

Interview transcript – School leader speaks about becoming a leader and relationships with school community

Azerbaijan, 2020

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A: I was born in Gavran village, in the Yardimli region, into a family of teachers, and went to the 1st grade in the same village. My father was the director of the Secondary School in Gavran.

B: So your parents were principals.

A: Yes, my father worked as a director of the school there for a while. I also studied at that school until the 9th grade. The most memorable and formulating factor for my character (myself) was my father's personal style, which I could not analyze at that time, let's say, I couldn't understand. Moreover, he advised teachers how to approach me the right way. He wanted to make sure they didn't single me out.

In the village, there was only one way for a person to develop and to move away from the current environment, and it was education. Of course, there were secondary schools in our village. But the flow from other schools to our school was strong. large number of students came to our school from remote mountain villages. As a student, I always wondered about what we have in our school that would inspired these students to come so far. Sometimes I asked my father: "Why do these children travel the distant road in the winter and the snow?" My father would say that they come for education—they have their schools, and they also teach there, but they like our school, so they come here.

This always seemed interesting to me. Our school was a Soviet-era, ordinary, unrepaired school. Ever since then, I have had a dream. I wanted to hold a position in my future job that will let me reconstruct and improve our and finalize reconstruction which was on hold after the collapse of the Soviets. My dreams were constantly changing and growing. Then I entered the physics-mathematics Lyceum and we moved to Baku in 2004. In Baku, I started my education in the 9th grade at the boarding school with a physical and mathematical context. At first, it was difficult for me to be away from the family. If you are apart, the things that you used to do together are apart as well, such as eating together, etc. – I had to begin to manage myself and learn to meet my own daily needs.

B: How old were you then?

A: I was studying in 9th grade.

B: As a teenager?

A: Yes, as a teenager. I think that these conditions had a great impact on my early formation of independence because there is a difference between a student who is under the control of parents, and molded by their rules, versus a student who encounters some problems and difficulties and tries to find solutions by himself. This is a very important factor for developing teens.

I studied in those conditions and continued my education. If I'm not mistaken, the director of our physics-mathematics-oriented high school, who still maintains his position, was a harsh disciplinarian. I never liked the emotional distance between the director and his students, and how he tried to maintain

discipline with his rigid behavior. It seems to me that this was his main drawback. I was very satisfied with his management, approach to education and teaching. But I was worried about his attitude towards the students. I had always wanted to talk to him, but he seemed unapproachable, not only by me but also by all the students. Still, I sensed the kindness hiding under his distant behavior. When I got a high score, my teachers told me that the director expected a lot from me, which motivated me. But I always thought that it would be better if I heard from him.

In 2007, after I graduated from the physics-mathematics Lyceum, I became a member of the first class to study the specialization of organization and management of education at the Azerbaijan Pedagogical University (APU).

B: I remember now, a new department was opened here in that year.

A: My Father's opinion on my education was also interesting—he tried to move me away from choosing specialties such as International Relations, or teaching (pedagogy). I secretly picked the department of education organization and management as my first choice.

B: Your Father probably saw you as a subject teacher.

A: No, he probably didn't want me to be in the field of education.

B: Why? What do you think was the reason?

A: I cannot say for sure, but in our society, there was a bit of fear about the difficulty of this area, so maybe it is.

B: But your father valued education very much.

A: Yes, it was highly valued by him. I would even say, he worked hard for this field. He always tried to shape me as an administrator.

B: As an administrator in education...

A: He wanted to see me become an administrator or manager, and he also wanted me to have experience in some foreign countries and worked for it to happen.

B: He wanted to see you live abroad?

A: Yes. That's how he saw my future. But I chose to focus on Education Management and was admitted to the program. After I got admitted, I fell into a void. At that time, our expectations were not justified as the faculty was newly opened. Lessons were held using a variety of methodology. The law "on education" was not approved at that time. The law was approved in 2009. We were still trying to learn certain things under question marks. But in any case, we had educated teachers. I would especially like to name Hasan Javadov<sup>1</sup> among my teachers. He is a true teacher and educator. In every university, every class, some students do not want to listen to the lesson, but Hasan's lessons were always interesting to any student. How did he get it?

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<sup>1</sup> All names have been changed to preserve anonymity.

B: What was his specialization?

