The new profile of the school principal: post-pandemic

El nuevo perfil del director escolar: pos-pandemia

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Abstract

This document is a research made when the effects of the pandemic were observed, the schools were closed and the classes were no longer in person. This situation caused the school principal trouble, especially in elementary school education. It was not easy to lead with a new teaching experience or method because it was impossible to contact each teacher and student in person and it wasn´t easy to assume leadership to answer the principal's expectations. An interview was conducted with the Sector IV (78) school principals from Tecoman-Armeria to identify their opinions about the new role of the school principal's profile, with this work, is defined the new role of the director .

Leadership, Role, Tecoman-Armeria

Resumen

Este documento es una investigación realizada cuando se observaron los efectos de la pandemia, las escuelas estaban cerradas y las clases ya no eran presenciales. Esta situación causó problemas al director de la escuela, especialmente en la educación primaria. No fue fácil liderar con una nueva experiencia o método de enseñanza porque era imposible contactar a cada maestro y estudiante en persona y no era fácil asumir un liderazgo para responder a las expectativas del director. Se realizó una entrevista a los directores de escuelas del Sector IV de Tecomán-Armería (78) para identificar sus opiniones sobre el nuevo rol del perfil del director de escuela, con este trabajo se define la nueva figura de un director escolar.

Liderazgo, Rol, Tecomán-Armería

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Introduction

The present research work has to do with the role and profile of school principals; for the present study, we only worked with primary school principals. At the beginning of the pandemic in March 2019, and in the country (Mexico) the educational authorities defined that to protect the population it was necessary to suspend educational work and with it, the protection of children, adolescents and teachers who attend schools, as the pandemic began and was raging in Europe, with a large death toll of human beings. This alerted the authorities in our country to seek strategies to protect the population from the pandemic so that it would not be so deadly in our nation.

Schools in the country at all levels and systems had to be suspended and work had to be done remotely. This caused a great upheaval, as there was no preparation for teachers and even less for public schools to carry out this activity to the best of their ability, however, they worked remotely using the different electronic media available to teachers and parents. It was a great crusade to adopt different ways to continue with the preparation of the students.

The principals of educational institutions at all levels from kindergarten to postgraduate level did a great job, where the figure of the school principal had to do the unexpected in order to achieve an organisation, a follow-up of the educational processes, not without going through a series of problems that they had to overcome in order to be able to follow up the educational process. This was the reason for carrying out this research in the Tecomán - Armería region of the state of Colima, Mexico. Its objective was to know the vision that principals have about their profile in the post-pandemic region, and if there is a need for a new profile of the school principal, which led to the following question:

Is there a need for a new profile for the primary schools principal in Tecomán - Armeria in Pospandemia?

Objective

- To define the characteristics of the school principal in post-pandemic situations.

- This reflection led to the following theoretical assumption.

- The profile of primary school principals in the Tecomán - Armería region warrants a change.

Rationale

Before defining the function and profile of the principal, what is the school? It is defined as the institutional space where learning and teaching take place, it is the place where people come together to learn and teach, in this sense the word, as such, comes from the Latin schola, and this in turn from the Greek σχολή (scholḗ), which translates as 'leisure', 'free time', in words that can be updated, it is the place where time is used to learn and teach, as it has a whole organisation for its operation.

These spaces are managed and organised by a person in charge, the School Director. This school agent is responsible for ensuring that the objectives for which it was created are fulfilled and in our country it is based on Article 3 of the Constitution, which states that it is the right of all individuals to receive education .... ( ) making the school the place where teaching and learning take place.

For the organisation and operation of the school, a person in charge is needed, and this function falls to the person called the School Director, who is appointed by the Education Authority, in this case, in our state, by the Sub-Directorate of Primary Education, which grants the official appointment to carry out the function. In this sense, currently, in order to cover this function, whoever aspires to develop it must cover a series of knowledge recovered by exams that they have to pass, as it is assumed that the demonstration of this knowledge will allow them to lead the school institution in the best possible way.

Among the knowledge and skills that a school principal must have, we can mention, among others:

- Leadership.

- Management.

- Administration.

Article

- Organization.

- Control.

