviews. The analysis of the collected material is contextual, i.e., based on the knowledge presented in the theoretical parts of the dissertation. The research concerned a selected group of head teachers of Poznan public schools. It coincided with the lockdown caused by the covid-19 pandemic, so it was enriched with a unique and unusual perspective on school management. The research conclusions show that the head teachers of contemporary schools, as their managers and leaders, experience a multitude of different duties and requirements, and their role is constantly evolving. The education and professional development of principals in the management field require increased attention. Taking practical action to support head teachers should be an essential task for education authorities at both local and national levels.