A: He was a teacher of Russian language and literature by profession. Professor Javadov would never get angry while teaching, he would not even hit his hand on the table—he would say that knocking his hand on the table is a sign of weakness. But he was able to capture the entire audience with his pedagogical experience and pedagogical skills. Heydar Javadov was an example for me, then and to this day. I still keep in touch with professor Javadov. He as a teacher was God's blessing for us. Hasan Javadov taught us not only the pedagogical science and profession, but also helped us explore the concepts of who is a student, who is a minor, how long a person should learn, how he should learn, and in what environment he should learn. Management skills are important not only in education but also in other areas such as economics and community management. Another teacher, professor Faig teacher, who taught in the subject of management culture, also gave me much to think about I remember a lot from that lesson. After our first year, we began to master this knowledge. But again, the attitude to education in our society is ambiguous. Even the attitude of the students studying at the Faculty of Education Management to gain such education was not unequivocal. Some of them openly said that I accidentally fell here. As far as I know, 4-5 of those graduates now work in the field of education; the rest changed their routes to different fields.

B: it turns out that you were the first team in the country to earn degrees in education management.

A: Yes. We were the first team.

B: How many people?

A: 50 people.

B: 4-5 people stayed in the education field out of 50 who started the program?

A: Yes. As far as I know, only 4-5 people.

B: How can you explain it? On the one hand, society has a great need for this personnel, on the other hand, there is a great gap in education in this regard. On the contrary, there had to be a group leading to the first front. But only 4-5 people remained in the education on management.

A: I believe that after graduating from the Institute and completing military service, I had many meetings with my fellow students to motivate them to education. But the opportunities I had were very few. At that time I was appointed deputy director of the school for organizational affairs. Since that time, my goals began to form and I shared my thoughts with my fellow university friends. But they had very little confidence in me.

B: So they didn't believe it would be a really interesting job. Perhaps the financial issue also plays a role here.

A: In fact, I did not want to say that. Many of my fellow student friends moved away from this job due to funding shortages. But I have a friend named Anar who loves this job. He worked as a leader in the children's union so that he could come to the management in education as a deputy, director in the

future. It was a little late, but it came. He worked because he loved education, and what he wanted to do in education.

When a person always starts any business, he naturally has expectations. I also began to work with a very low salary, a fairly low salary, when I was appointed deputy director of organizational affairs in 2012. Slowly I tried to get to know pupils.

B: So you chose it as the target.

A: Yes, my main goal was to be among the pupils, to be their friend.

B: What do you think, maybe when you were a student, you felt the lack of attention, that's why...

A: Yes, yes, after seeing the sharp distance between the teacher and the student while I was studying at the physics-mathematics high school, especially after seeing the sharp gap between the management and the student, this feeling began to form regardless of me. Sometimes, as I am very sensitive to the student, I can see that this disturbs some teachers a little bit. So perhaps the teacher thinks that the student is somewhere the last person in this triangle. But we all have to understand that the reason for this triangle is the pupil. After working as deputy director for organizational affairs, I started to carry out useful work in this direction with students.

B: Which school did you work at?

A: I worked at school No. 218.

B: Which district?

A: Khazar district, Bina Settlement, School No. 218. Then, if I'm not mistaken, in 2012-2014, preparatory courses for the Directorate began. I am grateful to my director Natavan Khanum. She called me, informed me about these courses and trusted me because she also knew my goals. I often watched the websites of the Ministry of education, so that I could find out.

B: How do you know what this support was about? Did she see something interesting in you, or did she want to support you as a young man?

A: When I worked, I was trying to provide the director with the assistance I could in the school's work.

B: Did you teach as well?

A: Yes, I also taught the lesson. I used to teach life science.

B: In the upper classes?

A: No. 5-6-the grades. The subject of "Life skills" is about the daily behavior of students, their recognition, in particular, not only scientific but also other forms of increasing knowledge, relations with people, the distribution of time in everyday life, the creation of certain day regimes, etc. So this is the lesson of great importance. It also helped me a lot to learn about the psychology of children and how to support them, to be interested in their problems. The importance of this subject is great. In some

schools, they simply say "knowledge of life", but this is really knowledge of life, that is, a science of studying life.

B: So you mean, to understand the student as a person, as an individual, to learn, to understand the role of relations...