For the above we can mention the function defined by the agreement 96 (Diario Oficial de la Federación December 1982) regarding the primary school, its functioning and dependence on the Secretary of Public Education and the Article 2° that says:

Primary schools are institutions destined to provide basic general education, whose primary objective is to provide the student with the training, knowledge and skills that underpin any subsequent learning, and the acquisition of positive habits for social coexistence. (José Jesús Vázquez Sánchez, 1982 p.296).

Taking up this agreement, it is possible to appreciate the responsibility of the school leader and his or her vision of forming environments that allow for the achievement of student learning. In this sense, having the aforementioned knowledge and skills can help to fulfil this agreement.

This is why leadership is fundamental for the school to have direction, the leader is the one who convinces, is an example among other characteristics that can be counted on, for this reason it is important to recognise some elements and types of leadership that are fundamental and necessary elements for the development of the function.

A school headmaster in any case or context where the school institution he/she leads faces a series of micro-pressures, as Charles Handy (1989) points out, which are constantly changing according to the progress of society.

There are pressures on schools which he calls micro-pressures such as the following:

- Rapid changes in science and technology.

- Ecological changes.

- Social changes.

Political changes major developments in technology and media (Day, Hall and Whitaker 2002).

- These pressures impact on schools in two main ways:

Compliance with a curriculum that has to adapt, to become flexible in the face of changing situations.

- They require schools to have their own process of creativity where leaders have new ideas and approaches to emerging situations.

Although these elements emerge and are faced in developed countries, in Latin America, specifically in Mexico and in Colima, they are manifested in some way and are reflected in the different activities that take place in schools, hindering the smooth running of the same, causing a series of conflicts for the school principal to really fulfil the function of harmonising and achieving the objectives of education. These challenges were intensified with the COVID-19 pandemic, leading schools throughout Latin America to present the great number of needs in which they find themselves, which we have experienced in Mexico and in Colima.

The leadership of school principals became more acute in terms of the function, as there was no preparation for this time, which meant that the authorities in our country had to schedule emerging courses on the management of ICT, and the management of the different platforms that are currently being put into practice.

School headmasters in our country's primary schools have had to reflect on the situation they have been living through and rediscover their training and updating needs for the function, leading to an analysis of their actions in the school and when working at a distance in times of pandemic.

While there are different types of leadership that have been implemented in face-to-face practices such as:

Leadership

Sergiovani (2007) points out that leadership strengths are very important for a school to learn well, among which the following can be mentioned:

– The strength of technical and humanistic leadership.

– Educational, symbolic and cultural leadership.

– The greater the presence of leadership, the greater the hierarchy.

Sergiovanni, T. J., and Glickman, C. (2007) mention this to point out that the school principal is one of the key elements for a school to function well and have good learning.

Leadership is thus the activity of mobilising and influencing others to develop shared understandings about the goals to be achieved by the school. Setting a common goal and influencing others to share in that goal primarily define leadership (Leithwood and Louis, 2011). International reports (McKinsey and Company, 2008; OECD, 2008) also show that the leadership of school leadership teams is a critical factor in improving learning. Among all the internal school factors.

Sergiovanni, T. J., and Glickman, C (2007) agree in highlighting the importance of pedagogical leadership of school leadership in increasing the quality of learning. The Wallace Foundation Report (Leithwood, Louis, Anderson and Wahlstrom, 2004) found that pedagogical leadership is the second most influential factor, after teaching itself, on student success, and is even more significant in schools located in vulnerable contexts. As Robinson, Hohepa and Lloyd (2009, p. 40) put it: "the more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes. As Fullan (2014) describes.

In order for the principal to improve his or her progress with students, it is necessary to resort to practices that have to do with what is to be done and that strongly influence the action of the school leader. Excellent research (Leithwood, Day et al., 2006; Day, Sammons et al., 2011; Leithwood, 2009) has described four types of leadership practices that have an impact on student learning:

(a) setting a goal or vision, which contributes to people developing a shared understanding about the organisation, about activities and objectives around a common mission, focused on learners' progress; (b) developing staff, through professional development, incentives or support the capacity of members to respond better to situations is expanded; (c) redesigning the organisation, which contributes to people developing a shared understanding about the organisation, about activities and objectives around a common mission, focused on learners' progress; (d) developing staff, through professional development, incentives or support the capacity of members to respond better to situations is expanded; c) redesigning the organisation, with practices that build a collaborative culture, structure the organisation to facilitate work, change the school culture or manage the environment; and d) managing teaching and learning programmes, through a set of tasks such as monitoring and evaluating teaching, coordinating the curriculum and tracking student progress, protecting the use of class time, the practice of leadership as mentioned by the authors mentioned above can lead to improved processes with students in the school.

