

reputation through positively valued activities, when the advertising of a school goes hand in hand with advertising of a municipality, is a fortunate strategy for both, the small-class school and its establishing body. The second field which also demonstrated high satisfaction was thus naturally communication (mayors 1,53) and the fact that teachers carry out their jobs excellently (mayors 1,53).

3. Conclusion

It seems that mutually responsive communication and cooperation, bringing profit to all parties, is a tried and tested formula for preservation of a well-functioning small-class school in a municipality. In many cases it is a yearly fight for survival, which is in the end always decided by yet another party – the parents. The net of settlements in the Czech Republic is rather dense and daily commuting for work is quite common. And that is exactly the variable which enters the decision process of what school is a child going to attend. Whether it will be a school in their place of residence or in the town, where the parents work. Therefore, the ability to advertise itself, the strategy for gaining new students, the satisfaction of existing pupils and their parents and the roles a school holds are all extremely important. The main part of the responsibility for what the school is at the moment and is going to be in the future lies on the head teacher and her/his small team. As we could see, the management of a small-class school is multi-layered process which and is definitely not restricted only to the school building and the people and processes inside it, on the contrary. Besides facilitating for the basic needs of the school (its pupils but also the staff), is concerns a strategic management of relationship nets which surround it. The head teacher represents a public institution and is responsible for all the practical matters as clarified by legal regulations as well as for moral ethos connected with education. The character, visions, intentions and personal aims of the head teachers are no less important. All these projects into the state and the quality of the relationships which the school representatives initiate, maintain and strengthen. The outcome is a 'business card' which presents the school to its staff, pupils, parents, citizens and establishing bodies. Nonetheless, the research outcomes show a tendency towards orienting the management on coping with the day-to-day operation of the school in the way delimited by legislative regulations, and therefore the administrative and economic agenda is what the head teachers need to deal with and what 'steals' time for remaining processes, which are traditionally considered to have more value and are indispensable for the preservation of the quality of school (such as educational process, evaluation, planning and school development). Many head teachers feel this

discrepancy very intensively and personally still place the emphasis on educational process and on their personal engagement in its development, on improvement of quality and in a development of the school as such.

In conclusion, after years of influx of responsibilities in new areas the small-class schools seem to be entering a calmer phase, when the the basic model of the school operation has been created and stabilized. The leadership can be less intensive and there may be more space for motivating and supporting teachers, for strategic development (which was perhaps being neglected) and for realizing visions. However, this development would require a purposeful support, especially in the field of human resources and in finances from the responsible bodies on the state and regional level.

4. References

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