A: Yes. When the Law on education" was approved in 2009, the main topics there were devoted to the approach of the student as an individual, respect for the student, in particular the reduction of physical pressure on the student, the prohibition of pressure in general. If you remember, it was not unequivocally welcomed in our society. The teacher should put pressure on the student, the teacher should beat the student, and such similar thoughts are still present, unfortunately. However, there is no doubt that the Ministry of Education and the education departments are taking serious measures in this regard. In particular, very serious disciplinary measures and preventive measures are taken to protect the rights of students. As noted in the law, the student is at the center of education today and it is still sometimes unequivocally welcomed by all.

B: That's right. How would you perceive yourself as the leader of the school, how would you evaluate it? What personal qualities help you to be in this position? On the second hand, how do you build interaction, communication as a director, this issue is also very important.

A: Self-evaluation is an important measure of self-realization and growth. But it is more important to look at yourself through the eyes of people. To be able to look at oneself through the eyes of people, that is, to be able to look at yourself through the eyes of the collective with which you work, to be able to look at yourself through the eyes of the student – this is very important, I think, and it is more important to carry out the necessary work. As for self-assessment, I know that I have weaknesses in myself and it is a bit difficult to express what I consider as my weaknesses or what I consider as my better qualities.

But when communicating with people, it begins with acceptance. So if I am a school principal of the school, then, of course, I am the more accepting party. If someone comes to me or I go to someone, it is an important step to wait for this moment.

B: If you take this step...

A: Yes. If an old man comes in, I take into account that I am younger than him and inevitably stand up from my place to express my respect for him. Regardless of identity, whether the person is a teacher or not...

B: That is, you adhere to accepted ethical norms.

A: At least by standing up from my place, I show my respect to the other side. And when the attitude is adjusted in this way, the person understands that we are talking at a certain level, neither lower nor higher.

B: We must keep the respect.

A: Yes, we need to protect it mutually. This is a rule adopted in all countries, in my opinion. This applies not only to our country, and nation.

B: No, simply, perhaps, the form of expression is different.

A: Yes, ethical norms, I think, should always be expected. Where there is chaos, where there is no mutual understanding, it is impossible to make any decisions, to solve any issue. I experienced and witnessed these situations. For example, I saw a director or deputy director who made unacceptable mistakes during admission to the parent, student or teacher. Then it caused anxiety to him/her as well. Or the solution to the problem has led to bigger problems. Therefore, I think that communication following our mentality and social norms has positive aspects arising from our mentality. It is necessary to correctly observe the rules of how to communicate with women or men. In my opinion, this is it. Most important of all is restraint and patience. There is a huge difference between reactions when you listen carefully and patiently till the end or when you react straight forward without listening. Therefore, I think communication must be started with reception. You cannot control someone's approach to you, it is not in your hands. But your approach to someone is in your own hands. You can already adjust it yourself, you can measure it. So I can approach it as I know it right. Everyone is right for himself, I think. If someone considers himself wrong in some subjects, he will not discuss it. Because he knows it is right, he leads it to the discussion. Indeed, if he/she is wrong, it is also necessary to adjust the situation in the most quality, cultured way, by using certain examples, perhaps a proverb, or by telling a story that has happened.

B: So do you use it?

A: Yes, I use it a lot. Even sometimes I prepare in advance when there are such issues. I think it would be better to give a particular example.

B: In advance?

A: Yes. You remember, when we were in the director's course, I gave a story called "Sariyya Khanum" as the director of the school.

B: Yes, I remember. It was a very interesting essay.

A: I thought about it as an essay, and then I presented it to you. In that style, let's say, an administrative form...

B: You have a certain power according to your powers as a director. But how do you apply this power? So how do you use this power? You know, this is also a very sensitive point.

A: I have been working as a director for two years. During this time, I must say that I did not need to use my directing power so much. I have completely different forms of activity. To apply something in an administrative form-it is necessary and inevitable. Everyone must comply with the law, protect the law, there should be no cases of abuse. But I think that if as a leader, as commonly said, as an elder, you can explain something to the other side, then there is no need for administrative order any more. However, if you used this method several times and can not get a result, then as it is said, it is acceptable to show bat from under cassock.

B: You have touched on ethical issues at the beginning of our conversation. You said that while studying at the Pedagogical University, this topic made you think. Your teacher also attracted your attention to this topic. You say that this is a very important issue for schools as well. For instance, can you mention one case that has been an ethical example for you, teachers, parents or pupils? Can you emphasize it as a real ethical issue, case?

A: You mean, for example from my working period?