For Bolívar (2010), the principal's leadership is most influential in creating favourable conditions for positively influencing student learning and outcomes. However, motivating teachers and students remains a challenge. That is why the principal is a key player in the institution, considering that human beings are endowed with capacities that allow us to live and relate to other people, which are learned and developed in social environments, it is necessary to understand that school environments are a privileged place to carry out this vital learning (Muñoz, 2009).

According to (Goleman, D., Boyatzis, R., Mckee, A., 2017), they affirm that the best leaders do not use a single type of leadership; the efficiency of a leader is in having the ability to change flexibly from one style to another according to the circumstances; as mentioned in his book "Leadership" some of them are:

Authoritarian leadership

– He has a vision for the future.

– Motivates your students constantly.

–   You make your students feel that what they do is important to you and to them.

–   Gives individual tasks, but always thinking that these ideas have an overall value.

–   The student knows at all times what his goal is and what his reward is.

–   The objective set is clear, but at the same time it has a certain flexibility.

–   It allows for innovation.

–   It allows experimentation.

- Accepts risks.

It does not work when:

–   Teacher and students have the same or very similar knowledge, as they see the teacher as presumptuous or uninformed.

–   Abuses despotism and intransigence.

Leadership coach

–   Helps learners to become aware of their strengths and weaknesses.

–   Is able to define what the personal, academic and professional aspirations of their learners are.

–   Gives a lot of instructions because he/she guides the tasks.

–   Gives a lot of feedback to learners.

–   Delegates tasks frequently, even those that are considered complex.

–   Advocates error as another form of learning.

–   Advocates the value of dialogue as a tool to increase accountability among learners.

Verbalises commitment to learners.

Does not work when:

- Pupils express very little willingness to learn.

- Pupils show a considerable lack of motivation.

Conciliatory leadership

–   Values learners and their emotions above tasks and task objectives.

–   Seeks a good working atmosphere at all times.

–   Attaches great importance to loyalty.

–   Advocates a certain degree of autonomy in learning.

–   Practices unconditional positive reinforcement, i.e. works to increase the self-concept and self-esteem of his students by verbalising their achievements and successes.

–   Promotes harmony within the group, as well as the morale of their students.

It does not work when:

–   The teacher abuses praise.

–   The teacher does not offer short or medium-term solutions that can satisfy the learner.

–   Democratic leadership.

–   The teacher invests a lot of time in collecting ideas.

–   Works with the intention of having the backing of the students.

–   Constantly seeks to build trust, respect and commitment in the group.

–   Encourages flexibility and responsibility in working because he/she takes learners' opinions and decisions very much into account.

–   Is very realistic in terms of achieving objectives.

Disadvantage:

–   It slows down with the achievement of objectives, given the plurality of opinions.

–   Little group cohesion as it encourages so much participation.

Exemplary leadership.

–   The teacher is a high performer and constantly demonstrates this.

–   Obsesses about doing tasks better and faster and demands this from their students as well.

–   Seeks the same standards and demands from all pupils.

–   Has clear ideas, but is not always able to convey them clearly to the group.

–   Encourages demoralisation and drop-out due to high standards.

–   The learner is more concerned with guessing what the teacher wants than with his or her work in the classroom.

–   There is no flexibility.

–   Responsibility disappears.

–   Tasks are often repetitive, mechanised and boring.

–   The learner sees little reward for his or her effort.

–   Shows little sensitivity to attention to diversity.

–   It does not work when:

–   Learners are homogeneous, highly motivated, highly competent at their tasks and require little individualised attention or monitoring.

–   Some activity or project has to be completed within a given time frame.

–   Coercive or dominant leadership.

–   Only the teacher makes decisions and is inflexible.

–   Does not encourage a critical spirit or the generation of new ideas or suggestions.

–   Does not encourage learner involvement in the group.

–   Disappears the sense of responsibility.
–   It does not encourage the reward system.

It is not very motivating for learners.

Can work when:

A radical change in the direction of a group is needed.

A traumatic or emergency situation occurs in both the group and the school.