B: Yes, any event that happened while working at school 218 was an ethical lesson for you. It does not mean that someone taught someone. In that sense, it was a moral norm adopted by all. You, for example, joined those who adhere to this norm as a director, as an education field worker. That's some kind of boost to you.

A: We conduct meetings, for example, I think that the first time a person introduces himself, then it manifests differently. After passing a while and getting to know a person, the attitude to him becomes completely different. For example, when you get the first appointment at school...

B: To the school, you are currently working in?

A: Yes. A period when no one knew me, imagine that no one knew me, they did not even know my name. So everything began with introducing myself. Of course, despite the identity people, the crew discusses certain issues among themselves. For instance, if this director comes, it can be so. In particular, if someone else comes, it will be so, if he comes from here, it will be so. They look at previous examples and usually...

B: There was such a dilemma here that the director should be appointed either from the village or from the collective, or the outside?

A: Yes, yes.

B: Was there, am I right?

A: Yes, I have already felt it. Sometimes they try to prevent you from walking towards your goals. This is the law of life. Such things can happen before I get to know or recognize any new person, without knowing what kind of power he has, where and what reaction he will give. This is natural. For example, when I was first appointed here, let's say that there were several issues in this school – those that I thought were negative. I had a big parent meeting. At the meeting, I explained to parents the terms of the law "on education" that general secondary education in our country is compulsory and free of charge. The school is a state institution, a school worker and the repair of the school – all this is financed by the state. It is at least unfair to demand something from you under any pretext. One parent said at the meeting what is wrong if I want to arrange any service for my child at school, and I can donate money and so on. Of course, this was not unequivocally welcomed by other people, and I told that parent that I would like to learn the opinion of parents who support your opinion. He was left alone at that time as a parent. I said in a highly ethically sensitive manner, thank you very much, you have very valuable ideas. But I want to hear other parents as well, if they support you, saying their own words and express their attitude to this issue. This time there was silence. The parent then came to my acceptance

in solitude and noted that, as I assumed, he was influenced by people interested in this issue. The parent was very sorry that he expressed his attitude in such an aggressive form.

B: All these happened for the first time, in the first session.

A: Yes. He expressed his attitude without thinking deeply and reaching the essence of the issue. There are a lot of such examples.

B: How do you build relationships with teachers? How do you motivate teachers? How do you punish them? It is clear that there are different issues and you are directing teachers. Can you give an example?

A: First of all, I would say that I had no idea and intention of punishing the teacher when I was appointed for the first year. When I talked to the whole team, I said that we must work, fulfill the requirements set before us. I said that I will help you with this. I will share what I know with you, and you will share what you know with me. Because in any case, we have highly talented teachers who have worked here for years, and I wanted to learn from their experience. I always tried to bring this to their attention. If you remember, during the lesson, I also said, collective (team) is usually divided into 3 groups: the first group has its conscience, there is no need for any motivation with them. The director also does not bother them, they carry out their work responsibly – this is a small part, we have such teachers in school, literally fit the existing formula. There is a group that, in general, they do not like their work. By chance, they chose this profession. A small number of them, unfortunately, are representatives of this group. There is also a group in the middle of the environment. It depends on how the management and the real environment are affected. That is if no force pushes them in the real environment, then, of course, this group will join the other negative group. But if any work is done with them, if they are motivated, then they will join those who do their job – the first group. We learned the proof of this in theory, but I saw the visual evidence in the period when I was already in charge.

B: And from here it turns out that the director must have the ability to support. Interestingly, the director has a supportive behavior.

A: The teachers passed the diagnostic exam and gained points in advance, saying it in administrative form.

B: In this regard, you already have a certain opinion... Does diagnostic help you?

A: I would like to say that the teacher who gained 50% in his specialty exam educated students who took part in the Olympiads. But in my experience, the teacher who wrote his specialty exam for 100% cannot communicate with students in the classroom. He/she cannot instill his knowledge to the students.

There are quite serious problems in the pedagogical process. For example, there were teachers for whom I tried to develop a supportive environment, provide methodological assistance by other teachers, etc. At least I have tried.

B: Interesting. What is the reason why the teacher who is well educated in his/her specialty cannot communicate with pupils?

A: It is contrasting. Therefore, I would like to say that when we are asked to give preference not to the teacher who scored too weak points in diagnostics, but to those who scored high points in the division of lessons, the situation becomes complicated, because the motivation of teachers turns into the main division of lessons. In an environment where we don't know each other, it is possible to motivate the teacher only with this. But after getting to know each other, after some time passed, I am more interested in the problem in the teacher's family, the reason why his face is disappointed today.