Starting from the different types of leadership, a school leader should be a facilitator in all senses, when he/she becomes a principal; he/she should apply the different types of leadership, this would be the most recommendable. Finally, the school leader is a decisive element in educational improvement. However, the stagnation that continues to be experienced in several schools may be due to the school culture established over the years, where a large majority of school leaders continue to adjust their activities to bureaucratic management and administrative burdens. When educational leadership is confined to mere administrative management, responsibilities for the acquisition of the teaching and learning process of students are relegated to the background. The leadership of school management plays an important role in the implementation of the different strategies that aim to build learning conditions for students and to ensure the well-being of all, as suggested by Carbonell (2020), the new functions that the school will have to assume, care, conversation and solidarity.

It should not be forgotten that the great responsibility of the school establishment and its leadership is to ensure the academic success of students at all times, the educational process cannot be left entirely to the faculty or will that each teacher performs to a lesser or greater extent in his or her classroom. Hence, school management must inevitably intervene directly to guarantee the improvement of teaching and learning offered by the school institution.

School management

Management is another element that the school head must carry out, understood as the action of interacting to seek pedagogical and material support for the educational institution; it is a skill that the school head must have, as it will allow him/her to generate spaces and environments to achieve the educational process. In this sense, management is the greatest factor in enhancing the quality of the school Leithwood, Louis, Anderson and Wahlstrom, 2004. Therefore, both leadership and management are fundamental in the process of developing a good school management function. It is important to mention that the management carried out by the school principal can go in two directions, pedagogical and administrative, as the principal not only fulfils the function of leading the school in the right direction, but within the skills that he/she develops, he/she carries out pedagogical management that has to do with the knowledge of methodologies and processes to achieve learning and also manages administrative processes in the institution, in this respect there are proposals in Latin America that point out about management.

Pacheco-Granados, Robles-Algarín and Ospino-Castro (2018), conducted a research on the analysis of administrative management in educational institutions at the basic and middle levels in rural areas of Santa Marta, Colombia. In which four dimensions were considered; the administrative approach, management level, uses of operations research in education and decision making. The conclusion was that there is no defined administrative approach in these institutions, following the research there is only a moderate presence in the use of research techniques, also 72% of the principals do not use supports to make decisions and finally 48% of them do not use theoretical references.

Cerdas, Torres, García and Fallas (2017). They conducted an investigation on the analysis of the administrative management of Costa Rican educational centres: perception of the teaching staff and the management. The result was a lack of knowledge among teachers about the essential functions of administrative management.

Solórzano (2017), for his part, carried out his research work entitled Leadership of the principal and administrative management at the José Antonio Encinas Educational Institution UGEL06, in which he concluded that there was a close and significant relationship between the principal's leadership, teamwork, organisation and community participation and administrative management.

In the same context, Bonifacio (2019) conducted a research study entitled Knowledge management and administrative management in the staff of the administrative headquarters of the Local Education Management Unit (UGEL) San Román 2019. In this research work it is concluded that both variables are correlated, which indicates that, in order to have a better administrative management, it is necessary to have the necessary knowledge in this field.

The above elements serve to observe that in school management it is necessary that the profile of the person who fulfils the function in the school must have knowledge that allows him/her to lead the school institution in the best way, such as: leadership, management, and management.

Innovation in school leadership

Regarding innovation, Hargreaves and Fink (2008) argue that innovations attract early enthusiasts, but it is more difficult to convince the more sceptical educators to join in the hard work of making change happen (P.15).

It is considered that innovation is not only creating new things or doing new things, but also recovering what has not been done in daily practice and which gives results, but in addition, for innovation it is argued that to achieve the transformation of the school with the vision of the school head, it is necessary to make a small effort where those who participate in the school are in agreement and the head teacher has made agreements for this innovation that is intended to be carried out, Therefore, it is considered that the agreements and the leadership of the head teacher are fundamental, as he/she has to carry out a great deal of pedagogical management and in the formation of school environments that allow teachers to be motivated for this innovation.