B: It is interesting, but you are investigating it, I mean, you are studying this issue...

A: It takes a longer time to learn it. In general, education is a long-term process.

B: You have a big administrative burden.

A: Yes.

B: There is administrative work, there is paperwork, there is time to submit reports. Naturally, it takes a lot of time to do all this. There was even a time when I called the teacher and asked him/her by phone why he/she did not come to work, is there anything he/she needs?

A: You have tried to keep contact.

B: I always try to keep in touch. Do you know why? There is such an article in the "labor code" that if a teacher does not come to work on a working day, his/her employment contract is terminated. My expectation from our teachers is that they should give at least some information when the problem arises. We will probably support you in this or that form. For example, there is a very good tradition in our collective. May God bless everyone. But if there is a problem in the health of any teacher, other teachers help him, support him. I have always marked this as a positive quality for them. But let's return to the administrative issues and issues about understanding, empathy. In any case, each of those that I mentioned has a limit, and this limit cannot be exceeded. There was a teacher with whom I tried to build empathy, was interested and saw that there was no problem. Simply, the character, personal qualities of this person led to irresponsibility and procrastinations. In this particular case, we sat face to face with the teacher and discussed whether he is compatible with this system. I have also faced such cases. At this time you need to be patient. I always take this into account, but I repeat, it is impossible to exceed a certain limit, there is a limit to everything. It is also necessary to punish the teacher as necessary. When I want to punish teachers, I usually talk to them individually about the situation. For the second time, everything is already clear from the teacher's look at my face and missed eyes. Let's say that in our education system there are some teachers who, incidentally, no one can doubt that they operate in the school at random chance. If we are mentors, we have to involve them in education in every possible way. For example, perhaps each of them thinks that I am a very irresponsible teacher, I have no results, what good thing can the school director think of me or what favor he/she can or willing to do for me? But when you see the exact opposite of what you think in relation, you inevitably create a reflex, a maneuver on it. We also use these methods.

B: Your first education was related to management, and then you took part in the training. Does it feel like it will be better if you will learn more things? I mean, are there some significant things you need to learn.

A: My education level is a bachelor degree. I believe in the principle of science, and the principle of science is already proven, proven in practice.

B: In what it is particularly proven? Is it about communication, time management or organization of discipline?

A: Maybe concerning teachers. Again, I think there are some skills of mine that I need to improve.

B: What kind of particular experience you mean?

A: I can't mention a particular one. I would like, for example, to have a session with Mrs. Elmina as a graduate student. I feel this deficiency in myself.

B: If I am not mistaken, you would like to conduct some kind of academic research. Because there is so much experience that you transformed into a passion for research.

A: Let's say, the school is an area...

B: You should try yourself in the field of science.

A: You must be a doctor of Sciences. But do I need it? As a director, I had similar maybe more amount of experience as a master's degree or Ph.D. degree owner. I tried to develop it in myself, but individually.

B: You need research motivation.

A: I communicate regularly with my director friends, ask them about general conditions.

B: Does it help you?

A: Yes. These practice examples help to clarify the right or wrong issues, reach out to help in making choices in this or that matter. I would like to know what more space I have left? You say research. I would not call it research if there was someone who would listen to ideas...

B: To study/learn about the opposite opinion?

A: I would like to learn the opposite opinion. I'm talking about reality, not behind closed doors. Today's work by the Ministry of Education differs from 10 years ago's work. This is an undeniable fact, and I was able to come here as a result of this transparent environment. Or I could never be a director. If today's system had not been built objectively, I would not have been able to reach my goal. It was real. Sometimes it happens that we sit at the meeting, but we refrain from saying a word. Therefore, I think that we must create an environment in which we should not hesitate to express our views on school management. To say an opinion should not be considered a misdemeanor, everything should be discussed.

B: Is there such an environment in your school that everyone is feeling free in expressing their opinion? Is there such an opportunity?

A: Yes, yes.

B: How are such conditions created?

A: For example, I prefer teachers who give feedbacks at the Council. They emphasize what are the main problems, where are the gaps...With the members of the Teacher Pedagogical Council I have already created an environment like the board of directors at school.

B: So you have expanded their powers.

A: In this "council" I have created with them, sometimes I do not sit in my place; I sit with them around the table. I try to formulate my work in such a way that it is possible to achieve a positive result quickly. But this cannot be done with all teachers; it is impossible.