In this regard, Hargreaves and Fink point out that there must be leadership for change, where they indicate that the principal must enter into sustainable leadership, as they point out that it is important to sustain, sustain, think about preserving the sustainability of the environment and commit to it. The school and its context are important, respecting contexts as a way of proposing innovation. The aforementioned authors take the term sustainability from the field of the environment and point to Lester Brown when he defined a sustainable society as one capable of satisfying its needs without reducing the possibilities for future generations to satisfy theirs (p. 27), seen in this way and transferring to the educational area Michel Fullan mentions that educational sustainability is the capacity of a system to involve itself in the complexities of continuous improvement coherent with the deep values of the end of the person (p.28).

With these proposals, the authors point to the idea that change must be lasting and respect values as a fundamental part of preserving the environment by outlining concrete strategies for understanding seven principles of sustainability in leadership and change in schools.

1. Depth - Education must preserve, protect and foster that which is sustained as an enrichment of life: the fundamental moral purpose of deep and broad learning for all.

2. Duration - preserves and nurtures the most valuable aspects of life over the long term, year after year from one leader to the next.

3. Breadth - it sustains the leadership of others as well as depends on it, for in a complex world no one leader, no one institution, no one country should control everything.

4. Fairness - Sustainable leadership does not harm its environment, but actively improves it, does not take resources, does not thrive on others, but shares to grow with others and the wider community, and is socially just.

5. Diversity - Sustainable leadership fosters cohesive diversity as solid ecosystems are biologically diverse and empowering. Sustainable leadership drives diversity in teaching and learning and learns from them, generates cohesion.

6. Initiative - It generates and develops material and human resources, does not exhaust them, recognises and rewards, cares for its managers and ensures that they are the ones who take care of themselves, does not exhaust its leaders with innovation overload, as there is prudence in its process.

7. Conservation - Sustainable leadership respects the best of the past and learns from it, to create a better future, amidst the chaos of change, it is unwavering in preserving and renewing long-established goals, it has memory. (p.31).

Therefore, the authors point out that sustainable educational change and leadership are three-dimensional: they have depth, breadth and length, therefore it can be understood that, for them, innovation must consider these three elements in order for the centre to perpetuate itself. For there is no point in improving grades in institutions if they do not reflect deep and broad learning.

The profile of the school head.

The profile of the position defines the characteristics, tasks and responsibilities that must be developed in a job, as well as the attitudes, skills and abilities that the person who performs a function within an organisation or institution must have. In this sense, in the Ministry of Public Education there are manuals and organisational charts that specify the functions of those who work in the educational area in our country.

The school principal is a function that is carried out by someone who is given a commission to carry out this activity, in (Manual of organization of the scuelate of primary education November 1980).

One head teacher per school, primary school teacher.

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PURPOSE OF THE POSITION To administer, in the school under his/her charge, the provision of educational services at primary level, in accordance with the rules and guidelines established by the Secretariat.

General functions

1. To ensure that the curriculum and study programmes are implemented in accordance with the rules, guidelines and other provisions and instructions laid down by the Ministry of Public Education in the field of school-based primary education.

2. to plan and organise the activities, resources and support necessary for the development of the curriculum and study programmes.

3. directing, within the school, the execution of school control, educational extension and assistance services activities.

4. Evaluate the development and results of the activities of the teaching staff in the school, the classroom and the community.

Experience: To have held the position of group teacher, with a career ladder opinion.

Judgement: To make decisions regarding the development of primary school education, to manage human relations and to suggest changes.

Initiative: To create and propose work alternatives, solve problems and propose solutions.

Ability: To organise and lead groups, listen, give feedback and relate to others. Attitude: Respectful, committed and responsible. (O r g a n i z a t i o n a l M a n u a l o r g a n i s a t i o n o f P r i m a r y E d u c a t i o n November 1980. pp. 15, 26.)

|In addition, the primary school head teacher:

The role of the professional is clearly defined.

Understand what you need now and in the future. There are no limits in communication for those who fit the profile.

Currently, in order to fill the position of school principal in primary schools, it is necessary to take part in a competitive examination in order to obtain the post, as this is stipulated in the guidelines of the Ministry of Public Education.

ICTs

The different technologies for communication such as computers, the internet, telephones and other tools during the pandemic were fundamental for the educational phenomenon to continue, in this sense the different governments of the Republic of Mexico implemented as a strategy to not cancel classes, opting for the use of the technology at hand. This does not mean that all children, parents and teachers had these tools to continue the educational work, however, work continued and teachers were the heroes of the whole educational process in the country and in the different countries of the world. ICTs came to resolve in some way the situation that was posed by the pandemic in the face of a social confinement that was necessary and in this way contain the spread of the epidemic that was being experienced by COVID-19.

We worked at a distance and returned to the reunion of families, as social confinement was a propitiatory factor, and in some way the recognition of the work of teachers returned. All of this in some way revealed the limitations that existed in the country with respect to the use and application of technology as a tool for educational work. Teachers, parents and students were introduced to the knowledge and use of ICTs, making it necessary to implement them at all levels of education.

School principals had to change their way of seeing the school, from their leadership, management, and their ways of generating environments for the achievement of learning. This has led school principals themselves to reflect on their training and the profile needed to carry out the function.

Methods and materials

In order to carry out this research and corroborate the theoretical assumption presented, it was necessary to consider those who work as school principals, since they are the ones who know and carry out the function. For this reason, all principals were considered as a field of study, and a sample was taken from them, comprising the principals of primary schools in the municipalities of Tecomán and Armería, who work in sector IV of primary education in the state of Colima.

In order to find out how they thought about their role in post-pandemic times, it was necessary to construct an instrument, a survey (see appendix), which was applied as a questionnaire to all the principals in these municipalities.

After the application of the instrument (78 in total), it was reviewed from a quantitative and qualitative perspective, as the questions in the questionnaire were open-ended (see appendix). For systematisation, the most repetitive answers were counted, which are presented below in a table with the five questions that were asked of the principals.

Results

Questions	Percentage response
1.- Given the scenario left by the pandemic, do you think it is necessary to redefine the profile of principals?	78 managers 100% Responded that a new profile is needed.
2.-Academic elements and skills that a head teacher should possess after the pandemic.	- socio-emotional skills - empathy - being more active - open to change - skills in the use of virtual tools. - shared leadership. - emotional intelligence. - flexibility - adaptation to change - resilience - discipline - knowledge of regulations - academic knowledge - knowledge of students' learning processes - knowledge of special education - leadership skills - conflict mediation - knowledge of technology - receptiveness to advice, counselling and criticism.
3.- Elements to define a new profile for school principals so that they can perform their function better.	- attend to oneself emotionally. - have a more perceptive mind - have more autonomy - training and administrative support - pedagogical aspects and social-emotional skills - engagement - empathy - adaptability - knowledge of regulations, laws, and articles related to education. - ensure learning without neglecting the emotional side.
4.- The most important skills that a school principal currently possesses.	- be organised - affective - empathetic - have a broad academic knowledge - conciliatory - active - proactive - initiative - innovative - mostly administrative due to the burden of the authority's request. - conflict resolution - emotion management - reconciliation - working with parents - delegating and decision making
5.- Support needed to improve their role.	- generating peer-to-peer learning and professionalisation communities. - usaer team - social work - secretary - psychologist - support materials to regularise teachers and students. - administrative support to have time for academics. - socio-emotional skills. - socio-emotional assistance - support and backing from the SEP for teachers. - Let teachers work on academics and reduce administrative activities. - a secretary - a sub-directorate - management of digital platforms - technological equipment

Table 1 Instrument applied
Source: Own elaboration

Conclusions

The profile of the current school principal requires a transformation that allows him/her to be up to date with the needs of society and the demands of the students, which is why it is essential for the school principal to have professional training to carry out this function, because as can be seen in the results of the instrument applied to 78 current principals, they recognise that better training is needed to carry out the function that they perform.

The primary school organisation manual indicates the minimum necessary characteristics, but it dates from 1980, which limits it to the present time, and other needs and skills that a school principal must have are emerging, and this becomes clear with the phenomenon of the COVID-19 pandemic, which makes transparent the needs of the population and from them the needs of the schools, and of those who work in them, a great lack of knowledge of the use of ICTs, and the need for their implementation and constant use in the post-pandemic period.

The Theoretical Assumption is fulfilled, stating that there is a need for a new profile for primary school principals to strengthen the knowledge and skills they already have, but at a professional level, as shown by the different responses to the instrument applied to working principals.

What is presented in this document cannot be generalised, as the application of the instrument was a very small sample, but it does provide us with elements for reflection and for continuing to contribute to a new profile in which the mastery of emotions, the management of ICTs, skills that will have to be prioritised in the training of teachers in training institutions, as they are fundamental for the primary school headteacher, are essential.

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