B: You have collected really good subject matter experts.

A: I would not say that I was able to collect 100%, subject specialists. Am I satisfied with this issue? Not yet. I said that I was able to achieve 70% success. Our results of work have been successful for two years due to the Teacher Pedagogical Council. It also serves to raise the level of education in the school. The attitude of parents to school, I said, changed 70% for the better. The first time I was appointed as a director, there was a queue in front of the reception room. As if someone came to listen to their troubles.

B: The Reception Room was filled?

A: I promised them at the first meeting. I saw that there are a lot of people who want to talk; I said that I will meet with each of them individually.

B: What then?

A: Then it looked like I could not keep my word. Not individually, but I started talking to them in groups. Then sometimes a call came to the phone, a parent was asking may he/she come today or not. I could not find it as my right to say to a parent that does not come today, come tomorrow. Because of what, because I couldn't find this as my right. Today I can say that my admission days are Tuesdays and Thursdays.

B: So you mean doors are open?

A: Yes. I cannot say come tomorrow or later to the parent, because if the parent comes, then it means that it is about a student. The student may have such a problem that there can be a big difference between solving it an hour earlier and solving it an hour later. It depends...

B: Clear...

A: I cannot arrange a time for the reception.

B: Although, you have a very crowded schedule.

A: Although, I have a huge amount of paperwork.

B: You are concentrating...

A: I focus my attention; gather my mind, but the semicircle remains. In particular, Mrs. Elmina, I am in favor of digitizing school documentation. I have already done this in my school. I created an electronic database at school.

B: Do you have class journals also in electronic form?

A: Journals are not electronic; officially I cannot make it electronic. But unofficially, I also have electronic journals.

B: Yes... and the schedule?

A: Yes, all of them.

B: Then quarterly assessment...

A: We have electronic evaluation process. We have put a lot of effort into this. We have created this in these two years.

B: So it became a more transparent system...

A: It is both transparent and convenient to follow the dynamics.

B: That means you have collected the data in front of your eyes...

A: Yes. I always analyze them on the monitor.

B: I guess teachers are probably more responsible now.

A: Of course, this side of the issue is a bigger achievement. This is also support and assistance to the teacher. It is already started to be discussed whether this is responsibility or freedom.

B: But this is the responsibility (laughs).

A: Actually, I take responsibility and reduce the teacher's burden. Teacher, you deal with the teaching, you no longer deal with the subtraction of the mark for the semester. But administratively, this issue is still under his/her responsibility.

B: Yes.

A: If I can help the teacher with this, I think, why not?!

B: So this schedule... imagine that 1 week of paperwork takes 100% of the teacher's time. How... and how many percents of the textbooks....students work....?

A: Per one day?

B: Within a week...

A: Within a week. Provision of students with textbooks and other teaching resources. I would say, 4-5 hours. 10%.

B: 10%?

A: Pedagogical and other ... 15% I would say.

B: 15% ... pedagogical and then?

A: Use of training tools and other resources – 15%. Participation in the lessons, observations – 20%.

B: 20%...

A: Discussions... we discuss each lesson, time is spent...

B: Then the pretty amount of time is spent ...

A: 25% - 30%, let's say 25%. How long has it been, perhaps, more than 100%? (laughs)

B: No, not 100%, even if it is 100% ... the main thing is, on what more time is spent?

A: Mentoring, mentoring of teachers – 10%.

B: 10%, so...

A: Training planning is also 10%. I would say, 15% for planning. Collection of information about school activities, school activities – 20%, I am engaged in this opinion collection all day. Meeting with parents – 30%.

B: 30%, so...

A: Meeting with community members – 15%.

B: So...

A: Meeting with representatives of the governing bodies, it is also 15%. Preparation of the report to the management bodies – 30% and other functions – 5%.

B: Well, thank you very much, I had a question. Nowadays in the world, the most attention in education is given to the psychological health of the child at school. Does the child feel psychologically safe in a school environment? In this regard, they think that the school culture should not only contain promotion of culture and norms, but also the development of socio-emotional habits for children. This skill must be present in both teachers and children. Do we have any documents on this issue? Regulations related to the school, etc.

A: There are no serious documents related to this.

B: There isn't, right?

A: For example, school psychologists must deal more deeply with what we mentioned.

B: They must also have regulations.

A: There should be a regulation on school psychologists...